

**MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
HELD AT
UNIVERSITY OF WEST GEORGIA
Carrollton, Georgia
October 9-10, 2007**

CALL TO ORDER

The Board of Regents of the University System of Georgia met on Tuesday, October 9, 2007, in the Campus Center at the University of West Georgia, Carrollton, Georgia. The Chair of the Board, Regent Allan Vigil, called the meeting to order at approximately 1:00 p.m. Present on Tuesday, in addition to Chair Vigil, were Vice Chair William H. Cleveland and Regents Kenneth R. Bernard, Jr., James A. Bishop, Hugh A. Carter, Jr., Robert F. Hatcher, Felton Jenkins, W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Patrick S. Pittard, Doreen Stiles Poitevint, Willis J. Potts, Wanda Yancey Rodwell, Benjamin J. Tarbutton III, and Richard L. Tucker.

INVOCATION

For the invocation, Regent Willis J. Potts began by reciting the “Power of Choice” by Fr. Norbert Weber. ““The Power of choice is real. We can choose to love—rather than hate. Choose to smile—rather than frown. Choose to build—rather than destroy. Choose to persevere—rather than quit. Choose to praise—rather than gossip. Choose to heal—rather than wound. Choose to give—rather than grasp. Choose to act—rather than delay. Choose to pray—rather than despair. Choose to forgive—rather than curse. Each day brings a new opportunity to choose. What kind of choices will you make today?” Eternal God, with resounding praise we rejoice as we come before you; humbled by Your love, Your grace, and Your mercy. We ask that You bless the University System of Georgia that we may provide lively centers of sound learning, new discovery, and the pursuit of knowledge. Grant that those who administer, those who teach, and those who learn may find You to be the source of all truth. Grant all of us love so that those we contact can learn of love. Grant all of us patience and stillness so we can better see and hear those in our care. Grant all of us wisdom so our decisions will be made in accordance with Your will. Help us to teach others how to learn through our own example. Through Your guidance, help us to live simply, love generously, care deeply, speak kindly, and leave the rest to You. Amen.”

SAFETY BRIEFING

The Director of Public Safety for the University of West Georgia, Thomas J. Mackel, gave the Regents and audience a briefing of basic safety information in the event of an emergency.

ATTENDANCE REPORT

The attendance report was read on Tuesday, October 9, 2007 by Secretary Julia M. Murphy, who

announced that Regent Elridge W. McMillan had asked for and been granted permission to be absent on that day.

APPROVAL OF MINUTES

Motion properly made and duly seconded, the minutes of the Board of Regents meeting held on August 7-8, 2007, were unanimously approved as distributed.

INSTITUTION PRESIDENTIAL PRESENTATION

Chair Vigil asked Dr. Beheruz N. Sethna, president of the University of West Georgia (“UWG”), to give his presidential presentation. It is as follows.

The University of West Georgia is located in Carrollton, just 50 minutes west of Atlanta. Accredited by 12 national accrediting agencies in addition to the Commission on Colleges of the Southern Association of Colleges and Schools, UWG offers a wide range of disciplinary, interdisciplinary, and professional programs. There are 110 programs of study, including 58 at the bachelor’s level, 40 at the master’s and education specialist levels, two at the doctoral level, and ten at the post-bachelor’s and post-master’s certificate level. The current enrollment is 10,684, up from 2006 by approximately 5% in headcount and approximately 6% in credit hours. The average SAT for the fall 2007 entering class is 1010. UWG is ready to play an increasing state-wide role as a robust-tier doctoral-granting institution as it increases capacity to accommodate the rapidly-growing number of high school graduates.

The five academic entities which comprise the university are the College of Arts and Sciences, the largest of UWG’s undergraduate colleges; the College of Education, which recommends 800 students for certification annually; the Richards College of Business, one of approximately 4% of colleges and schools of business worldwide to hold the prestigious Association to Advance Collegiate Schools of Business-International (“AACSB”) accreditation in both business and accounting; the Honors College, the only one of its kind in the state, which houses the Advanced Academy of Georgia; and the Graduate School.

UWG has earned national distinction in such areas as teaching, undergraduate research, debate, athletics, service, leadership training, and honors study. For the eighth time in the past ten years, no college or university in America has had more honors student research proposals accepted for presentation at the National Collegiate Honors Council (“NCHC”); this is a very prestigious record since NCHC rejects approximately 90 % of submissions. In debate, UWG has back-to-back national championships in the Cross Examination Debate Association tournament (2000, 2001), has qualified for the National Debate Tournament for 35 consecutive years, and beat Dartmouth University, Harvard University, and Northwestern University in unanimous decisions to win the 2005 University of California-Berkeley Invitational. Every year since 2002, UWG cheerleading teams have won national championships. The American Association for the Advancement of Science (“AAAS”) has

awarded its first AAAS Leadership in Science Education Prize for High School Teachers to Chris Kennedy, a 2001 M.Ed. graduate.

The UWG motto, “Educational Excellence in a Personal Environment,” is evidenced by all its senior faculty and administrators, including the Vice President for Academic Affairs, Thomas J. Hynes, and the President, Beheruz N. Sethna, teaching at least one course a year, and the numerous awards given to its outstanding faculty. Examples include the 2007 Regents’ Hall of Fame Faculty Award; the 2006 Governor’s Award for the Humanities; the 2006 Carnegie Foundation/CASE Georgia Professor of the Year, the 2007 Governor’s International Award, the 2007 Sam M. Walton Free Enterprise Fellow, and 2005, 2006, and 2007 Fulbright Scholars and Teachers. Additionally, UWG has moved up one tier among master’s universities in the south in *U.S. News and World Report’s* most recent rankings, and for the fifth consecutive year, has been recognized by the *Princeton Review* as a “Best Southeastern College.” The *Princeton Review* ranked the Richards College of Business in “The Best 282 Business Schools in 2007” and is expected to do so again in 2008.

UWG is constantly improving and expanding its facilities. The College of Education opened a new instructional laboratory designed to improve science and mathematics teaching in the elementary and middle school classroom. A new Campus Center opened in August 2006 and construction has begun on a new Health and Wellness Center, and on a major renovation and addition to the Callaway Geosciences Building. The transfer of 246 acres by the City of Carrollton will constitute the new northwest campus and allow the University to protect its academic core while meeting the needs of projected enrollment growth. Along with our existing 375 acres, this will put UWG at 621 acres, which represents tremendous growth potential for the System at relatively low cost in the Metro Atlanta region.

Undergraduates comprise 83% of UWG’s students, and 17% are graduate students. The undergraduate population consists of mostly traditional-age students. The average age for Fall 2007 is 22.04, compared with most recent figure (Fall 2006) for the average University System of Georgia age of 23.9. For Fall 2007, 86.91% of UWG’s undergraduates are under age 25, 76.17% are under age 23, and 83.83% are enrolled as full-time students. The Fall 2007 graduate student profile is somewhat different – the average age is 35.26, compared to the most recent (Fall 2006) University System average age of 31.8. Graduate students are more likely to be enrolled part-time. The number of graduate students for Fall 2007 is up by 148 students, a gain of almost 9% over last year.

Georgia residents comprise 96% of the student body drawn from approximately 85% of Georgia counties. Also, 84% of UWG alumni reside in Georgia. The University also draws students from 39 states and 41 foreign countries. Its enrollment reflects the diversity of the state. For Fall 2007, UWG’s African-American enrollment is 25.41%, compared to the System’s (Fall 2006) 23.7%. Conversely, the University white enrollment is 66.95%, compared to the System’s 64.5% (Fall 2006). UWG has a small but growing Hispanic population, which has grown from 127 (1.2% of the enrollment) to 215 (2.01%) in the past four years. Other ethnic categories have remained stable.

The University of West Georgia's Multicultural Achievement Program ("MAP") and African American Male Initiative programs are important in the success of its minority students. On average, students who participate in MAP programming have higher grade point averages ("GPA") than students who do not participate in MAP. For example, the average GPA for freshmen in MAP is 2.06, as opposed to 1.88 for minority students not participating in MAP. The University's African-American retention rate (for males and females) is 83%, compared to 73% overall. However, the six-year graduation rate for African American students, 35%, still lags slightly behind the overall average, 36%.

UWG plays a key role in the success of the Carrollton area. Beyond the obvious economic impact of over \$220 million annually, the University faculty, staff, and students are an integral part of the community. Over 90% of all new teachers in Carroll County schools come from UWG and 75% of the nurses at Tanner Medical Center are UWG graduates. Over 3,000 Carroll County residents hold one or more degrees from UWG. The University's Center for Water Resources provides watershed assessments for four counties and serves as a major source of expertise in collecting data and finding solutions to state-wide water supply, conservation, and quality issues. Since 2003, the College of Education has increased production of certified teachers by 30%. Of 3,500 new teachers produced by University System public institutions in 2005, UWG's production was exceeded only by the University of Georgia and Georgia State University; 86.2% of these were employed in Georgia schools, with a first-year retention rate of 97.7%!

The University offers complete degree programs in Rome, Dalton, and five Master's degree programs and a Bachelor of Science degree program in Nursing at its satellite campus in Newnan. Nine years ago, UWG's Newnan Center enrollment was less than 200 students for the entire calendar year. This past year over, 2,000 students enrolled from over 30 Georgia counties east, west and south of Newnan, and some from adjoining counties in Alabama. Additionally, UWG offers three full degree programs completely online. UWG has, by far, the largest number of students in the entire University System taking electronic core curriculum ("eCore[®]") online courses, accounting for about 39% of the total University System enrollment.

Following a year-long study, UWG's Distance and Distributed Education Center implemented an experimental advisement and targeted orientation programs for students enrolling in eCore[®] Freshman English and Math courses in Summer 2007. As a result of this extensive project, the course retention rate for all English eCore[®] courses at UWG increased from 70% to 87%, and the eCore[®] Math retention increased from 69% to 76%. The retention rates for these targeted eCore[®] courses were, for the first time ever, higher than their counterparts in traditional face-to-face courses. UWG plans to expand this initiative to include all eCore[®] courses in Spring 2008. The institution has shared this study and its results with the University System Office.

The entire community benefits from UWG's cultural arts opportunities, lectures and exhibits, athletic events, and continuing education classes. Students and employees are engaged in the life of the community in service projects, tutoring and mentoring, and participation in local churches and organizations. UWG administrators have helped with several economic development and industrial

recruitment efforts including the AirTran call center. Dr. Sethna stated that it is difficult to find a single person in the region whose life is not impacted, directly or indirectly, by UWG.

The major challenge UWG faces is that of resources. Historically, UWG has been underfunded, a fact which has been recognized by three Chancellor administrations, but none has been able to address the problem through incremental funding. Dr. Sethna stated that previous analysis has shown that it would take approximately \$5.9 million more of state allocation for UWG to be funded at just the average dollars-per-full time equivalent student (“FTE”) of the comprehensive sector. He added that when this analysis was done last, UWG had a lower dollars-per-FTE allocation than five access (two-year and state college) institutions. Dr. Sethna said that as such performance indicators as retention, progression, and graduation (“RPG”) are examined, UWG knows it can do much better than it already has with the appropriate allocation. He cited the “shadow budget” analysis that Chancellor Davis did last year which confirmed that UWG is one of the most efficient universities in the System. While this may sound like “whining,” Dr. Sethna stated that it really makes two more significant points: (a) It is a “brag” point for the great efficiencies of UWG – which makes its national accomplishments even more spectacular, and (b) if one flips that ratio around, a very low dollars-per-FTE student makes for a very high FTE-per dollars, indicating to the Board, that to get the highest impact for incremental dollars at its command, it might well consider allocating them to the institutions with a high FTE-per-dollars ratio.

As one of the four System institutions comprising the “robust tier” of comprehensive universities, the University of West Georgia is poised to move to a whole new level of excellence and prominence. President Sethna stated that as UWG demands more of itself, striving to fulfill the System’s vision for West Georgia and the expanded role it will play in higher education, it will seek increased support and resources. In closing he said, “We will ask, not what you can do for us, but what you and we can together do for the betterment of our state, our country, and our changing world.”

RECOGNITION OF GUEST: SPEAKER OF THE HOUSE GLENN RICHARDSON

The President of the University of West Georgia, Beheruz N. Sethna introduced the Speaker of the Georgia House of Representatives, Representative Glenn Richardson.

Dr. Sethna stated that he was pleased and honored to welcome Speaker of the House Glenn Richardson to the University of West Georgia (“UWG”) and thanked him for his visit to the UWG and the Board meeting. Dr. Sethna said that Speaker Richardson is a neighbor of UWG, having been born and raised in Douglas County. He earned his BA in political science from Georgia State University (GSU) and was a member of GSU’s first law school class. He has served in the Georgia House of Representatives since 1996. In 2005, he became the first Republican Speaker of the House in over 130 years. Dr. Sethna stated that Speaker Richardson is currently traveling around the state explaining his proposed tax plan, which is the initiative that brought him to Carrollton. He again thanked the Speaker for taking time out of his busy schedule to attend the meeting and turned the podium over to him.

Speaker Richardson thanked Dr. Sethna for his warm welcome and the Regents for the work that they do. He stated that the practice of holding two of the Board's scheduled meetings at different System institutions per year was a great way for the Regents to visit campuses like UWG. Speaker Richardson stated that he is, indeed, a neighbor of UWG as he grew up in Douglas County and currently resides in Paulding, another adjoining county. He noted that he had not visited the UWG campus in a number of years. Thus, he enjoyed the facilities tour that he was given prior to the meeting and was pleased to see the progress that has taken place, such as the stadium project. Speaker Richardson stated that he believes UWG has potential. Since everyone cannot enroll at the University of Georgia or at the Georgia Institute of Technology, and Georgia Southern University is growing at a rapid pace, Speaker Richardson stated that it is time to let UWG have its day. He added that he thinks the University of West Georgia is about to have its best days.

In closing, Speaker Richardson stated that when given such a sizable audience, he rarely missed an opportunity to either make a fundraising pitch or talk about Georgia's repeal of every ad valorem tax, but, since the Board had much work to do, he would not. He thanked the Regents again for coming to his part of the state and for the wonderful job that they do for the University System of Georgia.

REMARKS FROM THE CHANCELLOR

Chair Vigil called upon Chancellor Davis to make some opening remarks. They are as follows.

“Thank you Mr. Chairman. Let me begin by thanking President Beheruz N. Sethna for that wonderful presentation and description of the marvelous things that he is doing within the black box here at the University of West Georgia (“UWG”). Dr. Sethna, I also will certainly keep in mind your admonition to ask not what I can do for you but what you can do for me at budget time. I also hope we are not giving you a persecution complex. You finally were able to remove yourself from the System Office and back to this great campus, and now we just follow you here for this meeting! Last night's event was excellent – it was certainly “progressive” – in every sense of the word. I am sure there will be equally enjoyable events on tap today and tomorrow, but we also have a few meetings to conduct. This set of meetings contains a number of important items. As is my custom, let me tee up what I believe are the more significant of those items.

First, let me recognize three current USG students who are attending today's meeting. Please stand when I call your name. Robert Kelly is the SGA president of the University of West Georgia and is a junior majoring in psychology. Joshua Ben Morris Copeland is the vice president of the SGA here at UWG and is a junior majoring in criminology. Tracey Carter is a senior who attends Kennesaw State University and is president of the Student Government Association there. She is a political science major who serves as president of the Pi Sigma Alpha Political Science Honor Society and was runner up in 2006 for KSU student of the Year. As always, it is important remember why we are here engaged in the work we do. It is for our almost 270,000 students such as Robert, Joshua, and Tracey. We certainly thank them for their participation, not only here today, but at their various institutions. Good luck to you all in the future. Please join me in welcoming them to this meeting.

Now, let me bring to your attention some of the key items on our meeting agenda. Dr. Sethna's presentation was a fitting segue because at the top of the list is, in fact, the new Strategic Plan. Tomorrow you will meet for the first time in your respective oversight committees. There is one committee for each of the six goals. We have, when we are fully staffed, 18 Regents, so we will have three Regents per committee. Your role is to provide us with your counsel as well as your perspective as we move forward. We want you to be constructively critical of what we are doing, help us stay on task, and challenge us at every step. There are a lot of very committed individuals on our staff and at our campuses who will be helping as we unfold this plan and as we develop goals and objectives into more operational aspects of implementation of these goals, but we do need your expertise to help keep us focused on this larger picture. Chairman Vigil recently sent a letter to each of you, offering an important perspective on your role as Regents in our strategic planning implementation. The staff and I and the rest of the teams on all of the campuses look forward to your engagement and your participation as we move this strategic plan forward. Tomorrow, you will hear from the Senior Vice Chancellor for Health and Medical Programs and president of the Medical College of Georgia, Daniel W. Rahn, on issues relating to Goal Three of the Strategic Plan. Specifically, Dr. Rahn will discuss current efforts to ramp up the production of nurses in the University System. This is something that we have been focusing on the past few years, and I think you will notice that we are making progress in this area.

Dr. Sethna also talked about distance learning. If you remember, I spoke to you last year about our need to have a greater and more robust presence in the distance learning market. You will hear tomorrow from the Assistant Vice Chancellor for Advanced Learning Technologies, Kris Biesinger, on an exciting new effort to transform and expand the System's efforts in online learning. You will see that we are stepping up and stepping out on the challenge here. This clearly supports our Strategic Plan Goal Two and will enable us to expand our capacity without putting up any more of the multi-million dollar buildings that Dr. Sethna wants on campus here.

We have three important presentations on our System-wide Projects effort, Approvals and Authorities, and the new strategic capital model. You will hear an update from President Ronald M. Zaccari of Valdosta State University on an important System-wide Project – student advising. This is a very critical project. As you all are aware, I go out at least three times a month and visit campuses, and at each of those visits I sit down and talk with students and I ask them what are we doing well, what are we doing not so well, what should we be doing differently, what should we be doing consistently with less variability. The issue of advising has come up at each and every meeting that I have had with students over the last 20 months. I suspect that I have been in front of over 50 student groups at this point and advising is the major issue. I am very pleased now that when I go back to them I can say "I have heard you. We have put our best and brightest on this. We are coming up with solutions." President Zaccari is going to tell you about the really exciting work that he and the team that he led have done on this project. It also reinforces to me the wisdom of having our presidents and senior leaders lead these system-wide efforts.

Second, the Chief Audit Officer and Associate Vice Chancellor for Internal Audit, Ronald B. Stark, is back – again – on the Approvals and Authorities Project. This, Mr. Stark assures me, is the final

presentation before we go and make further policy changes. This has been an effort that has taken a lot more time than we had envisioned, but I would suggest to you that its impact and its effects are being felt each and every day on our campuses, where they now have more decision making flexibility and the ability to move faster than they have been able to in the past.

The third presentation today, by the Vice Chancellor for Facilities, Linda M. Daniels, and the Director of Planning for Facilities, Alan Travis, gives you a long-term look at our new capital allocation model. Again, as a bit of context, you worked for an entire year perfecting this model. It was brought to you on a number of occasions. You have made some excellent, substantive suggestions, as did people at the campus level. This was an evolving piece of work and you watched it evolve in front of your eyes for a year. In August, you approved the first set of projects that were driven by that process and today we are going to put in front of you a six year look at our capital allocations. One thing that will be apparent in this look is that our needs/wants far exceed what we expect to be the availability of capital. We had requests for over \$4.4 billion worth of projects and we believe that \$3.4 billion is a realistic and doable number over a six year period. This, however, does not mean the billion dollars that we have had to scrub in this first round will not be addressed. It means that we will be challenged to look for more novel and more nontraditional ways of financing projects. We have embarked down that path, and, hopefully, over the next few weeks and months we will be able to bring forward some ideas and some models to the Committee on Real Estate and Facilities on how we might finance our capital projects a bit differently.

Related to facilities needs, I want to call your attention to an item in the Committee on Real Estate and Facilities. This is the authorization of a project list for our new Georgia Higher Education Facilities Authority (“GHEFA”). As you know, Regent Benjamin J. Tarbuton III serves on the GHEFA board, which represents an important new mechanism for needed facilities funding. The major challenge we have with this alternative mechanism is the absolute dollar cap placed on it when the legislation that created it was passed. We need to either remove that cap or somehow get some additional flexibility there, but we will continue to work that issue.

Finally, in the Committee on Finance and Business Operations, we will bring forward, for your approval, a new high deductible healthcare plan. This plan will provide an attractive option for many System employees to our current – and continuing healthcare programs. We are not dropping any of our current plans. This will be an additional one. As a high deductible healthcare plan, its premiums will be quite a bit lower, and it will provide significant savings to both the System and employees as we continue in our quest to look at creative ways to manage our growing healthcare costs.

We have a full agenda over the next two days. As always, your engagement, your thoughts, and discussion are vital not only to this Board’s overall effectiveness, but also to us as a team. We do value your insight as you guide us in our policy making. Your feedback forms continue to be very instructive in our evaluation and planning of future meetings. So again, I would encourage you, as I always do to fill out the feedback form. The forms are compiled and summarized and taken into our staff meetings, where we ask “what can we do differently, what can we do better?” So we do need your feedback from these meetings.

Mr. Chairman, that concludes my report. I would, however, be happy to entertain any questions that anyone might have at this point in time.” There were no questions.

PRESENTATION: UNIVERSITY SYSTEM OF GEORGIA FOUNDATION, INC.

Chair Vigil called upon Regent Richard L. Tucker, chair of the University System of Georgia Foundation, Inc. (“USGFI”) to make his presentation.

USGFI Chair Tucker asked his fellow Regents to keep in mind that USGFI is their foundation, and asked that they take every opportunity to support it and its goal through donations to the Regents’ Rocker Fund as well as by signing their per diem checks over to the foundation. Chair Tucker then moved into the focal point of his presentation, the [Regents’ Awards for Excellence in Education Celebration](#), also known as the “Gala”. This event is the major fundraiser for the foundation, generating funds for scholarships for all University System of Georgia institutions including the President’s Choice Scholarship, available to all System students, and the new Trustee’s Scholarship, which provides full tuition and fees for selected Pell Grant eligible students. The Gala is also where the USGFI recognizes and awards outstanding University System faculty and alumni and presents the Elridge McMillan Lifetime Achievement Award to an individual in recognition of his or her extraordinary service to higher education in Georgia. The Fourth Annual Gala will be held on March 29, 2008, at the Hyatt Regency. The fundraising goal for this event is \$1.2 million. Chair Tucker noted that Regent Donald M. Leebern, Jr. has already stepped forward, for the fourth straight year, to contribute at the highest level. He added that the foundation appreciates Regent Leebern’s support and urged his fellow Regents to support as well so that they can have 100% participation. Chair Tucker stated that he would send correspondence to each Regent outlining their role in the Gala and ways that they can assist with promoting the event, including soliciting items for the silent auction and securing corporate sponsorship. He also listed several of the donor levels for the event and encouraged the Regents to ask their companies, associated businesses, friends, and neighbors to attend and donate liberally. Chair Tucker then called the Regents’ attention to annual report and “save the date” card included in their Board materials. He thanked Regent Hugh A. Carter for the printing of these items, noting that they were of very high quality and provided significant information for the Regents in understanding what the Foundation is doing for the benefit of the students of the University System of Georgia. Chair Tucker closed by reiterating that in order to have a bigger and better event for the Gala, the foundation would need all of the Regents’ support. He said that he is convinced that the Regents will all roll up their sleeves and get that done.

SYSTEMWIDE PROJECT PRESENTATION: ENHANCED STUDENT ADVISING

Chair Vigil called upon the President of Valdosta State University, Ronald M. Zaccari, to make his presentation on enhanced advising processes.

Dr. Zaccari thanked Chair Vigil, the members of the Board, Chancellor Davis, and his colleagues from across the state of Georgia in attendance and began his presentation. Over the last 10 months, Dr. Zaccari and his team have been diligently working on the charge given by the Chancellor and

thanked Chancellor Davis for the opportunity to serve the University System of Georgia and chair the academic advising task force.

Dr. Zaccari stated that the task force concept is a productive way to engage faculty, staff, and students in major issues affecting operations within the University System of Georgia. He added that he has had the privilege to interact with individuals who are passionate and dedicated to academic advising. Chancellor Davis charged the team to examine current academic advising processes and formulate appropriate recommendations to improve the quality and effectiveness of advising at all USG institutions. From the outset, Dr. Zaccari said, the task force firmly believed the goal was to develop straightforward and practical approaches to the Chancellor's charge. Several recurring themes emerged during the task force's investigations. From these themes and their interactions with faculty, staff, and students, the task force developed recommendations to improve academic advising across the University System of Georgia.

Dr. Zaccari commended the Student Advisory Council ("SAC"), composed of student government presidents and leaders from all System institutions for their significant input to the task force and its goals. The students also believe that good advising and mentoring are crucial to retention, progression, and graduation ("RPG") rates and shared the following observations.

1. Study habits and strategies learned in high school do not always work well at the more rigorous college levels.
2. Students must ask for help when they need it.
3. Students who do not receive immediate assistance when problems arise become more deeply embedded in confusion.
4. Students are more enthusiastic when classes are structured to maximize personal engagement. They really want to be involved in the teaching learning process.

The task force understood from the beginning of its findings that translating good intentions into practice poses a continuing challenge. Dr. Zaccari stated that the recommendations of this task force will require some cultural transformation at the institutional level. To this end, productive advising policies should be an integrated system within the college experience. Some students make decisions and choices carefully and purposefully, while others make them haphazardly, with little thought and planning. The latter group of students would greatly benefit from enhanced advising practices.

From the reactions of the SAC students, the task force also found that current advising practices fall within two ranges on the spectrum. At the low end, some students referred critically to the "five-minute advising model," wherein the faculty advisor states: "Let me sign your advising form, take what you want." At the other end of the spectrum, students discussed very dedicated, compassionate advisors and gave compelling evidence that there is excellence in advising across the System. These students were especially supportive of defined advising centers with specifically trained advisors to assist them.

The task force found that there are three primary advising models across the System. They are as follows.

1. Decentralized: Advisors are housed within their academic departments. For example Sociology majors are advised by Sociology faculty.
2. Centralized: Advisors are housed in an advising center. Advisors are trained across all disciplines, all programs and essentially do the major part of the advising. Most of these centers are found at smaller institutions but there are also excellent examples at the larger universities.
3. Combination: Students are advised within their academic unit and later transferred to an advising center.

Dr. Zaccari stated that while there are examples of excellent academic advising within the System, there is room for improvement. Simply stated, some campuses are more organized, systematic, and more prescriptive in academic advising policies and related applications than others. The task force does not recommend any one advising model to be applied to all USG campuses. We heard early in our inquiries that each campus has specific reasons for using a particular advising system. The task force does, however, recommend a template that can be applied to all advising models:

Ten recommendations were placed in three categories: planning, information, and evaluation. The recommendations are as follows.

Planning

1. Adopt a clear mission statement dealing with advising
2. Define and post an advising administrative structure to assure consistency and coherency across all academic departments
3. Develop a policy that mandates undergraduate students meet with their advisors before registering
4. Develop an online advising handbook that is shared by both faculty and students

Information

5. All academic departments must provide and post comprehensive advising plan
6. Post an advanced two-year course schedule
7. Require academic training for all individuals responsible for undergraduate academic advising
8. Purchase a Systemwide technology process to improve academic advising

Evaluation

9. Mandate all System institutions annually assess their advising effectiveness
10. Annually evaluate the advising effectiveness of all professional advisors, whether they are in centers, departments, or a combination

Dr. Zaccari noted that there was some negative reaction from the campuses regarding recommendation number six. The institutional response was that it is very difficult to plan two years

out because of changes in faculty, faculty responsibility, etc. Dr. Zaccari, however, believes that is possible for the institutions to positively move toward the two-year course schedule.

For implementation, the task force recommends two phases with continued exploration of a technology model. Phase I calls for all System institutions to have an advising mission, defined academic advising administrative structure, mandatory advising sessions, academic advising handbook, and related training components to ensure consistency across the System. Dr. Zaccari noted that many institutions across the state already have some of these criteria in place, while others do not. The projected completion goal for Phase I to be implemented statewide is August 2008. Phase II initiates planning that would require each System institution to have mandatory advising plans, a published two-year course schedule, annual assessment of the campus advising structure, and annual evaluation of all advisors by December 2008.

The technology recommendation presented by Dr. Zaccari requires expanded investigation and support from the System Office, specifically the expertise of the Chief Information Officer and Vice Chancellor for Information and Instructional Technology, Thomas L. Maier and the Office of Information and Instructional Technology. The task force found that there is ambiguity surrounding the capabilities of the curriculum, advising and program planning (“CAPP”) model within the Banner System. CAPP is strictly a degree audit tool that has been utilized with limited success. Not only are most students unaware of CAPP, but there are also inconsistencies in its use across the system, ranging from limited engagement on most campuses to no participation at all on others. The task force was very disappointed in this analysis of the CAPP model because of the amount of money invested in the project.

One of the exciting software packages in the nation right now is called DegreeWorks. Dr. Zaccari stated that this software has the ability to go well beyond the CAPP module’s basic recording of degree auditing. DegreeWorks, which can be used as an add-on to Banner Student or a stand alone application, is also an enrollment management tool that assists institutions to predict demand for courses and assist in the overall course scheduling process. This will help establish the two-year profile schedules of which the students are very supportive.

With that, Dr. Zaccari concluded his presentation, thanking the Chancellor once again for initiating the task force. He also commended the task force participants for their excellent work and said that he believed it would have a positive impact on the System.

As there were no questions Chair Vigil turned the floor over to Chancellor Davis for comment. Chancellor Davis stated that President Zaccari provided fabulous leadership for this very important project. He reiterated Dr. Zaccari’s earlier comment that implementing the Systemwide recommendations would be culturally challenging because it is very easy to make an argument that each institution has unique needs in terms of advising. However, the template that Dr. Zaccari and his team produced that there is a set of criteria for a successful program, and the System Office needs to make sure that the criteria are in place in order to get the desired outcomes. Chancellor Davis stated that Dr. Zaccari spent 10 months getting to this point, adding that the next report will show the

progress that has been made. Although this will be a little more challenging, Chancellor Davis stated that Dr. Zaccari is up to it.

COMMITTEE OF THE WHOLE: INTERNAL AUDIT, APPROVALS AND AUTHORITIES

Regent Donald M. Leebern, Jr., chair of the Committee on Internal Audit, convened the Committee of the Whole for Internal Audit to discuss approvals and authorities. Chair Leebern yielded the floor to the Chief Audit Officer and Vice Chancellor for Internal Audit, Ronald B. Stark.

Mr. Stark presented two policy changes to the Regents, one significant and one minor. He stated that Section 203 governs presidential transitions; and he thanked the Regents for their extensive feedback on this policy. He explained that some perceived Policy 203 to be a severance policy while others believed it to be a recruitment tool. The change clarifies that it is, indeed, a recruitment policy that will help the University System be more competitive in national presidential searches.

The revised policy gives the Chancellor three options for presidents following a successful presidency. The Chancellor may allow a president to: 1) return to the classroom as a full professor with an option to award tenure; 2) take a period of educational leave to prepare for another stage in his or her career after a presidency; or 3) take a more limited period of administrative responsibilities or classroom teaching during a transition out of an institution.

The second policy change is Section 700, Finance and Business. This has been changed to allow the Chancellor or his designee to accept gifts of real property valued up to \$250,000. Further, the entire reference of “real” property gifts has been moved to Section 909 of the Policy Manual.

After summarizing the two changes, Mr. Stark turned the floor over to Chair Leebern for a vote. With motion properly made, variously seconded, and unanimously adopted, the Board of Regents approved both policy revisions.

Committee Chair Leebern adjourned the Committee of the Whole and turned the floor back over to Board Chair Vigil who called for a motion to approve the Committee report. With motion properly made, variously seconded, and unanimously adopted, the Board of Regents approved both policy revisions.

COMMITTEE OF THE WHOLE: REAL ESTATE AND FACILITIES, CAPITAL MODEL

Chair Vigil convened the Committee of the Whole for the Committee on Real Estate and Facilities and turned the floor over to Regent Richard L. Tucker, the Chair of the Committee. Chair Tucker thanked Chair Vigil and asked the Vice Chancellor for Facilities, Linda M. Daniels, to present the Capital Model Allocation List.

Ms. Daniels thanked the Regents for the amount of time they spent familiarizing themselves with the recommended six-year General Obligation Bond (“GO bond”) Capital Plan. This plan is different

from past plans in that it is disciplined by a budget. To quote the Chancellor, "A budget is a policy implementing tool." The System's long term challenge is to educate more Georgians to a higher level, and its facilities exist to accomplish that end. Therefore, the System must prepare to accommodate an additional 100,000 students over the next 10 years.

This capital plan is based on the fact that the System has limited GO bond funds to address an unlimited range and diversity of facilities needs. System institutions requested \$2.65 billion in GO bonds through the Office of Real Estate and Facilities' process. Of course, one can always do more with more resources. The challenge is doing more with less. To address this, the System is asking its state funding partners to maintain their legacy share of GO bond support that the System has historically received. The System, in turn, is proposing a coordinated capital program within that budget. A projected 25% of the state GO bonding over the next six years should yield \$1.7 billion. This model targets a six-year allocation of those GO bonds to each System institution. The new Capital Model focuses on achieving an optimal return on investment at each institution as well as the overall System, to be verified and documented with progression. Ms. Daniels stated that at this meeting she would ask the Board to accept a program of prioritized projects for planning purposes going forward.

The practical foundation of the capital model is a target base allocation for each institution which the Board approved in November of 2006. The base allocations, which were determined by a series of weighted inputs, were designed to lend discipline and prioritization to campus capital planning. In addition, 25% of the model's funding was deferred to be applied to the requested projects to allow maximum strategic return on capital investment across the System. Campuses were charged, not only with demonstrating the characteristics of the projects they would pursue with their allocations, but also with the performance and outcomes that their capital investment would yield. Based on the strategic plan, strategic allocations related to three key areas: 1) addressing access and capacity issues; 2) meeting workforce development needs; and 3) leveraging research & economic development. This process enhances planning and execution of projects through predictability. It maximizes the strategic value of the capital investment. It also improves the potential for some flexibility in implementation.

Ms. Daniels reported that three project prioritization considerations were used including University System of Georgia principles for capital outlay; institution-specific capital needs as requested by the presidents; and the University System of Georgia Strategic Plan. She stated that her team looked at all the traditional capital request inputs (square footage, costs per square foot, net to gross ratios, amount and types of space), but sharpened their focus on outcomes – the amount a project is expected to increase the Systems instruction, research and service in quantity and quality. The team analyzed a number of project outputs in the sizing and timing of the projects as recommended. They also included the following in their analysis:

- 1) Degrees conferred and credit hours generated within a 5-year window and ultimate capacity.
- 2) Quality of academic performance - including projected impact on retention, progression, and graduation ("RPG") and professional exam pass rates.

- 3) Anticipated operational performance and efficiency of the project and its impact on the institution and its operating budget.

Ms. Daniels and her team worked with System campuses over the last month to prioritize and refine their projects to maximize the return on investment of the University System's state budget dollars. She said that these recommendations respect the institutional priorities set by the presidents, adding that the team worked with the System sector heads in finalizing the program that was ultimately recommended to the Chancellor.

The goal set was for a reality-based systemic allocation and project implementation of limited GO bond funding needed to address an optimal combination of 1) The Regents' Principles for Capital Allocation; 2) Institution capital needs; and 3) System Strategic Planning. The program contains over \$1 billion of investment with the primary intent of advancing three key areas of the System strategic plan – STEM, access, and health care. In addition, the recommended capital program makes major strides toward other strategic goals such as creating capacity and differentiating missions at comprehensive universities, research and economic development opportunities. Additionally, it addresses the Regents' Principles in areas such as stewardship of state assets, operating efficiency, sustainability, and leverage of external funding sources.

Ms. Daniels noted that GO bonds are not the System's only source of capital investment. One of the major intents of the model was to roll up all capital investment regardless of funding source. The System's first round of Georgia Higher Education Facilities Authority ("GHEFA") financing, which is already underway, will have \$75 million, while in fiscal year 2009 approximately \$400 million is expected in public-private venture ("PPV") transactions. In the out-years of the model, the staff has documented projected financing related to nearly \$1 billion of projects using PPV and GHEFA. Ms. Daniels stated that the campuses were conservative in committing to out-year projections of their ventures-related projects and that she expects the amount to increase as the campuses internalize the timing of their GO bond allocation and supply new data to her office so they can better firm up the out-year projects of the PPV program. Overall, over the next six years the System will spend well over \$2 billion as a complement to the \$1.7 billion of proposed GO bond investment. That \$1.7 billion in state GO bond investment carries with it \$300 million of gifts, grants, and other non-state funding unrelated to outside financing. There is, however, still more work and financial creativity needed to find funding for the \$1 billion worth of projects that had to be culled from the GO bond Capital Program, a daunting task which the Chancellor has made clear will be addressed.

Ms. Daniels stated that the new strategic capital model enables her office to better integrate proposed buildings with an institution's individual campus master plans as well as with the Board's Strategic Plan. With this new planning model, the System is moving away from a year-to-year *ad hoc* view to a more strategic, long term approach that will result in a more efficient and effective use of its state resources. This is the Georgia Board of Regents Capital version of "Think globally, act locally." Ms. Daniels thanked presidents and the System Office and institution staff involved in this process, especially Mr. Alan Travis, adding that she appreciated everyone's commitment and patience as during the development and implementation of this new strategic capital model. In closing, she asked

the Board to accept the prioritized program as presented for planning purposes, noting that the next step would be to solidify the understanding and support of the System's funding partners in state government. "Without their help," she stated, "this is just another list of projects." Ms. Daniels concluded her presentation and called for questions.

On behalf of his fellow Regents, Regents Leebern and Tucker thanked Ms. Daniels and her staff including the Assistant Vice Chancellor for Real Estate and Administration, Peter J. Hickey, and the Director of Planning, Alan S. Travis, for an outstanding job and the time they spent coordinating efforts throughout the System.

As this item was introduced as an information item, Chair Vigil noted that it could be treated as a walk-on item to the Committee's agenda to give the Board the opportunity to approve the working list. A motion was made to withdraw this item as an information item that was seconded and unanimously approved. Motion was made and properly seconded to resubmit the item as a walk-on item for approval; the item was added by unanimous consent as a walk-on item to the Committee's agenda. Chair Tucker called for discussion.

Regent Jolly asked for clarification regarding how the new allocation list would be presented to the legislature. Ms. Daniels confirmed that whereas the Board formerly submitted a major projects list to the legislature, asking for a certain number at the top of the list to be approved, they would now present a package of projects for a given year as listed within the six-year plan. Chancellor Davis added that the 2009 projects were approved by the Board in August and will be a part of the System's submission to the Governor's Office.

In response to a question from Regent Hatcher, Chancellor Davis stated that the System Office staff has been going through an extensive education process with legislators and would continue to do so. He said that one of the System's goals with this process was to show the legislators the objectivity with which the list was laid out demonstrating that it was done in a dispassionate, nonpolitical manner and that these projects implement the Board's strategic plan. He further stated that these projects line up with the System's goals and objectives; and while the University System is always open to the wisdom and judgment of the legislature, they would need to understand why the legislature would want to deviate from the System's goals, objectives, and priorities.

Following the Chancellor's comment, Chair Tucker called for a vote. With motion made, properly seconded, and unanimously adopted, the Committee approved the Strategic Capital Model Allocation List. Committee Chair Tucker turned the floor over to Board Chair Vigil who called for the vote in the full Board. With motion made, properly seconded, and unanimously adopted, the Board approved the Strategic Capital Model Allocation List.

Chair Vigil then called for the Board to move into their committee meetings.

CALL TO ORDER

The Board of Regents of the University System of Georgia met on Wednesday, October 10, 2007, in the Campus Center at the University of West Georgia, Carrollton, Georgia. The Chair of the Board, Regent Allan Vigil, called the meeting to order at 10:05 a.m. Present on Wednesday, in addition to Chair Vigil, were Vice Chair William H. Cleveland and Regents Kenneth R. Bernard, Jr., James A. Bishop, Hugh A. Carter, Jr., Robert F. Hatcher, Felton Jenkins, W. Mansfield Jennings, Jr., James R. Jolly, Patrick S. Pittard, Doreen Stiles Poitevint, Willis J. Potts, and Benjamin J. Tarbutton III.

INVOCATION

Regent Willis J. Potts gave the following invocation. “Nelson Mandela in his 1994 Inaugural Address said as follows: ‘Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that most frightens us. We ask ourselves, who am I to be brilliant, gorgeous, talented, fabulous? Actually, who are you not to be? You are a child of God. Your playing small does not serve the world. There is nothing enlightening about shrinking so that other people won’t feel unsure around you. We were born to make manifest the glory of God that is within us. It is not just in some of us; it is in everyone. As we let our own light shine we consciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.’ Almighty God, You fill the earth with beauty that keeps our souls amazed. You fill the earth with power that takes our breath away. To You, and You alone, we offer our praise. We pray this morning for the men and women of our armed forces who stand guard over our freedom to assemble here. Protect and comfort them and their families as only you can. May we never take their sacrifice for granted. We pray for every member of the University System of Georgia, both institution and individual. Help us to be walking texts of character and integrity that others will read and never forget. Forgive our calculated efforts to serve You only when it is convenient for us to do so, only in places where it is safe to do so, and only with those who make it easy to do so. Lord, forgive us, renew us, nurture us, send us out as instruments of your peace. Amen.”

SAFETY BRIEFING

The Director of Public Safety for the University of West Georgia, Thomas J. Mackel, gave the Regents and audience a briefing of basic safety information in the event of an emergency.

ATTENDANCE REPORT

The attendance report was read on Wednesday, October 10, 2007 by Secretary Julia M. Murphy, who announced that Regents Donald M. Leebern, Jr., Elridge W. McMillan, Wanda Yancey Rodwell, and Richard L. Tucker had asked for and been granted permission to be absent on that day.

CHANCELLOR'S REPORT

Before I give my report, let me echo the comments made earlier by the Chairman. We do appreciate all of the hard work expended and good results achieved by President Beheruz N. Sethna and his team in the staging of this meeting. I would like to particularly thank the Assistant Vice President for University Communications and Marketing for the University of West Georgia, Lisa Ledbetter. As she often highlighted 'single point of accountability,' she did a wonderful job. This has been a very interesting and productive meeting, thanks in part to the excellent arrangements here at UWG. Please join me in thanking them for their hard work. I am compelled to also express my appreciation for the "Davis Corner" dedication on Monday. I always hate it when people come to podiums and discuss inside jokes, so for those of you who are not aware, Dr. Sethna has a special corner on the grounds here to commemorate my first visit to the campus, which included a spectacular misstep – and subsequent belly flop – I made into some newly laid pine straw. Consistent with my commitment to discipline, the straw paid dearly for this transgression – it was, in fact, paved over. We had a dedication of that paving the other evening, much to my shock, chagrin, and surprise, but certainly, my appreciation. My only regret is that my mother was not here to share that special moment with me. Seriously, on behalf of the Regents and the staff, we do appreciate the hospitality that we have received here at UWG.

This morning we held our initial meetings of the six Strategic Planning Oversight Committees. I hope these were meaningful to you in understanding the tasks we have set for ourselves. And I further appreciate your participation in this process. I, certainly, appreciate and value the obvious level of engagement I saw as I moved around to a number of the rooms this morning. You also received this morning a new publication – our Strategic Plan brochure. This new publication also provides readers with an "annual report" that indicates how we have laid the groundwork for the generation of that plan. In addition, it highlights the six goals of the new plan. In coming years, this document will serve as an important accountability tool for our progress toward achieving the goals that you have set for yourselves. It will be updated yearly and serve as an important record or measurement of our performance. In fact, you could refer to it as our "say-do" index as we go forward. Though you have heard me say this before, it bears repeating. The theme of this plan is "building capacity" – in every facet of the System's mission. The plan further supports our goal of educating more Georgians to higher levels than in the past. To put our growth in perspective – we have spent two days here at this campus of about 10,000 students – we are growing by the size of this campus every two years. That is our present growth rate and a lot of challenges are attendant with that type of growth. As we delve into the details of the plan implementation, it becomes even more important to make sure that we do get it right and that we do build the capacity in all needed areas in order to be successful going forward.

Goal Four of the strategic plan calls for us to strengthen the University System's partnerships with the state's other education agencies. I have briefed you previously on the work of the Alliance of Education Agency Heads ("AEAH"), of which I am a member. A number of System staff are also involved in the Alliance's work. As you may recall from the media a few weeks ago, there was a story on the change in the high school graduation requirements here in the state. One of the goals of

AEAH, in fact, was to increase the high school graduation rate as well as the numbers of graduates prepared to go on to some form of postsecondary education. You should be aware that this change in the high school graduation requirement was not done in a vacuum. The University System was a strong partner in the development of these new course requirements for high school graduation. As a result of the changes adopted by the State Board of Education, beginning with the ninth grade class in fall 2008, all graduates from Georgia's public high schools will be much better prepared for college and for the lifelong learning challenges they will most certainly face. Preparation of students entering into our institutions has been a cause for concern at a number of campuses. We are hopeful that, with this move, we will begin to address that issue. Yesterday, the Academic Affairs Committee heard a presentation from the Associate Vice Chancellor for P-16 Initiatives, Jan Kettlewell, on these newly approved course requirements and on the corresponding changes being proposed in the University System admission policy, so that these two sets of requirements are fully aligned.

Achieve, a national organization that is leading high school and college alignment, just completed a "quality review" of Georgia's new high school graduation requirements. The report said: "Georgia is one of the nation's leaders in setting rigorous standards for all students. The state's postsecondary and business outreach is commendable." This is a good national measure, but it also shows how vital and interconnected the work of the Alliance is and how important it will continue to be – and the wisdom of our choosing a course of cooperation with all of our education partners in this state.

I also want to update you on activity in our Science, Technology, Engineering and Mathematics Initiative ("STEM") that you heard about at an earlier meeting during a presentation from President Carl V. Patton of Georgia State University and Dr. Kettlewell. STEM is an important component of our activity in strategic plan goal four as well as our work with the AEAH. It, as well, directly addresses one of the key areas of focus in the new high school curriculum – to increase the rigor of courses required in math and science. We recently asked for proposals from our institutions to meet our overall production targets for STEM. You were shown those targets before. We want to increase the number of teachers and students in this area and so we asked the campuses to come forward with ideas. I am pleased to report that we have received proposals from 27 of our 35 institutions. On October 5, we announced budget allocations for the selected proposals so that the institutions can begin, in this fiscal year, this vital work. In addition, our P-16 department has established a partnership with a national project – Mathematics, Engineering, and Science Achievement ("MESA"). This effort is primarily focused at our access institutions and will provide them with programs that result in increased numbers of students from minority groups entering and preparing to transfer to baccalaureate degree programs in STEM fields. We are making procedural progress in these areas. We will hopefully report in the next few years on more substantive progress on the outcomes.

Let me take a few minutes to highlight some other important activities occurring within the System. One of these is the State Charitable Contributions Campaign. Last year, I challenged the System Office and our institutions to dramatically increase the level of employee giving to the program, and the response was excellent. The System office increased its giving by 600 percent. We just launched the program for the coming year with the theme: "Help Turn Lives Around – Give From The Heart."

This year, we have raised the bar and are shooting for 100 percent employee participation at the System office. It is an ambitious goal, but I believe we should set ambitious goals. As we talk about creating a leadership culture within the University System, we need to be mindful that one of the benchmarks of leadership is the extent to which we give to help others. The concept of leadership at every level and on every aspect of our performance is a theme we are constantly trying to reinforce. This year we structured our campaign a little differently to have our leaders meet first. They were asked the question, “How can you ask others to give if you are not giving yourself?” We have had really a fantastic start to the campaign and I look forward to sharing the results with you later. I also wanted to thank those of you who responded to my very low key solicitation request of you, and if any of you have misplaced the letter or need a pledge form, just let me know and I will supply one for you.

Continuing on the subject of leadership, I spoke two weeks ago to the new Leadership Georgia class. As you may know, Regent Tarbutton has been a driving force in the Leadership Georgia program, and I, certainly, appreciated the opportunity to meet with this outstanding group of young leaders. It was a great experience. These are the leaders of tomorrow in our state and I am very pleased to note that our own Assistant Vice Chancellor for Fiscal Affairs, Usha Ramachandran, has been selected for the next class.

Also related to leadership in the University System, on September 10, 2007, we named Dr. Susan Herbst as executive vice chancellor and chief academic officer. Susan currently serves as the acting president of the University at Albany, State University of New York. She will assume her new role at the University System Office on November 1, 2007. She did, however, attend the presidents’ meeting on October 4. I am very pleased that we were able to attract Dr. Herbst, and in fact, someone of her stature, to the University System. She is a scholar, an academic, yet also has extensive administrative leadership experience within a large system primarily from the campus level. Susan will bring an important academic perspective to the System Office in a role that clearly requires such a perspective. Let me also thank Dr. Dorothy Leland, president of Georgia College & State University, for her chairing of the search committee that identified Dr. Herbst. I look forward to introducing Dr. Herbst at our November board meeting. I believe she is clearly the right individual to help us strengthen the System’s national presence.

Speaking of national presence – this time of year marks another annual academic ritual with national attention – college rankings. As you may know, I am not a huge fan of this ranking process. My main objection is that such rankings tend to reinforce a tendency in higher education to stand around and pat ourselves on the back, and they do not really measure the impact that we have or the value that we bring to the communities where we are very privileged to live and work. But, the reality is that one simply cannot ignore them – although more and more colleges and universities are trying to do so. So, with a nod to this annual ritual, let me briefly note that our institutions continue to be recognized positively in a number of these national surveys. The *Washington Monthly* has a ranking of the nation’s best community colleges – and while we do not label our two-year access institutions as such, they recognized Abraham Baldwin Agricultural College (“ABAC”) in their top ten in this country. The best known of the rankings, of course, is that produced by *U.S. News & World Report*.

Georgia continues to be one of the few states with two schools in the top 20 list of public universities. Georgia Institute of Technology (“GIT”) and the University of Georgia (“UGA”) continue to be represented in this list – GIT at seventh, its highest ranking ever, and UGA at number 20 – in a three-way tie with Rutgers University and the University of Pittsburgh. Both schools also are recognized annually for a number of colleges and degree programs.

This year both Georgia State University and Georgia Southern University are in the report’s “fourth tier” of top universities. I also find it significant that we are seeing other System institutions appearing more and more in the *U.S. News* rankings. In the category of “Best Universities - Master’s” for the southern region we see Georgia College & State University and North Georgia College & State University. Under “Best Comprehensive Universities - Bachelor’s” by region are Clayton State University, Dalton State College, and Macon State College. Georgia Southwestern State University, Kennesaw State University, Southern Polytechnic State University, University of West Georgia, Valdosta State University, Albany State University, Armstrong Atlantic State University, Augusta State University, Columbus State University, Fort Valley State University, and Savannah State University all are cited in the current rankings. As we work to create more distinctive institutions with greater student curb appeal, these rankings will indeed help support our efforts to direct more students to these institutions as a first choice. As such, these rankings can serve, albeit in a non-statistical manner, as a performance metric to gauge how well we are doing to carve out distinctive educational niches for some of our comprehensive universities. Having said all of that, however, – I still don’t like them.

Mr. Chairman, that concludes my report. Before I move on to introduce the next presentation, let me stop to entertain any questions. If there are none, then I will conclude with an introduction to the next presentation on today’s agenda.”

There were no questions.

PRESENTATION: DISTANCE EDUCATION UPDATE, GEORGIA ONMYLINE

Chancellor Davis introduced the Associate Vice Chancellor for Information and Instructional Technology, Kris Biesinger, who presented information on the Georgia ONmyLINE project. Chancellor Davis categorized this use of technology as an important capacity building tool essential to reaching the strategic goal to “create a more visible, more robust, and ultimately, more utilized online learning presence.” He stated that the University System has been involved with online learning through individual and collaborative institutional programs and System-level efforts for a number of years. Georgia ONmyLINE is the product of a comprehensive look at these efforts, resulting in a more focused and cohesive approach to online learning that demonstrates the power of the System to coordinate, use resources, and create a new dynamic. With that introduction, Chancellor Davis asked Dr. Biesinger to begin her presentation.

Dr. Biesinger thanked Chancellor Davis, Chair Vigil and the members of the Board for the opportunity to provide them with an update on distance education in the University System. She also

thanked President Beheruz N. Sethna and the University of West Georgia (“UWG”) for hosting the meeting and giving the Board and System Office staff the opportunity to be among students and actual university productivity. She stated that exactly one year ago Chancellor Davis spoke of his interest in increasing participation in distance education while at the Fort Valley Board meeting. She explained that at this meeting she would share the progress that had been made over the past 12 months to create an environment that is intended to support and promote distance education.

University System of Georgia has been and continues to be a player in the distance education market place. The System has been recognized nationally for its innovative collaborative programs including the Georgia WebMBA[®], eCore[®], and European Union certificate. The University System has a strong telecommunications infrastructure, PeachNet, and a widely used course management system. Dr. Biesinger stated that the System has been entrepreneurial – sometimes with projects that were launched before it was time – as was the case with Georgia GLOBE (Georgia Global Learning Online for Business and Education), a past distance education initiative.

Despite these great strides and accomplishments, the overall distance education participation in the University System is moderate. The average percent of semester credit hours generated by distance education classes is approximately 4%. The range fluctuates from 18% at some of the more active schools to 0% at those that do not participate at all. Those institutions within the System that are most active include: Darton State College, Georgia Perimeter College, and Middle Georgia College at the access institution level; Georgia Southern University, Valdosta State University, Georgia Southwestern State University, and Macon State College at the state and regional levels, and the Medical College of Georgia and the Georgia Institute of Technology at the research level. Dr. Biesinger noted that at the eCore[®] level with collaborative programs UWG has always led the pack and continues to do so.

There is a significant increase in the number of higher education institutions that are marketing their offerings in Georgia. Among the southeastern region, Georgia has the largest number of non-state schools licensed to conduct business in the state. There are 31 such institutions including recognizable names such as Troy University (formerly Troy State University) and the University of Phoenix. Eduventures, Inc., a market research company, estimates that of the students in Georgia who participate in online learning, over 50% participate with out of state providers. All 31 of those non-state institutions provide online learning and many of them also provide opportunities for face-to-face participation.

The University System of Georgia has taken on the challenge to increase its participation from 4% to 8% by 2012. This means the goal is to more than double the System’s participation over the next 5 years. To accomplish this, the System and its institutions must commit to address its current populations as well regain a market share among those audiences that have not been aggressively pursued. Dr. Biesinger’s team has identified three basic Systemwide needs: a marketing strategy, a new registration system, and an online course/program development model. This presentation explains these needs and the actions the team has initiated to respond to them.

Marketing is one of the most important tools that can be utilized to improve participation in the System's distance learning programs. There are over 5000 courses and 87 programs offered at a distance, but students cannot participate in programs or courses that they do not know about. There has not been a central location where students can find courses or programs offered by System institutions, nor for institutions to easily determine what is already being offered so that they may fill those programming voids. Consequently, if a student were seeking a distance education solution, he or she would have to visit multiple institution websites and search for distance education information. Georgia ONmyLINE was created in response to this need.

[Georgia ONmyLINE](#) is a web portal that provides several different services. Although the term is being used by many people to mean many things, its main function is to provide the capability for all System institutions to list their offerings and promote them so that a student who is seeking a distance learning solution can find it. This site was launched today after a significant amount of work by people across the System, within the Office of Information and Instructional Technology ("OIIT"), other departments of the System Office and by the Southern Regional Education Board ("SREB") who graciously shared their expertise and their data structure to help the team respond to a very tight timeline. This long awaited resource offers tremendous potential for how the University System might serve not only traditional aged students but also those who seek to change or advance their careers.

As she took the audience through several screens of the Georgia ONmyLINE website, Dr. Biesinger emphasized two major points. First, the website is student-centered as demonstrated by the tag line, "My Learning – My Schedule – My Education." This is important because national surveys have shown that students who participate in distance education do so for convenience as well as quality. Second, Georgia ONmyLINE builds on the strengths of the 35 institutions in the University System of Georgia by showcasing the collective offerings of all of its institutions and making them easily searchable by any student who seeks a distance learning solution.

Dr. Biesinger highlighted the three main services that site provides students across the state including extensive program searches, course searches, and online enrollment. The program search allows prospective students to search for programs based on field, institution, technology, degree program, keyword, and even tuition rate. The information, which includes the finer points of how the instruction will be delivered, the required number of onsite visits, etc., is entered directly into the system by an institutional representative. Only programs that are offered at least 90% at a distance are included in the website, which means there are very few course related activities that require on-campus visits.

The search for courses adheres to the same level of detail, presenting courses by term so a student can view current courses. Rather than having an individual at the institution manually enter that information the team created a standard course extract that pulls the course data directly from each institution's student information system and places it in the database. Although the amount/type of data collected on courses at each institution varies and does not always meet the need of prospective distance education students for detailed information, Dr. Biesinger stated that the institutions have

done an excellent job of augmenting the existing information. She also noted that business processes will need to be changed to make this an automatic part of current practice. This change in entry practices will enable the institutions to easily upload data whenever new term information is available.

The third service provided by the website is the enroll function, which also addresses the next area of need that identified in the System: a new registration system. The University System has a growing number of collaborative programs. A collaborative program involves more than one institution in the development, delivery, and often awarding of the degree. In some instances multiple institutions offer the same degree program, in others one institution offers the degree program but multiple institutions contribute. Student enrollment in offerings from more than one institution can be a complex and confusing process for the student and for the institutions. So much so, that it can sometimes outweigh the quality of the program. Dr. Biesinger demonstrated this by referring to diagram of the current registration process for a student taking coursework from more than one institution. This diagram showed that the number of institutions involved greatly affected the complexity of the process. She stated that the more complicated process made students less likely to enroll, making institution collaboration counterproductive.

In the new registration process that the team is building, the student affiliates with the home institution and is recognized by the home institution for their program of study. Students can see in the registration all of the course offerings that are in support of that program of study and register for them through the home institution. Everything is tabulated to the home institution. The fees are paid to the home institution, financial aid is calculated at the home institution, and the student gets the transcript and the grades from the home institution. All of the reconciliation of payment between the institutions is done on the backend. Dr. Biesinger showed another diagram depicting how the process looks behind the scenes to the institutions. She noted that though it is still very complex for the institutions, the new process will be streamlined and easier to navigate with the technology infrastructure that is being built.

Last month the System entered into a relationship with a new vendor, Campus Management Corp., to provide a registration system that will significantly reduce the complexity associated with cross institutional registrations. As a vendor, Campus Management Corp. has provided student information system solutions, not only to public institutions but also to proprietary schools. Because of this, Dr. Biesinger said they expect that this new vendor will not only help the staff solve their current problem, but may also teach them some things about more efficient and effective processing as they move forward. The registration system, a much smaller piece of the overall Georgia ONmyLINE project, will go live this fall with the first cadre of courses. A little over 20 courses will prototype and test this system.

The third area of need identified by the team is the need for an online course/program development model. Current distance education practices at System institutions generally rely on the initiative and motivation of a single group of faculty members or a department. Although the program is constructed, approved, and offered, it is typically not a situation where the faculty or department has

gotten a ground swell of support from the institution. Often it falls on the shoulders of the department that is offering the program. So, if budget difficulties arise or a faculty member who is integral to the development of that program leaves, that program is often viewed as marginal or value-added as opposed to being core to the business of the institution.

In order to address these issues in the current practice, the team has developed a new model. This new model is internally named the “franchise model” because it brings with it some elements of a franchise that may help change the way people think about doing business. The intent of this new model is to ensure that quality and consistency are associated with all courses within a program and across all programs that have been labeled “franchise.” It also ensures that each franchise is attentive to the needs of the audience it is serving including the way the program requirements are provided. This new franchise opportunity will involve all key institution departments – academic, business, and service. It will be incremental in nature – growing and evolving as it moves forward.

The term “franchise” applies to the concept because it is customer-centric, provides a basic level of quality and consistency and service, and System institutions who receive franchises will have exclusive rights to market those programs. Allowing institutions to have exclusive marketing rights over their franchise programs gives them the opportunity to recover their initial investment in the program’s development and implementation and removes internal competition while addressing the need to serve and compete externally. Although franchise is not a term that resonates well with academic departments and there has been some pushback, Dr. Biesinger has received a number of inquiries about when the System Office will call for the next franchise submissions. She stated that the next day she would speak to the continuing education directors in Dalton about franchise programs. She added that she was also scheduled to speak to the System-level graduate work committee and the nursing task force later in the week. All three groups asked for information about Georgia ONmyLINE and the franchise model.

The franchise model also implements a new cost-based fiscal model in which institutions can borrow money from the System Office to get the program started. They also may utilize the tuition funds as appropriate for growing the program, providing incentives. Franchise institutions are encouraged to leverage design and delivery efficiencies to be able to respond to demand but also to reduce costs. The System will market the programs to drive business to the offerings and the offerings will, in turn, be constructed to be attractive to the customer. In the cost based model, the departments and the institutions that are implementing these programs should not be paying or covering the costs for general institutional expenses from which the individuals in the program do not benefit. For example, if there are costs/fees in the regular tuition structure to pay for paper or computers in laboratories that these students will never visit, these costs should not be charged to these programs.

For the student, the model provides a customer-centric experience which focuses on convenience, flexibility, and quality. For the institution, the model provides exclusivity of services. OIIT is providing all of the franchise institutions with training and professional development through webinars which allow for flexibility in viewing and becomes a resource available to anyone in the System. These training sessions include tips on how to structure classes to use outcomes based

assessment, scale the class to teach more with less, and create a productive online learning environment.

During the April Board meeting the Special Assistant to the Associate Vice Chancellor for P-16 Initiatives, Tonya Kilpatrick, made a presentation regarding a teacher education Lean Six Sigma project. The emphasis of that program is to increase access, flexibility and convenience, providing better, faster, and more cost-effective services. Dr. Biesinger’s team determined that partnering with this Lean Six Sigma (“LSS”) project was a win-win because they had similar goals and offered a defined strategy that would help them reach it. The GeorgiaONmyLINE team developed a call for proposals process; invited submissions from those participating in the LSS project; and selected five colleges of education, eight degree programs, and three franchise configurations. Those models are: 1) a single institution does it all (courses and program); 2) two or more institutions do it all with each institution playing a role and all offering the degree; and 3) some institutions take on the burden of all of the accreditation and award the degree while other institutions contribute coursework, but do not offer the degree.

The participating institutions are as follows:

Columbus State University (“CSU”)
 Georgia State University (“GSU”)
 Georgia Southern University (“GSOU”)

North Georgia College & State University
 (“NGCSU”)
 Valdosta State University (“VSU”)

Degree Program	Institution				
	CSU	GSU	GSOU	NGCSU	VSU
Master of Arts in Teaching (“MAT”)					
Special Education				X	X
Reading, Language and Literacy Education		X		X	X
Master of Education (“MED”)					
Reading, Language and Literacy Education		X		X	X
Secondary Mathematics		X			
Secondary Science		X			
Middle Grades Education with concentrations in Math and Science				X	X
Instructional Technology			X		X
Accomplished Teaching	X		X		X

Dr. Biesinger stated that the participants have been told that they are the “test pilots” and that it is not a case of fueling this plane while flying it, but actually building it in flight. Change, innovation, and collaboration are all expected as this project challenges many of the current practices because they do not seem to work well with this new online world. Dr. Biesinger stated that this new process may even identify practices that could change not only for distance education but Systemwide.

Dr. Biesinger and her team set a very ambitious production schedule for this project. They reached one milestone with the launch of the site, and plan an immediate follow-up, opening a common admissions program in November that will be a uniform process for all of the MED/MAT degrees. December 1, 2007, is the target date to open the registration system for the first 23 courses that are going to be in the first round of these degree programs. Those courses will be offered in January 2008. That cycle for enrollment and registration will then be repeated for summer. Dr. Biesinger stated that the team hopes to move some of the existing collaborative programs into the new registration system so that they can benefit from the technology underpinnings of that system as well. Additional goals include setting up another round of franchise applications to address other areas of state needs and increasing marketing. Dr. Biesinger directed the Regents' attention to an example of the first brochure, which is targeted to the education programs and allows students the opportunity to respond back and be referred to an institution. She stated that for future marketing strategies, they would like to use the technology and some of the new tools like viral marketing and e-advertising, and browser search optimization. She added that some of those plans would be implemented soon.

In closing, Dr. Biesinger stated that the team would continue to evaluate and modify this project. As they find things that work better, new iterations of the model will be rolled out. She then thanked the Regents for making this a part of their strategic plan, adding that many people in Georgia not only at System institutions but across the state are waiting for this kind of an opportunity to be made available by the University System because they value education from the System. Dr. Biesinger also thanked all of the institutions involved, stating that the project is all about what these institutions are offering and what they are doing. She also recognized the System Office partners including the Offices of P-16 Initiatives, Media and Publications, Fiscal Affairs, Student Affairs, Academic Affairs, with special thanks to OIIT. Dr. Biesinger then asked if there were any questions.

Several Regents thanked Dr. Biesinger for her wonderful presentation and raised questions concerning marketing strategies and the educational impact of distance learning. Regent Jenkins stated that in order for Georgia ONmyLINE to compete with the proprietary schools mentioned in her presentation, they would need to find a way to mass market the programs. He suggested emphasizing that the University System's offerings are more cost-effective than institutions such as University of Phoenix might prove to be a successful strategy. Regent Pittard added that as a state entity the System could economize its mass advertising efforts through public service announcements ("PSA"), which are free commercials. Dr. Biesinger stated that her team is currently looking for opportunities that leverage partnerships, citing opportunities they have received to co-brand with institutional materials. In terms of immediate marketing for the teacher education courses that will be offered in January 2008, she stated that they would attend the upcoming Professional Association of Georgia Educators ("PAGE") conference and distribute the Georgia ONmyLINE brochures that target the MED/MAT programs. She added that they are also scheduled to meet with the Department of Education to promote these programs.

In response to Vice Chair Cleveland's inquiry about the educational impact of distance learning, Dr. Biesinger stated that there are a number of recent studies and she would compile some of that information for the Board. She stated that the studies have shown that there are specific

characteristics needed for a student to be a successful distance learner. These students need to: clearly understand and take their responsibility as a distance education student seriously; be an independent learner; and have good time management and organizational skills. She added that this seemed to have been a huge focus of the UWG study, where they have improved retention and success in the eCore[®] courses. Dr. Biesinger added that although some people may not think that some areas of study, such as science labs, are suitable for distance education, studies show that the University System has been very successful. She stated that following a research study, the University of Georgia's College of Veterinary Medicine has accepted eCore[®] science classes in transfer credit. The research found that eCore[®] students have learned as well or better as students who participated in face-to-face classes.

As there were no more questions, Chancellor Davis took the opportunity to thank Dr. Biesinger for her vigorous leadership and the team that she assembled. He stated that while compiling the distance education course information and making it readily available was a logical step, introducing the franchise model is even more exciting. Through the franchise model the System is providing seed capital and launching new programs. He noted that the seed money would be recouped from the institutions as the investment pays off. Despite the initial pushback, there is now an eagerness to put programs out into the marketplace. These programs, unlike some of the present course offerings with limited capacity, are scalable operations that will allow the System to compete on a broad scale with the proprietary schools. Chancellor Davis stated that he appreciated the Regents' comments about marketing, and while the System Office is a little sensitive about funds and public institutions in competition with the private sector, there is a market that they plan to reclaim through the master's in teaching program. The University System's market share in that market has declined to about 46%, possibly due to scheduling inconvenience and other perceived barriers. The franchise model eliminates many of those barriers because it is more flexible, more responsive, and as one Regent mentioned, it will be very cost competitive in the marketplace. If this model is successful, the System can look into value pricing versus cost-based pricing in the marketplace as well. The System Office expects these to make money as do the institutions as evidenced by their growing enthusiasm. Chancellor Davis said that he is hopeful that next year the staff will be able to report the results of putting these franchises into the marketplace. He then took the opportunity to commend Dr. Biesinger for her vigorous leadership, noting that this would not have happened without her leadership and her team's hard work.

PRESENTATION: STRATEGIC PLANNING GOAL THREE, RESEARCH AND ECONOMIC DEVELOPMENT

Chair Vigil asked the Chief Operating Officer, Robert E. Watts, to introduce the next presenter, the Senior Vice Chancellor for Health and Medical Programs and President of the Medical College of Georgia ("MCG"), Daniel W. Rahn, M.D..

Mr. Watts stated that Goal Three of the Strategic Plan is to increase the University System's participation in research and economic development to the benefit of a global Georgia. He said one of the principal contributions the System can make to economic development is to provide the

workforce for the critical industries in Georgia. The Commission for a New Georgia has declared healthcare as one of those strategic industries for the future. President Rahn has been leading a Systemwide task force focused on increasing the System's productivity with respect to the health professions. His last presentation to the Board on this topic was in June 2006 when he reported on the task force on health professions education. One of the recommendations of that task force was to create a Systemlevel function to provide leadership regarding the System's approach to increasing Georgia's health professions workforce. At this meeting, Dr. Rahn updated the Board on the work of this Systemwide task force and the System's current progress.

Dr. Rahn thanked Chair Vigil, Chancellor Davis, Mr. Watts, and members of the Board for the opportunity to provide an update on his task forces' activities regarding the health professions workforce. He stated that the health professions workforce issue is not specific to Georgia. He noted that at the Southern Region Education Board ("SREB") conference, where he presented earlier in the week, this theme permeated. At the conference, Dr. Rahn made a presentation on nursing leadership in a session regarding the national crisis with regard to the nursing work force. He was preceded in that session by Dr. Dennis O'Leary, the national president of the Joint Commission, which evaluates and accredits healthcare organizations. Dr. O'Leary spoke about the deficiencies of the nation's health system and the impact on work force. Dr. Rahn was followed on the program by Dr. Harold Lee Martin, Sr., senior vice president for academic affairs for the University of North Carolina, who spoke about North Carolina's approach to their nursing workforce shortages. Dr. Rahn added that later in the week, he would fly to New York where he would lead a plenary session of the Association of Academic Health Centers annual meeting. The focus of this meeting was also on the health professions workforce. Dr. Rahn stated that he would be presenting the preliminary findings of a three-year study he has led regarding the issue of the health professions workforce nationwide.

The University System strategic plan calls for an increase in research and economic development to the benefit of a global Georgia. The objective of the health professions workforce task force within this overarching goal is to increase the number of health professions graduates. The ultimate is a healthier Georgia. A variety of initiatives and task forces fall under the umbrella of health professions workforce task force. The aforementioned Task Force on Health Professions Education which issued its final report in June 2006 is one of these. Georgia's Intellectual Capital Partnership Program ("ICAPP[®]") Health Professionals Initiative ("HPI"), which was conceptualized in 2001 and launched its first phase in 2002, is another. ICAPP[®] HPI funds programs that accelerate the graduation of an increased number of health professionals, including nurses, pharmacists, medical technologist, and other allied health professionals. Dr. Rahn reported that more than half of the System's institutions have participated in these statewide projects, involving System institutions and one or more employer partners, usually hospitals. More than 2,066 new health professionals are expected by the end of the third phase in December 2008. Dr. Rahn stated that it is important to recognize that the funding provided through the ICAPP[®] initiative is term limited. These funds are intended to enable a program to get started until such time as formula and tuition funding become available to enable the program to be sustained over time. He stated that the area of focus that is being proposed for the 2009 budget would be allied health professions.

The largest area of focus has been in nursing education. In August 2006, Dr. Rahn appointed a Nursing Education Task Force charged to study current nurse education infrastructure and make recommendations to address the state's nursing shortage. The Georgia Department of Labor has projected that Georgia will need 20,000 new nurses by 2012. At the current rate of production, that target will be missed by 8,000 nurses. This initiative is chaired by the Dean of the School of Nursing at MCG, Lucy Marion. It includes representatives from just over ten System institutions, as well as representatives from the Department of Technical and Adult Education ("DTAE"), the Department of Human Resources ("DHR"), the Georgia Hospital Association, the Georgia Nursing Association and the Georgia Board of Nursing. As this is only the first year of the program, Dr. Rahn stated that progress has been more process oriented than outcomes oriented. The overarching goal is to increase the number of new license-eligible graduates by 50% by the year 2010. This translates to 800 to 900 new nursing students in Georgia, bringing the University System total to approximately 2,700. The current effort is supported by \$3 million strategic allocation, which was awarded to 16 campuses in a competitive grant process beginning July 1, 2007. Those 16 institutions have committed to increasing their graduation rates by 40%, which is 80% of the target, by 2010. This builds on the success of the ICAPP[®] Health Professionals Initiative. There are many areas of collaboration and inter-institutional partnership as well as partnership with private industry. The successes to date are principally in the areas of enhanced collaboration. In addition to increasing the number of graduates through this specific funding initiative, the task force is also focusing on increased retention rates. There is a high rate of attrition from some programs. If the System can provide the right student support on the front end that should be a relatively easy way to increase graduation rate without new facilities or faculty.

Another goal set forth by the task force is to decrease cost per graduate. Presently, there is no uniform methodology across the System for allocating cost. In order to manage costs there has to be a process for measuring costs. Additionally, the System needs to promote regional collaboration for areas of high intensity/high cost/high fidelity simulation, etc. Dr. Rahn stated that better data is needed in order to support these strategies going forward.

The Public Health Initiative was launched in 2004 and is led by the Board of Regents Administrative Committee on Public Health which is chaired by Dr. Valerie A. Hepburn, Assistant Professor and Associate Director of the Institute of Public Health at Georgia State University ("GSU"). Dr. Hepburn was the director of the Division of Health Planning at the Department of Community Health before joining GSU. Since the initiation of this area of focus and this collaboration at the System level, a three year progress report has just been submitted that details of the three new University System programs that have joined the existing three programs at that time to offer graduate degree programs in public health. The number of Master's of Public Health ("MPH") degrees has increased 325% since 2004. By this current academic year the team projects 100 new MPH students graduating annually. There has also been a substantial increase in extramural grant funding received. Most recently, the Healthcare Georgia Foundation, Inc. sent preliminary notification that it is awarding a \$300,000 grant to the University System of Georgia to develop strategies and a means of measuring, monitoring, and promoting development of the public health workforce in Georgia. Additional areas of focus provided for in this grant include children's health

and developing the infrastructure to an ongoing fashion of monitoring the adequacy of Georgia's healthcare workforce.

In June 2003, the Dental Task Force, which Dr. Rahn chaired earlier in that year, submitted a report entitled "Educating Georgia's Dental Workforce." This report detailed 28 recommendations of which 15 have been completed, 10 are ongoing, and 3 are still under consideration. A second iteration of that task force was appointed in the spring of 2006 and is completing its work at the present time. The main area of focus is on increasing the dental class size. Historically, the dental class at the MCG School of Dentistry has been 56 students. This number has increased to 63, which is the maximum that can be accommodated in the school, the only School of Dentistry in the state. The task force has set a target of essentially doubling that to 100 students per year and in addition, doubling the residency size from an historical level of approximately 30 to approximately 60. The principal requirement to do this is a new facility. This facility is in the capital plan and was the number one capital project listed in the budget submission that was approved by the Board earlier this year. The total project cost is \$128 million. The funding request by the Board of Regents included \$5 million allocated for planning and design of the building in for fiscal year 2008 and \$70 million for construction in the Board of Regents budget for fiscal year 2009. That leaves a gap of over \$50 million for a core educational building for the only School of Dentistry in the state. Dr. Rahn and his leadership team are working with the Chancellor in regard to different strategies for how to address that gap through private fundraising, federal funding, institutional contribution and other potential options. He hopes to have that strategy worked out in the very near future.

The final area of focus, the expansion of medical education in Georgia through the Medical College of Georgia, has received a great deal of public attention. The legislature and Governor Perdue have appropriated \$2.8 million in this year's budget for the purpose of studying and developing strategies for expansion of public medical education in Georgia. This was awarded to the University System and it was, in turn, allocated to MCG to lead this planning effort. MCG was charged specifically to study efforts for expansion of MCG in Augusta and also through partnerships and collaboration around the state with particular emphasis on partnership with the University of Georgia. The target is to increase enrollment by 30% to 240 students per year. This would give MCG one of the highest enrollment rates among the nation's 126 medical schools.

The planning process is ongoing and it is important to recognize that the task force is principally charged with developing strategies to expand medical student education. This, however, must be coupled with a strategy to expand residency training statewide. In order to be license-eligible as a physician, one has to graduate from medical school and then complete post-graduate medical residency training in a discipline. The length of residency training ranges from three years for primary care areas to as long as seven or eight years for neurosurgery and other surgical specialty areas. Therefore, there must have statewide strategies to expand both medical student education and residency education. Funds were appropriated to the Georgia Board for Physicians Workforce to provide strategies for how to expand strategies for how to expand residency education. This is being led principally by the Dean of School of Medicine at MCG, Doug Miller. The School of Medicine is the entity through which medical education accreditation occurs. Dr. Miller is doing this through

community engagement with a series of committees and councils and the engagement of hospitals around the state. There is also an advisory committee at the presidential level. The task force has engaged the accrediting body for medical student programs, the Liaison Commission on Medical Education (“LCME”) as consultants. They have also tapped the Association of American Medical Colleges (“AAMC”) as consultants as well as a private consulting firm, Tripp Umbach Healthcare Consulting, Inc. from Pittsburgh, Pennsylvania, a nationally recognized consulting firm specializing in feasibility studies for medical school expansions. Tripp Umbach Healthcare Consulting, Inc. is currently engaged in several different expansion initiatives.

The task force’s deliverable is to make a recommendation to the Board to be presented at the January meeting with regard to what appears to be the best strategy or strategies to pursue in order to expand medical student education in the state of Georgia.

There are a variety of different issues with regard to whether this represents a health professions initiative. At the present time the focus is on discipline specific strategies, such as dentistry, medicine, nursing and public health. Although there are a number of different initiatives underway, there is not a Systemwide overarching strategy that can be presented for health professions workforce. Dr. Rahn said that overarching strategy needs to be established during the next year. Additionally, if the collaborative mounting of programs will be managed at the Systemlevel, infrastructure is needed. Presently, as the Senior Vice Chancellor for Health and Medical Programs, Dr. Rahn represents the infrastructure. There is no staffing below this position that is specifically focused on addressing, in an integrated way, health professions programmatic needs. Dr. Rahn stated that the staff is discussing how to best develop that infrastructure without just adding new bureaucracy. Last month, Annie Hunt Burriss, who has a long history of service with the University System and the state of Georgia, accepted an offer from Dr. Rahn to serve as his special assistant both in the role of president of the MCG with regard to its expansion initiatives, but also with respect to the overarching health professions workforce initiatives here at the Systemlevel. In addition to the creation of this new position, the team is also working on the strategic support necessary for research and analysis. Dr. Rahn stated that the Associate Vice Chancellor for Research and Policy Analysis, Cathie Mayes Hudson, does a wonderful job but needs additional support to focus on the specific needs of the health professions. Funds have been reserved from the nursing initiative to do that and they are recruiting to fill two positions at the present time.

Dr. Rahn closed by saying that he and his team will continue to work to support the System’s commitment to transform the System, change lives, and strengthen the state. He added that he believes ensuring the health of the nation is among the most important priorities and that University System has a very important role in doing that for what will soon be the fifth most populous state in the nation.

As there were no questions for Dr. Rahn, Chair Vigil called for Committee reports at approximately 11:23 a.m.

EXECUTIVE AND COMPENSATION COMMITTEE

The Executive and Compensation Committee met on Tuesday, October 9, 2007, at approximately 10:40 a.m. in the Technology-enhanced Learning Center (“TLC”), room 3-328 on the campus of the University of West Georgia. 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., Willis J. Potts, and Richard L. Tucker. Regent James A. Bishop and the following staff members were also in attendance: Chancellor Erroll B. Davis, Jr., the Chief Operating Officer, Robert E. Watts, the Senior Vice Chancellor for External Affairs, Thomas E. Daniel, the Secretary to the Board Julia M. Murphy, and the Associate Vice Chancellor for Legal Affairs, J. Burns Newsome. Chair Vigil reported to the Board that the Committee met and reviewed five (4) items, none of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved the Committee report. The following information items were discussed in this meeting:

1. Regents’ Strategic Planning Retreat
2. Presidential Search Panels Discussion
3. Presidential Search Updates
4. Medical College of Georgia Expansion Update

COMMITTEE ON ACADEMIC AFFAIRS

The Committee on Academic Affairs met on Tuesday, October 9, 2007, at approximately 3:00 p.m. in the Technology-enhanced Learning Center (“TLC”), room 1103 on the campus of the University of West Georgia. Committee members in attendance were Chair Willis J. Potts, and Regents Kenneth R. Bernard, Jr., W. Mansfield Jennings, Jr., James R. Jolly, and Patrick S. Pittard. The Vice Chair of the Board, Regent William H. Cleveland, and Vice Chancellor for Academic Planning and Programs, Sandra S. Stone, were also in attendance. Chair Potts reported to the Board that the Committee reviewed 16 items, 13 of which required action including one walk-one item, Item 16. Additionally, 112 regular faculty appointments and personnel issues were reviewed and recommended for approval. Of the total requests, 109 actions were part-time retiree appointments. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. **Clarification of Mission Statement without Changing Mission or Institutional Sector, South Georgia College**

Approved: The Board approved the request of President Tori Lilly that South Georgia College (“SGC”) be authorized to clarify its mission statement without changing mission or institutional sector effective, October 10, 2007.

Abstract: SGC sought to clarify and further streamline its current mission statement without changing mission or institutional sector. Revising the institutional mission statement was proposed by SGC's Academic Council and was a focus of one of the institution's fall 2006 faculty workshops. The proposed mission statement was approved at the institutional level after a May 2007 reaffirmation report from the Southern Association of Colleges and Schools suggested that the statement be reviewed periodically.

Current Mission Statement

South Georgia College traces its roots to 1906 when the Eleventh District Agricultural and Mechanical School was established by an Act of the Georgia General Assembly. In 1927 the institution became the first state-supported junior college in Georgia and four years later emerged as one of the original units of Georgia's system of public higher education. Today, the campus life of every institution in the University System of Georgia is characterized by:

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

South Georgia College shares with the other two-year colleges of the University System of Georgia the following core characteristics or purposes:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of a local area and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning;
- a high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support

programs designed to insure access and opportunity for a diverse student body, and a limited number of certificate or other career programs to complement neighboring technical institute programs;

- a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the college's scope of influence;
- a commitment to scholarship and creative work to enhance instructional effectiveness and meet local needs.

South Georgia College considers its primary scope of influence to be the southeastern region of Georgia which surrounds the campus in Douglas. The College collaborates with Waycross College to offer an innovative associate degree registered nursing program that serves much of southeast Georgia. In addition, South Georgia College utilizes the Georgia coast to offer life-long learning opportunities that attract senior citizens from throughout the United States. The College's residential facilities enable the institution to draw students from other regions of Georgia and neighboring states.

South Georgia College serves a wide array of students, from the recent high school graduate to the working parent or grandparent who commutes to campus to enroll in a course or two. Given its diverse student body, the College curriculum includes a developmental education component to strengthen those basic academic skills necessary for success in the institution's transfer and career programs. The College also provides its students with a range of student activities, intercollegiate athletic opportunities, and cultural events to facilitate a well-balanced college experience.

At its core, South Georgia College is a teaching institution. Excellent classroom instruction and personalized academic advising are its faculty's hallmarks. All faculty and staff are expected to be life-long learners and active participants in the institution's process of continuous planning, assessment, and improvement.

The College offers Associate of Arts and Associate of Science degree programs that prepare students for transfer in a multitude of baccalaureate program majors. The institution also offers Associate of Applied Science degrees and certificates designed to prepare individuals for careers in several areas of business and computer information systems. Through its Associate of Science in Nursing degree program the College prepares individuals to become registered nurses and thereby meet regional health care needs.

As a contributing member of its community, South Georgia College offers area citizens conferences, seminars, and short courses to develop specific competencies and provide information on special interest topics. The institution and its faculty and staff also work to support regional economic development efforts in cooperation with other community-minded organizations.

A dynamic institution constantly planning, assessing, and responding to change, South Georgia College enthusiastically embraces new technology, innovative methods, and collaborative efforts to advance the missions of the University System of Georgia.

Revised Mission Statement

Vision

To lead in providing a student-centered environment that produces life-long learners who will succeed in a global society, and to serve as an economic development catalyst for the region.

Mission

South Georgia College is a two-year residential institution that serves the educational, social, and economic development of the region by providing accessible, high quality student-centered education. Through close collaboration with faculty and staff, students are engaged in educational opportunities that empower them for success in a sustainable global society. South Georgia College prepares students to think critically, communicate proficiently, and act responsibly as civic-minded, environmentally conscious citizens.

2. Establishment of a Bachelor of Science in Psychology, 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 Bachelor of Science in Psychology, effective October 10, 2007.

Abstract: SPSU proposed the establishment of a Bachelor of Science in Psychology with three concentrations: Engineering Psychology, Industrial/Organizational Psychology, and General Psychology. The proposed degree will complement the existing Bachelor of Science program in Industrial Engineering Technology and expands the curriculum mix offered by the Department of Social and International Studies.

Need: According to SPSU, a growing need exists for graduates of the proposed program among companies operating at a global level as well as smaller organizations. In many industries, personnel who have no formal training in engineering or organizational psychology are assigned to the position of human factors engineer or productivity team leader. As society and the workplace become more technologically based, an increasing industrial demand exists for people who can analyze human factors in order to increase productivity in the workplace.

Objectives: Developed in collaboration with industrial partners, the program will involve students in practical engineering psychology projects that will be executed and completed in conjunction with industry, business, and other agencies. Graduates of the program will be qualified for entry-level employment opportunities at local, regional, and state levels. In addition, graduates will be equipped to pursue post-baccalaureate educational opportunities in psychology.

Curriculum: The 120-semester-hour program of study was developed with an international component embedded in the multi-disciplinary curriculum. Required courses for the program that intersect all concentration areas include the following: History and Systems of Psychology, Management and Organizational Behavior, Psychology of Diversity, Physiological Psychology, International Social Psychology, and Experimental Psychology.

Projected Enrollment: The institution anticipates enrollments of 30, 65, and 125, students during the first three years of the program.

Funding: President Rossbacher has verified that the program can be implemented within funds presently available.

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

3. Establishment of a Doctor of Philosophy with a major in Computational Science and Engineering, Georgia Institute of Technology

Approved: The Board approved the request of President G. Wayne Clough that the Georgia Institute of Technology ("GIT") be authorized to establish a Doctor of Philosophy with a major in Computational Science and Engineering, effective October 10, 2007.

Abstract: GIT sought approval to establish a Doctor of Philosophy with a major in Computational Science and Engineering. Computational Science and Engineering is a discipline devoted to the systematic study of computer-based models of natural phenomena and engineered systems. The program builds upon previous GIT initiatives and a master's degree in Computational Science and Engineering that was approved by the Board in August 2007.

Need: Computational models are an important component of the biological and medical sciences, including such areas as genomics, molecular biology, and systems biology. Models are used to gain a better understanding of how to diagnose and treat diseases as well as how to design new drugs and medical devices.

Objectives: Principal objectives of the proposed doctoral program include the following: 1) to provide graduates who are able to advance the state of knowledge and practice in the computational science and engineering discipline through research contributions; 2) to equip graduates with the skills to integrate and apply principles from mathematics, sciences, engineering, and computing to create computational models and apply them to solve problems; and 3) to foster economic development in the state of Georgia.

Curriculum: The computational science and engineering program is an interdisciplinary degree that will be offered by the Colleges of Computing, Engineering, and the Sciences. The program was

designed to allow students to tailor the program to their individual career objectives. Core courses that all students must take include Computational Science and Engineering Algorithms, Modeling and Simulation: Fundamentals & Implementation, Computational Data Analysis, Numerical Linear Algebra, and Performance Computing.

Projected Enrollment: The institution anticipates enrollments of 5, 20, and 30, students during the first three years of the program.

Funding: President Clough has verified that the program can be implemented within funds presently available.

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

4. Establishment of the External Delivery of a Master of Business Administration in Fayette County, Clayton State University

Approved: The Board approved the request of President Thomas K. Harden that Clayton State University ("CLSU") be authorized to establish its Master of Business Administration as an external degree in Fayette County, effective October 10, 2007.

Abstract: CLSU proposed the establishment of the external delivery of its existing Master of Business Administration degree in Fayette County. The Master of Business Administration degree offers a concentration in logistics/supply chain management. To assess demand for a Master of Business Administration degree in Fayette County, CLSU's School of Business conducted a survey of area working professionals and alumni. The results of the survey indicated that 80% of respondents would be interested in pursuing the aforementioned degree within the next five years.

Need: Fayette County's geographic proximity to Atlanta's Hartsfield-Jackson Airport and the CSX Railroad make the program marketable to logistics and transportation service employees. The Peachtree City Industrial Park is home to a Freeport and Foreign Trade Zone as well as other companies such as General Dynamics Information Technology, Inc., Southern Motor Carriers, World Airways, Inc., United Parcel Service, and Avery Dennison.

Delivery: Classes will be offered at Aberdeen Woods Conference Center in Peachtree City. Administrative and student support services will be housed in the Westpark Office Park located in Peachtree City. CLSU currently rents the space and it is located less than ½ mile from Aberdeen Woods, the instructional site. Student support services that will be available at the remote location include admissions, financial aid, registration, and advisement. Other resources such as library materials, bookstore, and campus mail will be available through the use of a University courier service. Courses will be taught face-to-face with online enhancement to meet the needs of working professionals.

Projected Enrollment: The institution anticipates enrollments of 25 students for the cohort group that will be admitted for the external delivery of this program.

Funding: President Harden has verified that the program can be implemented within funds presently available.

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

5. **Substantive Change of the Master of Science in Management of Technology to a Master of Business Administration in Management of Technology Degree, Georgia Institute of Technology**

Approved: The Board approved the request of President G. Wayne Clough that Georgia Institute of Technology ("GIT") be authorized to substantively change the Master of Science in Management of Technology to a Master of Business Administration in Management of Technology degree, effective October 10, 2007.

Abstract: GIT sought approval to substantively change its existing Master of Science in Management of Technology to a Master of Business Administration in Management of Technology. The programmatic change was requested in order to enhance both technology and management course offerings and to provide students with additional skills. GIT also sought this change in order to benefit from the name recognition of naming a program, if partially, a Master of Business Administration degree. GIT would subsequently have marketing and recruiting benefits associated with the program. The curriculum would change such that students would be required to take 50 versus the current 36 semester hours. The proposed change would better reflect the combined content of the degree.

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

The administrative and academic appointments were reviewed by the Chair of the Committee on Academic Affairs.

7. **Establishment of the University of Georgia Foundation Chair in Biology, University of Georgia**

Approved: The Board approved the request of President Michael F. Adams that the University of Georgia ("UGA") be authorized to establish a University of Georgia Foundation Chair in Biology, effective October 10, 2007.

Abstract: UGA sought to establish a University of Georgia Foundation Chair in Biology in the Franklin College of Arts and Sciences. The special chair was funded entirely by the University of Georgia Foundation. The individual named to the chair will be a full professor with tenure and have an outstanding reputation in the discipline. As of August 23, 2007, the total fund balance was \$1,095,398. President Adams has verified that the funds are on deposit with the University of Georgia.

8. Establishment of the Robert A. Milton 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 Robert A. Milton Endowed Chair, effective October 10, 2007.

Abstract: GIT sought approval to establish the Robert A. Milton Endowed Chair to be housed in the Wallace H. Coulter Department of biomedical Engineering. The special faculty position was developed through the philanthropic support of Robert A. Milton. Per the donor agreement, the “Milton Chair shall enhance the Department’s ability to attract and/or retain eminent teacher-scholars in the health-related fields.” Funds are in place with in the Georgia Tech Foundation in the amount of \$1.5 million.

Biosketch: Mr. Robert A. Milton graduated in 1983 from GIT with a Bachelor of Science degree in Industrial Management. Mr. Milton was appointed Chairman, President and CEO of ACE Aviation Holdings, Inc. in September 2004. ACE is the parent company under which the reorganized Air Canada and separate legal entities are held. Mr. Milton, who is also Chairman of Air Canada, held the position of President and CEO of Air Canada from August 1999 until December 2004. Prior to joining Air Canada, he was a founding partner in Air Eagle Holdings, Inc. and an independent commercial aviation consultant in British Aerospace. Mr. Milton started his career with Air Canada in 1992 on a consulting basis and assumed increasingly responsible positions in cargo operations, scheduling, product design, advertising, in-flight service and marketing until his appointment as Executive Vice President And Chief Operating Officer in 1996. Mr. Milton was elected to serve as Chair of the International Air Transport Association’s Board of Governor’s starting June 2005.

9. Termination of Specific Degree Programs, Fort Valley State University

Approved: The Board approved the request of President Larry E. Rivers that Fort Valley State University (“FVSU”) be authorized to terminate specific academic programs, effective October 10, 2007.

Abstract: FVSU sought approval to terminate several programs and majors that are no longer central to the mission of the institution. The programs have had consistently low or no student enrollments over a period of three or more years. Concomitant with comprehensive program review efforts, the institution sought to terminate the programs listed below:

- Educational Specialist with a major in Guidance and Counseling
- Master of Science with a major in Junior High/Intermediate/Middle School Teacher Education
- Master of Science with a major in Pre-Elementary/Early Childhood/Kindergarten Teacher Education
- Bachelor of Science with a major in Secondary Teacher Education
- Bachelor of Science with a major in Teaching Field – French
- Bachelor of Science with a major in Mathematics Teacher Education
- Bachelor of Science in Family and Consumer Sciences with a major in Family and Consumer Science Education
- Bachelor of Science in Education with a major in Early Childhood Education
- Bachelor of Science in Education with a major in Health and Physical Education
- Bachelor of Science with a major in Physics
- Bachelor of Science with a major in Office Administration
- Associate of Science, Core Curriculum

The following cooperative associate programs were offered in cooperation with Middle Georgia Technical College:

- Associate of Applied Science in Business with options in:
 - Computer Programming
 - Accounting
 - Information and Office Technology
 - Computer Information Systems
 - Marketing Management
- Associate of Applied Science in Health with options in:
 - Dental Assisting
 - Radiologic Technology
 - Surgical Technology
 - Practical Nursing
- Associate of Applied Science in Services with options in:
 - Cosmetology
 - Culinary Arts
- Associate of Applied Science in Technology with options in:
 - Instructional Technology
 - Aerospace Production Planning
 - Drafting
 - Electronics Technology
 - Air Conditioning Technology
 - Industrial Maintenance Technology
 - Automotive Technology
 - Aircraft Structural Technology
 - Aviation Maintenance Technology

- Welding and Joining Technology
- Aerospace Tool Design
- Certificate of Less than One Year with options in:
 - African World Studies
 - Population Studies and Demography
 - International Business

10. Termination of Specific Degree Programs, East Georgia College

Approved: The Board approved the request of President John Black that East Georgia College (“EGC”) be authorized to terminate specific academic programs, effective October 10, 2007.

Abstract: EGC sought approval to terminate the Associate of Applied Science and Certificate programs in Instructional Technology. During fall 2004 the institution’s Math/Science Division completed a study of academic programs and recommended suspension of the Certificate and Associate of Applied Science programs because of lack of enrollment. At the time, only three or four students could be identified in the programs and the courses associated with the programs had such small enrollments that one of the faculty members was released at the end of the 2003 – 2004 academic year. In spring 2005, the faculty voted to suspend the program to allow current matriculants the opportunity to complete the program, with the provision that no more students would be added and Instructional Technology would be terminated when enrollments fell to zero. As of fall 2007, EGC had no students in the certificate or associate’s degree programs and sought to terminate them.

11. Termination of the Bachelor of Science with a major in General Studies, Columbus State University

Approved: The Board approved the request of President Frank Brown that Columbus State University (“CSU”) be authorized to terminate the Bachelor of Science with a major in General Studies, effective October 10, 2007.

Abstract: CSU requested approval to terminate the Bachelor of Science with a major in General Studies. The program has been deactivated for at least two years during which time all student matriculants either finished the program or sought a different major. After careful review, the faculty and administration have determined that the program is no longer a viable offering at Columbus State University. Termination of the program will not have an adverse impact on faculty.

12. Assumption of Certificate Responsibilities with the Merger of Georgia Aviation and Technical College, Middle Georgia College

Approved: The Board approved the request of President Richard J. Federinko that Middle Georgia College (“MGC”) be authorized to assume certificate responsibilities that were formerly offered by Georgia Aviation and Technical College, effective October 10, 2007.

Abstract: MGC sought approval to offer certificates that were formerly offered by Georgia Aviation and Technical College. The certificates have been subsumed under the revised organizational and academic structure. Some certificates were offered at semester credit hours above and beyond the number of hours prescribed for System institutions. These certificates are requested for approval in order for students to seamlessly matriculate through aviation related programs. The credit hours associated with the certificates listed below either meet or exceed the number of credit hours required for System associate-level degree programs or exceed requisite hours for certificates that are less than an associate’s degree:

Certificate in Aviation Maintenance Technology, 50 semester credit hours

Certificate in Aviation Maintenance Technology: Airframe and Powerplant, 83 semester credit hours

Certificate in Aviation Maintenance Technology: Powerplant, 53 semester credit hours

13. Information Item: Revisions to The Policy Manual, Section 402.0101 a.6., Joint Enrollment/Early Admission of High School Students

The Board reviewed a revision to the Policy Manual, Section 402.0101 a.6, Joint Enrollment/Early Admission of High School Students.

Background and Rationale: The intent of the policy revision is to reflect that students may be joint enrolled or dually enrolled in a University of Georgia institution while simultaneously attending high school and earning credit within both systems. The proposed policy revisions follow. Please note that the strike-through text represents deletions from the current version, and the highlighted text represents additions.

<i>Current Policy</i>	<i>Revised Policy</i>
Policy 402.0101 a.6. Joint Enrollment/Early Admission of High School Students	Policy 402.0101 a.6. Dual Enrollment /Joint Enrollment/Early Admission of High School Students
The University System of Georgia recognizes the need to provide academically talented high school students with opportunities for acceleration of their formal academic programs. This recognition has led to the development of two organized programs: (1) a joint enrollment program in which a student, while continuing his/her enrollment in high school as a junior or senior, enrolls in courses for college credit and (2) an early admissions program in which the student enrolls as a full-time college student following completion of the junior year in high school. The minimum admissions standards for both the joint enrollment and early admissions	The University System of Georgia recognizes the need to provide academically talented high school students with opportunities for acceleration of their formal academic programs. This recognition has led to the development of two three organized programs: (1) a dual enrollment program in which a student, while continuing his/her enrollment in high school, enrolls in course(s) for both high school and college credit; (1) (2) a joint enrollment program in which a student, while continuing his/her enrollment in high school as a junior or senior, enrolls in courses for college credit and (2) (3) an early admissions program

<p>programs have been developed to allow certain advanced students to receive both high school and college credit for some courses. Procedures for admission, course selection, and instruction can be found in sections 301.01-301.06 of the Academic Affairs Handbook. (BR Minutes, September 2004)</p>	<p>in which the student enrolls as a full-time college student following completion of the junior year in high school. The minimum admissions standards for both the joint enrollment and early admissions programs have been developed to allow certain advanced students to receive both high school and college credit for some courses. Procedures for admission, course selection, and instruction can be found in sections 301.01-301.06 of the Academic Affairs Handbook. (BR Minutes, September 2004)</p>
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14. Information Item: Georgia Department of Education Revised Graduation Rule and Impact on University System of Georgia Admissions Policy

The Vice Chancellor for Academic Planning and Programs, Sandra S. Stone, discussed recent high school graduation requirement changes approved by the Department of Education and the resultant impact on the University System of Georgia’s current admissions policy.

Background: The Georgia Department of Education approved a new graduation rule for students who will enter the 9th grade in 2008. The new graduation rule requires all students to meet minimum standards of a single high school diploma, insuring that all students graduating 2012 or later will be college and work ready. The changes include a revision in the list of core high school courses and number of credit hours required for graduation. In addition to the curriculum changes, the Department of Education has adopted the term, “dual enrollment,” for students who enroll in college courses for the purpose of satisfying high school graduation requirements.

A matrix which provides a detailed overview of the Georgia Department of Education’s Revised Graduation Rule is on file in the Office of Academic Affairs. In addition, linkages to the University System of Georgia Admissions Policy are listed. During the month of November, the Committee on Academic Affairs will present the full admissions policy and resultant revisions as an information item.

Below is content information concerning the American Diploma Project and the agreements established by the Alliance of Education Agency Heads. The details below and on the following pages will be presented in the form of a PowerPoint presentation.

AMERICAN DIPLOMA PROJECT
A Strategy of the Alliance of Education Agency Heads

American Diploma Project: Shared Agenda of 30 States in ADP Network

1. Standards: Align academic standards in high school with expectations for college and workplace success.
2. Course Requirements: Upgrade high school course requirements so college and work ready curriculum are required for high school diploma.
3. Assessment: Redesign selected high school tests in English and mathematics to also serve as college and work placement tests.
4. Accountability: Hold high schools accountable for all graduates reaching college and work readiness standards and colleges accountable for the success of their students once enrolled.

Georgia's College and Work Readiness Standards

- USG, DTAE, and business community agree that students who meet or exceed the Georgia Performance Standards will be college and work ready.
- USG and DTAE English and mathematics faculties and business community recommend that the college and work readiness threshold is:
 - Four years of high school English, at least through English III
 - Four years of high school mathematics, at least through mathematics III

Georgia's College and Work Readiness Course Requirements

State Board of Education – High School Graduation Rule – September 2007

- 4 units of English
- 4 units of Mathematics, through Math III or equivalent
- 4 units of Science
- 3 units of Social Studies
- 3 units of CTAE and/or Modern Language/Latin and/or Fine Arts
- 1 unit of Health and Physical Education
- 4 units of Electives

Board of Regents – New Admission Requirements – October 2007

- Same core as high school (English, Math, Science, Social Studies)
 - English and Math must be through Level III or higher
- Two years of foreign language – ASL counts

Georgia's College and Work Readiness Assessment Plan

- Redesign current High School Graduation Tests in English and Mathematics to become College and Work Readiness Tests
 - For high school graduation
 - For college placement
- Implementation
 - English
 - Spring 2008 for high school graduation (HS juniors)
 - Fall 2009 for college placement
 - Mathematics
 - Spring 2011 for high school graduation (HS juniors)
 - Fall 2012 for college placement

Georgia's College and Work Readiness Accountability Plan

- **High Schools**
 - 4 – year cohort graduation rate
 - Number/percent – industry certification
 - Number/percent who meet or exceed College and Work Readiness Standards in English and Math on GHSGT
- **Colleges**
 - Who entered within 2 years of graduation from a Georgia public high school
 - DTAE: Program completion/graduation rates for certificate, diploma, and associate degree
 - USG: Graduation rates for associate and baccalaureate degrees

Georgia's College and Work Readiness Accountability Plan: School to College Transition

- High Schools and Colleges – Shared Accountability
 - Number/percent in dual enrollment, AP, IB
 - Number/percent enrolled in DTAE and USG who enter within 2 years of graduation from a Georgia public high school
 - Number/percent who earn HOPE and then retain it after 1st year of college
 - Number/percent of DTAE and USG students who enter within 2 years of graduation from a Georgia public high school and who must take remedial courses
 - One-year retention rates for first-time DTAE and USG students who entered within 2 years of graduation from a Georgia public school

External Review of Our Work

- Achieve, Inc. – a national organization that leads the American Diploma Project (ADP)

Findings

- Georgia Performance Standards are well aligned with ADP benchmarks.
- In some areas, Georgia’s Math standards exceed ADP benchmarks.
- Georgia provides additional materials to ensure successful implementation of its standards.
- “Georgia is one of the nation’s leaders in setting rigorous standards for all students. The state’s postsecondary and business outreach is commendable.”

15. Information Item: Revision of the Policy Manual, Section 803.0901, Program Modification

The Board reviewed a revision to the Policy Manual, Section 803.0901, Program Modification.

Background and Rationale: The intent of the policy revision is to provide a differentiation between general termination of a program and program termination based on a change in institutional mission or academic priorities that would result in permanent removal of a program. The revisions have been reviewed by the University System Chief Academic Officers, attorneys, and others. To complement the revised policy as it will appear in the Board Policy Manual, a set of guidelines will be included in the Academic Affairs Handbook.

Understandings: The proposed policy, section 803.0901, constitutes a significant revision of the previous policy. Proposed revisions follow. Please note that the strike-through text represents deletions from the current version, and the highlighted text represents additions.

<i>Current Policy</i>	<i>Revised Policy</i>
Policy 803.0901 Program Modification	Policy 803.0901 Program Modification
As part of its broad constitutional authority to manage the University System of Georgia, the Board of Regents may exercise its authority to modify programs offered by the System generally or at various institutions of the System. Such modification may be a part of a change of institutional mission and may result in discontinuation of programs or reduction in size thereof. A program modification of such magnitude that requires the termination of tenured faculty members will be implemented only after completion of a study, with institutional	As part of its broad constitutional authority to manage the University System of Georgia, the Board of Regents may exercise its authority to modify programs offered by the System generally or at various institutions of the System. Such modification may be a part of result from a significant a change of institutional mission or academic priorities and may result in discontinuation of programs or reduction in size thereof which may be influenced by long-term declines in degree program productivity. These

administrative and faculty participation, by the Chancellor's staff. The Chancellor will report the results of that study to the Board along with recommended guidelines under which program modification will be effected (BR Minutes, 1982-83, p. 254).

changes may result in permanent termination of academic programs or permanent and significant reduction in size thereof.

A program modification of such magnitude that requires the termination of tenured faculty members will be implemented only after completion of a study, with institutional administrative and faculty participation, by the Chancellor's staff. The Chancellor will report the results of that study to the Board along with recommended guidelines under which program modification will be effected (BR Minutes, 1982-83, p. 254). **The University System chief academic officer shall issue procedures on program modification.**

16. Establishment of a Doctor of Philosophy in International Affairs, Science, and Technology, Georgia Institute of Technology

Approved: The Board approved the request of President G. Wayne Clough that the Georgia Institute of Technology (“GIT”) be authorized to establish a Doctor of Philosophy in International Affairs, Science, and Technology, effective October 10, 2007.

Walk-on: This item was added by unanimous consent as a walk-on item to the Committee’s agenda.

Abstract: GIT sought approval to establish a Doctor of Philosophy in International Affairs, Science, and Technology. Housed within the Sam Nunn School of International Affairs, the program was designed to provide graduate students with an interdisciplinary opportunity to pursue advanced studies on the technological dimensions of international problems. It is expected that graduates of the program will transition into careers in academia or policy analysis. Concentration areas or sub-fields that will be offered through the program include international relations theory, international political economy, international security, and comparative politics. The program provides for graduate research and study on how international affairs, science, and technology relate to one another. The institution currently offers both a Master of Science in International Affairs and a Master of Science in International Logistics. The proposed program will benefit from the Sam Nunn Security Program that has been funded by a \$3.1 million grant from the MacArthur Foundation. The Nunn School’s 20 full-time faculty members will support establishment of the program.

Need: The proposed program is central to the mission of Georgia Tech and a high priority of the School of International Affairs. Over the last few years, GIT has taken steps to internationalize the educational experience of its students. As scientific innovation increases, international collaboration and coordination will be needed to regulate the impacts of new technologies. The doctoral program was developed in order to increase awareness and understanding of the roles of science and technology in diplomacy. The program and resultant research will help emergent scholars to further clarify the frameworks for understanding technological change in terms of international interaction, vulnerability, strategy, bargaining, weapons proliferation, arms control, alliance behavior, and international security. The program will also provide study and research opportunities on the expansion of information and communication technologies and their impact on social, political, and global economic development.

Projected Enrollment: The institution anticipates enrollments of 5, 10, and 15 students during the first three years of the program.

Funding: President Clough has verified that the program can be implemented within funds presently available.

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

The Committee meeting adjourned at approximately 4:00 p.m.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

The Committee on Finance and Business Operations met on October 9, 2007, at approximately 3:15 p.m. at the University of West Georgia. Committee members in attendance were Chair Robert Hatcher, and Regents Bishop, Carter, Jenkins, Leebern and Tarbuton. The Chairman of the Board, Regent Allan Vigil was also present. On Wednesday, Chair Hatcher reported to the Board that the Committee had reviewed 4 items, 3 required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Ratification of Action to Establish the University System of Georgia High Deductible Healthcare Plan

Ratified: The Board ratified actions taken by Chancellor Erroll B. Davis, Jr. to establish a High Deductible Healthcare Plan ("HDHP") for the University System of Georgia ("USG") as shown in Appendix I. The HDHP will become effective January 1, 2008.

Background: The Board of Regents has several contracts to support its health insurance program for employees. The proposed HDHP would have a \$2 million lifetime benefit, a \$1,500 deductible for employee only contracts and \$3,000 for family contracts, and a 90% coinsurance after the deductible

is met. The total premium for 2008 would be \$227 per month. To enhance the program's appeal, it is recommended that the USG pay 90% of that rate, or \$204, leaving the employee with a monthly premium of \$23, representing 10% of the total premium. Details on the HDHP are contained in Appendix I.

Benefits of the HDHP/HSA

For USG Employees:

- It offers the employee greater flexibility and discretion in the management of his/her health benefits.
- Because the plan qualifies as a Health Savings Account ("HSA") plan, deposits made to the account are tax-deductible, interest earnings on deposits are tax-deferred and withdrawals are tax-free if funds are used for qualified medical expenses.
- The HSA is portable. The account remains with the employee upon termination of employment or retirement.
- Accumulated HSA funds and interest earned may be carried over from year to year. Under the rates proposed, an employee, enrolled in the employee only contract, would save nearly \$1,000 annually on premium expenses as compared to the PPO plan. For employees enrolled in the family contract, the savings in premium expense as compared to the PPO plan would be \$2,900.¹ This would be an attractive option for younger and/or healthier employees who may anticipate not having to make extensive use of medical services.

For the University System of Georgia:

- University System of Georgia institutions could save a considerable amount on premium expenses. The employer share of premiums under the HDHP averages 60-65% of the employer premium for the PPO plan.²
- The premium paid is fully-insured, which means that the University System of Georgia does not pay claims expenses for employees on the HDHP.

Additionally, eligible participants must meet the admissions requirements of the applicable USG institution and be accepted for admission.

2. Ratification of Action to Modify the University System of Georgia Fiscal Year 2009 Budget Request to Include the Georgia Public Libraries PINES System and Capital Facilities

Ratified: The Board ratified actions taken by Chancellor Erroll B. Davis, Jr. to modify the University System of Georgia ("USG") fiscal year 2009 budget request to include \$600,000 for the

¹ These savings need to be compared to deductible amounts of \$1,500 for those on the employee only contract, an increase of \$1,200 over the current deductible amount and a deductible amount of \$3,000 for those on the family contract, an increase of \$2,200 over the current deductible amount of \$900.

² Savings realized under the change could be affected by adverse selection.

Georgia Public Libraries (Public Information Network for Electronic Services) PINES system and \$14,990,815 for 10 local library projects throughout the state of Georgia.

Background: PINES is the public library automation and lending network for 265 libraries in 131 counties. It creates a statewide “borderless library” that provides equal access to information for all Georgians. Georgians with a PINES library card have access to materials beyond what is available on their local shelves and enjoy the benefits of a shared collection 8.5 million books, tapes, CDs and videos that can be delivered to their home library at no cost. The requested projects meet criteria for shared funding with local entities and are consistent with the priorities of the Georgia Public Library Service.

In accordance with the fiscal year 2009 budget guidelines established by the Governor’s Office of Planning and Budget the public libraries are being offered the opportunity to request approximately \$600,000 to upgrade the PINES system and a limited number of capital projects.

A priority list of the requested capital projects is included in Appendix II.

3. Increase in Mandatory Fees at Valdosta State University

Approved: The Board approved an increase in two mandatory fees at Valdosta State University (“VSU”): \$50 increase in parking fees and \$40 for a new student health center. Total mandatory fees will increase from \$540 per semester to \$630 per semester. The fees will be effective fall semester 2008.

Background: The recommended parking fee increase is the second of two parking facility fees in order to build two parking garages to provide adequate parking facility for its growing student population. This fee will be assessed to all students taking four or more hours. The 2004 Master Plan identified that the university needed in excess of 3000 additional parking spaces. The two parking decks will contain 2171 spaces, adding 1398 additional spaces to the campus inventory by fall semester 2008.

The recommended student health center facility fee is required to fund the construction of a new student health center on campus. This facility serves as a clinic providing health care for the growing student population. With the demographics of VSU’s student population changing, more students are relying on the health center to provide their medical care in place of their family physician. The new facility will not only provide the space to accommodate the growing enrollment, but will also provide expanded pharmacy and diagnostic testing areas to allow the medical staff to more quickly identify medical problems. Both projects are included on the October 2007 action agenda for the Real Estate and Facilities Committee of the Board of Regents. The fee approval is required at this time for next fall to facilitate the bond proceedings for the privatized projects.

The VSU student fee committee has unanimously approved both fee requests. Both fee increases are not eligible for HOPE scholarship funding. Both fees are contingent upon approval of the underlying projects on the October 2007 agenda for the Committee on Real Estate and Facilities.

4. Information Item: Creation of the University System of Georgia Health Insurance Task Force

The Vice Chancellor for Fiscal Affairs, William R. Bowes, discussed plans to create the University System of Georgia Health Insurance Task Force which will be asked to evaluate and recommend options to reduce the system's Other Post-Employment Benefits ("OPEB") liability.

The Committee meeting adjourned at 3:25 p.m.

COMMITTEE OF THE WHOLE: INTERNAL AUDIT

The Internal Audit Committee met as a Committee of the Whole on Tuesday, October 9, 2007, in the Campus Center at the University of West Georgia. The Chair of the Committee, Donald M. Leebern, Jr., convened the meeting at approximately 2:16 p.m. Present, in addition to Chair Leebern, were Vice Chair Felton Jenkins, Chair of the Board Allan Vigil, Vice Chair of the Board William H. Cleveland and Regents Kenneth R. Bernard, Jr., James A. Bishop, Hugh A. Carter, Jr., Robert F. Hatcher, W. Mansfield Jennings, Jr., James R. Jolly, Patrick S. Pittard, Doreen Stiles Poitevint, Willis J. Potts, Wanda Yancey Rodwell, Benjamin J. Tarbutton III, and Richard L. Tucker. The Chief Audit Officer and Associate Vice Chancellor for Internal Audit, Ronald B. Stark, was also present. Chair Leebern reported to the Board that the Committee had reviewed two items, both 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 203, Presidential Transitions

Approved: The Board approved revisions to the Policy Manual, Section 203, concerning presidential transitions as proposed below.

Background: In 1991 - 1992, the Board of Regents ended the practice of awarding presidents tenure in an academic discipline at their institution upon initial appointment. In its place, as Georgia is one of the few states that do not permit multi-year employment contracts, the Board adopted Policy 203 to allow presidents, upon Board approval, a transition period of up to two years to return to their academic disciplines after the completion of their presidency and re-tool for the next stage in their career. The Board's intent was to remain competitive when searching for new presidents and to retain good talent in the University System of Georgia.

Over time, however, Policy 203 has come to be viewed more as a severance policy. Even though the state of Georgia does not pay severance, this perception has grown. The Board has decided to re-examine Policy 203 and to make sure it conforms to the Board's original intent as a recruitment tool for new presidents and to assure that it cannot operate as a severance policy.

This year, there will be more than 200 searches for college and university presidents across the country. Within five years, owing to current retirement and turnover patterns, there are expected to be more than 300 presidential searches each year. The competitive environment for hiring presidents is rapidly changing.

Compensation is, of course, a major element in remaining competitive in most personnel searches, including presidential searches. In this market, competitive compensation alone will not necessarily attract the talent the System needs to lead its colleges and universities.

The vast majority of institutional presidents spend a significant portion of their careers as faculty members in a particular discipline. Most have achieved the rank of full professor and have earned tenure. Indeed, the initial entry to administration for many presidents has been through academic leadership and unusual service – precisely what the System seeks in faculty and in other personnel. Many maintain a connection to their disciplines while they are rising through the levels of academic administration and hope to return to the classroom when their administrative service is finished. Candidates with outstanding academic achievement and exemplary leadership experience are the very kinds of people we are trying to hire away to become presidents in the University System of Georgia.

In order to remain competitive for new presidents, the Board needs more recruitment tools. The revision to Policy 203 provides additional options for the System’s recruitment strategy.

- First, the policy gives the Chancellor the option of allowing a president, at the end of a successful presidency, to return to the classroom as a full professor. It also gives the Chancellor the option of awarding tenure to the president at the end of a successful presidency.
- Second, the revised policy gives the Chancellor the option of allowing a president, at the end of a successful presidency, a period of educational leave to prepare for another stage in his or her career after a presidency.
- Third, the revised policy gives the Chancellor the option of allowing a president, at the end of a successful presidency, a more limited period of administrative responsibilities or classroom teaching during a transition out of an institution.

These policy revisions will help us recruit and retain good presidents.

Proposed Policy

203 PRESIDENTIAL TRANSITIONS

Presidents of University System institutions shall provide the Board and the Chancellor not less than three month’s notice of the president’s intention to resign or retire, unless such notice is waived by the Chancellor.

If the Board declines to re-appoint a president, it shall notify the president, through the Chancellor, of such decision immediately following the Board's regularly scheduled April meeting. A decision by the Board not to re-appoint a president is not subject to appeal.

The Board may remove a president for cause at any time. A president removed for cause shall be entitled, upon written request within ten days of receiving notice of the removal, to a statement of charges against him or her. Such statement of charges shall be provided to the president within ten days of the president's request. A president shall, after reviewing the statement of charges, be entitled to a hearing before the Board or a committee thereof under such procedures as the Board may determine. The actions of the Board shall be final. A president terminated for cause shall not be eligible for re-employment within the University System.

203.01 EDUCATIONAL LEAVE AND CONTINUED EMPLOYMENT

Any person vacating a University System presidency that she or he has held for not less than five years may, at the discretion of the Chancellor, be:

- A. granted twelve months educational leave with pay. Such educational leave may be extended by the Chancellor for an additional twelve months. In no event shall the duration of such educational leave exceed twenty-four months. Any paid educational leave granted under this policy shall terminate immediately upon acceptance by the leave recipient of full-time employment during the period of leave. employed in a professional or administrative position within the University System. Employment beyond the second year, if any, shall be under such terms and conditions as determined by the Chancellor or the employing institution. Except as otherwise provided in this paragraph, the terms and conditions of such employment shall be as provided in Section 800 of this Policy Manual.
- B. awarded an academic appointment at the rank of professor at a University System institution. Such appointment may, consistent with accreditation requirements and the needs of the institution, include an award of tenure by the Chancellor. Compensation and other terms of employment beyond the second year of appointment shall be as determined by the institution. Except as otherwise provided in this paragraph, the terms and conditions of such employment shall be as provided in Section 800 of this Policy Manual.

The compensation during any period of leave, employment, or appointment granted under this policy shall be as determined by the Chancellor. In making such determination, the Chancellor shall take into consideration the base salary and other compensation of the outgoing president prior to his or her vacating the presidency.

Nothing in this section shall prohibit any cooperative organization of the University System from supplementing the compensation of a former president during any period of leave, employment, or appointment granted under this section.

Nothing contained in this section shall govern any terms or conditions of educational leave or employment beyond two years from the date a person leaves the presidency of a University System institution.

2. Revision of The Policy Manual, Section 700, Business and Finance

Approved: The Board revised Policy 701.01, Private Donations to the University System and its Institutions, Finance and Business Operations, to eliminate the section that requires acceptance of gifts of real gifts be approved by the Board of Regents, and added that acceptance of real property is covered under Section 909, Real Property Ownership and Asset Management, of The Policy Manual.

Please note that the strike-through text represents deletions from the current version, and the highlighted text represents additions.

<i>Current Policy</i>	<i>Revised Policy</i>
701.01 PRIVATE DONATIONS TO THE UNIVERSITY SYSTEM AND ITS INSTITUTIONS	701.01 PRIVATE DONATIONS TO THE UNIVERSITY SYSTEM AND ITS INSTITUTIONS
<p>The Board of Regents of the University System of Georgia, recognizing that public institutions are dependent, in part, on private funding (just as private institutions are partially dependent on public funding) encourages the institutions under its control to seek the support of alumni, friends, corporations, and other private individuals and organizations who might be interested in contributing to the welfare of the institutions, their students, and their faculties.</p> <p>Funds raised from private donations may be used in support of the mission and objectives of the institution, including funds for student scholarships, salary supplements, construction of physical facilities, and gifts and grants for other purposes as may be designated by the donor. However, institutions are not authorized to commit any state funds for challenge or matching grants or gifts for the construction of facilities or for other purposes without prior approval of the Chancellor.</p> <p>The Board of Regents shall not consider gifts, contributions, or income from endowments held</p>	<p>The Board of Regents of the University System of Georgia, recognizing that public institutions are dependent, in part, on private funding (just as private institutions are partially dependent on public funding) encourages the institutions under its control to seek the support of alumni, friends, corporations, and other private individuals and organizations who might be interested in contributing to the welfare of the institutions, their students, and their faculties.</p> <p>Funds raised from private donations may be used in support of the mission and objectives of the institution, including funds for student scholarships, salary supplements, construction of physical facilities, and gifts and grants for other purposes as may be designated by the donor. However, institutions are not authorized to commit any state funds for challenge or matching grants or gifts for the construction of facilities or for other purposes without prior approval of the Chancellor.</p> <p>The Board of Regents shall not consider gifts, contributions, or income from endowments held</p>

<p>for the benefit of any University System of Georgia institution in determining the allocation of state funds to that institution.</p> <p>Private donations to separately incorporated cooperative organizations established pursuant to Section 1905 of The Policy</p> <p>Manual shall not be subject to control by the Board of Regents or the college or university administration except as provided in Section 1905 or by the memoranda of agreement established between institutions and their cooperative organizations.</p> <p>University System of Georgia institution may accept gifts, bequests, agreements, or declarations of trust, except gifts of real property.</p> <p>By accepting such gifts, donations, bequests, or declarations of trust, the president of the institution affirms that the gift, donation, etc., carries no obligations to the institution that may conflict with state law or Board of Regents policy. The president also affirms that acceptance of the gift or donation will not impose a financial burden on the institution beyond that which can be managed within its current budget. If acceptance of the gift or donation would require the institution to incur additional cost that cannot be borne within current resources, the institution shall be required to obtain the approval of the Board of Regents before the gift or donation is formally accepted.</p> <p>Each institution shall provide a summary report as required to the Chancellor on all gifts received by the institution and its cooperative organizations through private donations under procedures established by the University System chief fiscal officer. Each president is authorized to execute those documents necessary to provide proper fiscal management</p>	<p>for the benefit of any University System of Georgia institution in determining the allocation of state funds to that institution.</p> <p>Private donations to separately incorporated cooperative organizations established pursuant to Section 1905 of The Policy</p> <p>Manual shall not be subject to control by the Board of Regents or the college or university administration except as provided in Section 1905 or by the memoranda of agreement established between institutions and their cooperative organizations.</p> <p>University System of Georgia institution may accept gifts, bequests, agreements, or declarations of trust, except gifts of real property.</p> <p>By accepting such gifts, donations, bequests, or declarations of trust, the president of the institution affirms that the gift, donation, etc., carries no obligations to the institution that may conflict with state law or Board of Regents policy. The president also affirms that acceptance of the gift or donation will not impose a financial burden on the institution beyond that which can be managed within its current budget. If acceptance of the gift or donation would require the institution to incur additional cost that cannot be borne within current resources, the institution shall be required to obtain the approval of the Board of Regents before the gift or donation is formally accepted.</p> <p>Each institution shall provide a summary report as required to the Chancellor on all gifts received by the institution and its cooperative organizations through private donation under procedures established by the University System chief fiscal officer. Each president is authorized to execute those documents necessary to provide proper fiscal management</p>
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<p>of those funds accepted under this authorization and, at their discretion, to further delegate the authority to execute such documents to the chief fiscal officers of the institution. Gifts of real property to a University System institution shall require prior Board approval. The Chancellor is not authorized to delegate to the presidents the authority to accept gifts of real property (BR Minutes, 1980-81, p. 241; January 1997, p. 24).</p>	<p>of those funds accepted under this authorization and, at their discretion, to further delegate the authority to execute such documents to the chief fiscal officers of the institution. Gifts of real property are addressed in Section 909. Gifts of real property to a University System institution shall require prior Board approval. The Chancellor is not authorized to delegate to the presidents the authority to accept gifts of real property (BR Minutes, 1980-81, p. 241; January 1997, p. 24).</p>
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COMMITTEE ON INTERNAL AUDIT

The Internal Audit Committee met on Tuesday, October 9, 2007, at approximately 3:26 p.m. in the Campus Center at the University of West Georgia. Committee members in attendance were Chair Donald M. Leebern, Jr., Vice Chair Felton Jenkins, and Regents James A. Bishop, Hugh A. Carter, Jr., Robert F. Hatcher, Benjamin J. Tarbuton III, and Richard L. Tucker. Board Chair Allan Vigil and the Chief Audit Officer and Associate Vice Chancellor for Internal Audit, Ronald B. Stark, were also present. On Wednesday, Vice Chair Jenkins reported to the full Board that the Committee had reviewed one item, which required no action.

1. Information Item: Summary of Fiscal Year 2007 Internal Audits

The Chief Audit Officer and Associate Vice Chancellor for Internal Audit, Ronald B. Stark, presented to the Committee a summary of audits completed by University System Office and campus-based auditors. He discussed the number of audits completed, ranking of audit findings, and rating of individual audits. Each institution ranks its audit findings and reports its individual audit, Mr. Stark then reviews the institutional audit reports and ratings to ensure consistency among the ratings and to evaluate the risk on each campus.

The Committee meeting adjourned at approximately 3:45 p.m.

COMMITTEE ON ORGANIZATION AND LAW

The Committee on Organization and Law met on Tuesday, October 9, 2007, at approximately 3:30 p.m. in the Technology-enhanced Learning Center (“TLC”), room 1103 on the campus of the University of West Georgia. Committee members in attendance were Chair James R. Jolly, Vice Chair W. Mansfield Jennings, Jr., and Regents Kenneth R. Bernard, Jr., Patrick S. Pittard, Doreen Stiles Poitevint, and Willis J. Potts, Jr. The Vice Chair of the Board, William H. Cleveland, was also

present. Chair Jolly reported to the Board on Wednesday that the Committee reviewed five items, four of which required action. Item 4 included 13 applications for review; 12 of these were denied and one was remanded to the institution with instructions. In accordance with 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. Approval of the Georgia Highlands College Mutual Aid Agreement with Floyd County

Approved: The Board approved the following mutual aid agreement between Georgia Highlands College and Floyd County, effective October 9, 2007.

Background: Georgia Highlands College has reached an agreement with Floyd County, to provide for the rendering of extraterritorial assistance as defined in Georgia Code 36-69-2 (local emergency) and under the conditions established in Georgia Code 36-69-2 (extraterritorial cooperation and assistance to local law enforcement agencies or fire departments; commander of operations). The mutual aid agreement follows a statutory format and has been approved by the Office of Legal Affairs

2. Approval of the Georgia Highlands College Mutual Aid Agreement with Bartow County

Approved: The Board approved the following mutual aid agreement between Georgia Highlands College and Bartow County effective October 9, 2007.

Background: Georgia Highlands College has reached an agreement with Bartow County, to provide for the rendering of extraterritorial assistance as defined in Georgia Code 36-69-2 (local emergency) and under the conditions established in Georgia Code 36-69-2 (extraterritorial cooperation and assistance to local law enforcement agencies or fire departments; commander of operations). The mutual aid agreement follows a statutory format and has been approved by the Office of Legal Affairs.

3. Approval of the Southern Polytechnic State University Mutual Aid Agreement with Cobb County

Approved: The Board approved the following mutual aid agreement between Southern Polytechnic State University and Cobb County effective October 9, 2007.

Background: Southern Polytechnic State University has reached an agreement with Cobb County, to provide for the rendering of extraterritorial assistance as defined in Georgia Code 36-69-2 (local emergency) and under the conditions established in Georgia Code 36-69-2 (extraterritorial cooperation and assistance to local law enforcement agencies or fire departments; commander of operations). The mutual aid agreement follows a statutory format and has been approved by the Office of Legal Affairs.

4. Applications for Review

At approximately 3:40 p.m. on Tuesday, October 9, 2007, 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, in addition to Chair Jolly and Vice Chair W. Mansfield Jennings, Jr., were as follows: Regents Kenneth R. Bernard, Jr., Patrick S. Pittard, Doreen Stiles Poitevint, and Willis J. Potts, Jr. The Vice Chair of the Board, William H. Cleveland, was also present. Also in attendance were the Associate Vice Chancellor for Legal Affairs, J. Burns Newsome, Vice Chancellor for Academic Planning and Programs, Sandra Stone, and Assistant Vice Chancellor for Academic Affairs Dorothy Zinsmeister,

At approximately 4:40 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 Dr. Cynthia Chernecky, at the Medical College of Georgia, concerning denial of a merit raise, the application for review has been denied.
- b. In the matter of file no. 1928, at the University of Georgia, concerning academic dishonesty of a student, the application for review has been denied.
- c. In the matter of Mr. Agu Ananba, at Atlanta Metropolitan College, concerning the final review of his salary reduction merit review, the application for review has been denied
- d. In the matter of file no. 1930, at Georgia Southern University, concerning academic dishonesty of a student, the application has been remanded to the institution with instructions.
- e. In the matter of Dr. P.K. Ebert, at Macon State College, concerning breach of employment contract, the application for review has been denied.
- f. In the matter of file no. 1932, at the University of Georgia, concerning the graduate dismissal of a student, the application for review has been denied.
- g. In the matter of file no. 1933, at the University of Georgia, concerning academic dishonesty of a student, the application for review has been denied.
- h. In the matter of file no. 1934, at Fort Valley State University, concerning denial of a student's request to take the exit examination for a fourth time in order to complete graduate studies in the Guidance Counseling Program, the application for review has been denied.
- i. In the matter of Dr. Cassiano Oliveira, at the Georgia Institute of Technology, concerning non-reappointment for the 2007-2008 academic term, the application for review has been denied.
- j. In the matter of file no. 1936, at the Medical College of Georgia, concerning academic withdrawal of a student, the application for review has been denied.
- k. In the matter of Dr. Artis Clarence Brown, at Fort Valley State University, concerning denial of tenure, the application for review has been denied.
- l. In the matter of Dr. Charles Walker, at Albany State University, concerning non-renewal of his employee contract and denial of tenure, the application for review has been denied.
- m. In the matter of Mr. Joel Ledhenham, at the Medical College of Georgia, concerning his dismissal from MCG's School of Medicine, the application for review has been denied.

5. Information Item: Bylaw Revision: Duties of the Vice Chair

Recommended: That the Board, at its November 2007 meeting, amend Bylaw IV.6 to provide that the vice chair shall be an *ex officio*, voting member of all board committees.

Please note that the highlighted, bold text represents additions to the current language.

<i>Current Bylaw</i>	<i>Proposed Bylaw</i>
<u>Bylaws, Section IV.6: Vice Chair</u>	<u>Bylaws, Section IV.6: Vice Chair</u>
The Vice Chair shall be a member of the Board and shall perform the duties and have the powers of the Chair during the absence or disability of the Chair.	The Vice Chair shall be a member of the Board and an ex officio, voting member of all committees of the Board. The Vice Chair shall perform the duties and have the powers of the Chair during the absence or disability of the Chair.

The Committee adjourned at 4:50 p.m.

COMMITTEE ON REAL ESTATE AND FACILITIES

The Committee on Real Estate and Facilities met on Tuesday, October 9, 2007 at approximately 2:44 p.m. Committee members in attendance were Chair Richard L. Tucker, Vice Chair Benjamin J. Tarbutton III and Regents James A. Bishop, Hugh A. Carter, Jr., Robert F. Hatcher, and Felton Jenkins. Board Chair Allan Vigil was also in attendance. University System Office staff members who presented before the Board included the Vice Chancellor for Facilities, Linda M. Daniel, the Assistant Vice Chancellor for Real Estate and Administration, Peter J. Hickey, and the Executive Director of Real Estate Ventures, Marty Nance. Chair Tucker reported to the Board that the Committee had reviewed 22 items, 21 of which required action. Item 20, an information item reviewed in the Committee of the Whole, was withdrawn and resubmitted as Item 22, a walk-on item. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Naming of the D. Douglas Barnard Amphitheater, Augusta, Augusta State University

Approved: The Board approved the naming of the new amphitheater at Augusta State University (“AUSU”) the “D. Douglas Barnard Amphitheater” in recognition of Mr. D. Douglas Barnard.

Understandings: President William Bloodworth confirms that this naming conforms to the AUSU naming guidelines and with the Board of Regents naming policy.

Mr. Barnard is a graduate of AUSU (then the Junior College of Georgia) and was named Distinguished Alumnus by the AUSU Alumni Association in 1965.

He provided extraordinary service to the nation, to Georgia, and to the Augusta area as a member of the United States Congress for 16 years (1977-1993). He was the Executive Secretary to Governor Carl Sanders, 1963-1967 and also a member of Georgia Board of Transportation, 1966-1976.

Mr. Barnard's friends have donated \$250,000 for this amphitheater.

2. Naming of the Erk Russell Athletic Park, Statesboro, Georgia Southern University

Approved: The Board approved the naming of the area on the campus of Georgia Southern University ("GSOU") that serves as the central location for university athletic activities the "Erk Russell Athletic Park" in recognition of Mr. Erk Russell.

Understandings: President Bruce Grube confirms that this naming conforms to the GSOU naming guidelines and with the Board of Regents naming policy.

This area of the campus is the site of the Paulson Stadium, the Troy A. & Mozelle Cowart Building (ticket and athletic administration office building), the Gene Bishop Fieldhouse, and the track and soccer facility.

Mr. Russell served as the head football coach from 1981-1989. He coached the Eagles to three NCAA Division I-AA championships during that period.

His arrival and the re-emergence of football on campus were a catalyst for the enormous growth and success GSOU has experienced since that time. GSOU's enrollment has nearly doubled during his era. This had a direct positive impact on the economic prosperity of Statesboro, Bulloch County, and southeastern Georgia. The culture and way of life in the community have changed forever.

3. Gift of Real Property, 24 Vickery Drive, Dahlonega, North Georgia College & State University

Approved: The Board accepted a gift of approximately 1.296 acres of improved real property located at 24 Vickery Drive, Dahlonega, from The Dahlonega Club for the use and benefit of North Georgia College and State University ("NGCSU").

Acquisition of this real property is subject to completion of a facility condition analysis indicating no significant maintenance, repair or replacement issues.

The legal details involved with accepting this gift of real property will be handled by the Office of the Attorney General.

Understandings: Acquisition of this real property is consistent with the NGCSU master plan.

This real property is improved with a 3,065-square-foot two story residential wood frame building built in 1899, currently known as the Vickery House.

This facility will be used by the Appalachian Studies Center (the “Center”). The Vickery House will provide the Center a strong physical presence in the community that will enhance the Center’s ability to fulfill its mission to contribute to the quality of life of the Georgia Appalachian community through service, preservation, education, awareness, and collaboration.

An appraisal conducted by Terry Z. Peters, Dahlonega, in August 2007 values the property at \$425,000.

An environmental site assessment has been conducted and indicates no significant adverse environmental issues.

There are no adverse easements on the real property. The real property is restricted to use by a non-profit organization. The real property is further restricted to be used as a memorial to Elias Benton Vickery and Etta McMullan Vickery and as a memorial, museum and library for the gathering of all items of historical interest about the beginnings, history, traditions of the City of Dahlonega, the County of Lumpkin and this general area of the State of Georgia. The real property is further restricted to not be used for any commercial purposes, except for the selling of souvenirs in connection with the furtherance of the goals, objectives and purposes of the memorial. The real property is subject to a reversion to the heirs of Elias Benton Vickery and Etta McMullan Vickery if any of these restrictions are not met.

4. Conveyance of Property, Rome, Georgia Highlands College

Approved: The Board declared approximately 11.476 acres of real property on the campus of Georgia Highlands College (“GHC”), Rome, no longer advantageously useful to GHC or other units of the University System of Georgia but only to the extent and for the purpose of allowing the conveyance of this property to the State of Georgia Department of Transportation (“Georgia DOT”) for use as a roadway.

The Board conveyed title to approximately 11.476 acres of real property on the campus of GHC to Georgia DOT for use as a roadway, subject to a reversion of this property if it should cease to be used as a road.

The Board declared approximately 0.233 acre of real property on the campus of GHC no longer advantageously useful to GHC or other units of the University System of Georgia but only to the extent and for the purpose of granting a permanent easement across this property to the Georgia DOT for construction and maintenance of a sediment basin.

The Board granted a permanent easement to approximately 0.233 acre of real property on the campus of GHC, subject to termination if this property is no longer required by Georgia DOT to maintain a sediment basin.

Understanding: Georgia DOT desires to reconstruct the roadway covering a portion of US 27 split between the Southwest Rome Bypass and relocated Booze Mountain Road.

All work performed by Georgia DOT associated with the road improvements will be at no cost to the Board of Regents.

Consideration for the conveyance and permanent easement is \$80,315.

5. Non-exclusive Easement for High-Voltage Transmission Lines, Atlanta, Georgia Institute of Technology

Approved: The Board declared an approximately 0.0992 acre tract of real property located at 250 Fourteenth Street, Atlanta, on the campus of Georgia Institute of Technology (“GIT”), to be no longer advantageously useful to GIT or other units of the University System of Georgia but only to the extent and for the purpose of granting a non-exclusive easement to Georgia Power Company ("Georgia Power") for the purpose of constructing and operating a high-voltage transmission line.

The Board authorized the execution of a non-exclusive easement with Georgia Power for the above-referenced tract of real property.

The terms of this non-exclusive easement are subject to review and legal approval by the Office of the Attorney General.

Understandings: Georgia Power desires to relocate a new high-voltage transmission line along Fourteenth Street between I-75/85 and Howell Mill Road. This easement will facilitate this relocation.

Georgia Power will pay \$378,210 consideration for this easement area.

6. Resolution for Transfer of Surplus Federal Property, Athens, University of Georgia

Approved: The Board adopted a resolution (Appendix I) for the transfer of improved real property from the Department of Education to the Board of Regents.

Authorization to execute this resolution was delegated to the Chancellor.

Understandings: The Board has previously been informed of a potential transfer of the Navy Supply Corps School in Athens to the Board of Regents from the Department of Education. This facility consists of approximately 58.45 acres of improved real property.

The Department of Education has prepared on behalf of the Board of Regents a resolution (Appendix I) for the transfer of these assets.

7. Rental Agreement, Athletic Facilities, Athens, University of Georgia

Approved: The Board declared approximately 90.663 acres of real property, and approximately 416,605 square feet of improved space (the real property and improved space collectively termed the “Premises”) located on the campus of the University of Georgia (“UGA”), to be no longer advantageously useful to UGA or other units of the University System of Georgia but only to the extent and for the purpose of renting this real property and improved space to the University of Georgia Athletic Association, Inc. (“UGAA”) for athletic purposes.

The Board authorized the execution of a rental agreement between the Board of Regents, Landlord, and UGAA, Tenant, for the Premises located on the campus of UGA, for the period November 1, 2007 through June 30, 2012, for the use of UGAA for athletic purposes for the following consideration:

- Conduct the intercollegiate, physical education, recreation, and athletic programs of UGA subject to the control of the President of UGA
- Construct, maintain, repair and operate improvements to the Premises to be used as athletic and related facilities as approved by Landlord
- Allow third parties to use the Premises to conduct sporting contests, events, and camps as approved by Landlord
- Furnish to students and employees of UGA admission to athletic events at free or reduced prices
- Contribute to the support of the UGA band
- Use any surplus funds from Tenants operations only in ~~furtherance of the educational programs of UGA~~ **support of the mission of UGA subject to the control of the President of UGA**

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

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

The Board authorized the execution of a renewal to the lease agreement between the Board of Regents, as Lessor, and the UGAA, as Lessee, covering the use by the UGAA of certain athletic facilities located on the campus of UGA on a month to month basis until legal approval of the rental agreement is obtained.

Understandings: In August, the Board authorized the execution of a renewal to the existing lease agreement for a period of two months. This rental agreement will replace the existing amended agreement.

Facilities included within this agreement are:

- Butts-Mehre Complex
- Academic Achievement Center
- Baseball Complex
- Tennis Complex
- Coliseum Practice Annex
- Sanford Stadium
- Soccer Softball Complex
- Athletics portion of Golf Course
- Stegeman Coliseum including portions of Event, Course, 3, and 4 Levels

8. Rental Agreement, Athletic Facilities, Atlanta, Georgia Institute of Technology

Approved: The Board declared approximately 12.85 acres of real property and approximately 421,313 square feet of improved space (the real property and improved space collectively termed the “Premises”) located on the campus of the Georgia Institute of Technology (“GIT”), to be no longer advantageously useful to GIT or other units of the University System of Georgia but only to the extent and for the purpose of renting this real property and improved space to the Georgia Tech Athletic Association, Inc. (“GTAA”) for athletic purposes.

The Board authorized the execution of a rental agreement between the Board of Regents, Landlord, and GTAA, Tenant, for the Premises located on the campus of GIT, for the period November 1, 2007 through June 30, 2012, for the use of GTAA for athletic purposes for the following consideration:

- Conduct the intercollegiate athletic programs of GIT subject to the control of the President of GIT
- Construct, maintain, repair and operate improvements to the Premises to be used as athletic and related facilities as approved by Landlord
- Allow third parties to use the Premises to conduct sporting contests, events, and camps as approved by Landlord
- Furnish to students and employees of GIT admissions to athletic events at free or reduced prices
- Contribute to the support of the GIT band
- Use any surplus funds from Tenants operations only in support of the mission of GIT subject to the control of the President of GIT

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

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

The Board authorized the execution of a renewal to the lease agreement between the Board of Regents, as Lessor, and the GTAA, as Lessee, covering the use by the GTAA of certain athletic facilities located on the campus of GIT on a month to month basis until legal approval of the rental agreement is obtained.

Understandings: In August, the Board authorized the execution of a renewal to the existing lease agreement for a period of two months. This rental agreement will replace the existing amended agreement.

Facilities included within this agreement are:

- James K. Luck, Jr. Building
- Bill Moore Tennis Complex
- Griffin Track Stands
- Griffin Track
- Rose Bowl Fields
- Rose Bowl Field Storage
- Athletics portion of Alexander Memorial Coliseum
- Athletics portion of O'Keefe Gym
- Athletics portion of Aquatic Center
- Electronic Message Center

In November 2001, the Board approved a ground lease to the GTAA for renovation of the Bobby Dodd Stadium and construction of the Russ Chandler Baseball Stadium. Real property and improved space included in the ground lease are not subject to this Agreement.

9. Ground Lease and Rental Agreement, Student Health Center, Valdosta, Valdosta State University

Approved: The Board declared approximately 0.546 acre of real property on the campus of Valdosta State University ("VSU"), no longer advantageously useful to VSU 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 ground leased to VSU Auxiliary Services Real Estate-Parking & Health, LLC (the "LLC") for the purpose of constructing and owning a health center.

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 0.546 acre of real property on the campus of VSU 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 a health center of approximately 27,240 square feet 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 health 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 December 1, 2008, and ending the following June 30 at a rent not to exceed \$500,000 with an option to renew for one year at a rent not to exceed \$855,000 and then further options to renew on a year-to-year basis for up to 29 consecutive 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 0.865 acre of real property on the campus of VSU, no longer advantageously useful to VSU or other units of the University System of Georgia, but only to the extent and for the purpose of granting a non-exclusive easement to the LLC for parking and access for the duration of the ground lease.

The Board authorized the execution of a non-exclusive easement with the LLC for the above referenced approximately 0.865 acre of real property.

Authorization to execute the rental agreement 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 February 2007, the Vice Chancellor for Facilities, Linda M. Daniels, and President Ronald M. Zaccari presented to the Committee on Real Estate and Facilities, as an information item, the need to construct a student health center at VSU through a privatization process.

The source of funding for this health center will be a health center fee of \$40 per semester which was approved in the Committee on Finance and Business Operations (Item 3).

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

10. Ground Lease and Rental Agreement, Parking Decks, Valdosta, Valdosta State University

Approved: The Board declared approximately 1.692 acres of real property (“Sustella Tract”) on the campus of Valdosta State University (“VSU”), no longer advantageously useful to VSU 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 ground leased to VSU Auxiliary Services Real Estate-Parking & Health, LLC (the “LLC”) for the purpose of constructing and owning a parking deck.

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 1.692 acres of real property (“Sustella Tract”) on the campus of VSU 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 a parking deck containing approximately 1,181 parking spaces, 10,758 square feet of building space, 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 Sustella Tract parking deck 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, 2008, and ending the following June 30 at a rent not to exceed \$1,150,000 (\$1,250,000 annualized), and then options to renew on a year-to-year basis for up to 30 consecutive 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 2.223 acres of real property (“Oak Street Tract”) on the campus of Valdosta State University (“VSU”), no longer advantageously useful to VSU 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 ground leased to VSU Auxiliary Services Real Estate-Parking & Health, LLC (the “LLC”) for the purpose of constructing and owning a parking deck.

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 2.223 acres of real property (“Oak Street Tract”) on the campus of VSU 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 a parking deck containing approximately 922 parking spaces, 27,271 square feet of building space, 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 Oak Street Tract parking deck 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, 2008, and ending the following June 30 at a rent not to exceed \$1,311,000 (\$1,430,000 annualized), and then options to renew on a year-to-year basis for up to 30 consecutive 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.

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

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

Understandings: In February, 2007, the Vice Chancellor for Facilities, Linda M. Daniels, and President Ronald M. Zaccari presented to the Committee on Real Estate and Facilities, as an information item, the need to construct two parking decks at VSU through a privatization process.

In May 2007, the Board approved a parking fee increase of \$50 for a phase I parking deck at VSU. An additional source of funding for these proposed parking decks will be an additional parking fee increase of \$50 per semester which was approved in the Committee on Finance and Business Operations (Item 3).

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.

11. Ground Lease and Rental Agreement, Tate Student Center Expansion, Athens, University of Georgia

Approved: The Board modified the budget of project “Tate Student Center Expansion and Parking Deck,” University of Georgia (“UGA”), to increase the project budget from \$41,000,000 to \$58,200,000.

The Board declared approximately 7.5 acres of real property on the campus of the UGA, no longer advantageously useful to UGA 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 ground leased to UGAREF Central Precinct, LLC (the “LLC”) for the purpose of constructing and owning a parking deck and student center facility.

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 7.5 acres of real property on the campus of UGA for a period not to exceed 32 years (not to exceed 30 years from the date the LLC obtains a certificate of occupancy for the student center facility and providing a construction period of not more than 2 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 a parking deck and student center facility containing approximately 500 parking spaces, a new student center of approximately 95,000 square feet, 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 parking deck and student center facility for the period commencing on the first day of the first month after LLC obtains a certificate of occupancy for the

parking deck, but not earlier than July 1, 2008, with options to renew on a year-to-year basis for up to 30 consecutive one-year periods (the total not to exceed 30 years from the date of the certificate of occupancy for the student center facility) at the following rent rates:

Period	Maximum Rent	Comment
FY2009 (7/1/08 – 12/31/08)	\$821,000	Parking Deck Only
FY2009 (1/1/09 – 6/30/2009)	\$2,591,000	
FY2010 – FY 2037	\$5,182,000 per year	
FY2038	\$4,088,000	Parking Deck at No Rent

The Board authorized the execution of a site license between the LLC, Licensee, and the Board of Regents for the renovation of approximately 112,592 square feet within the existing UGA Tate Student Center.

Authorization to execute the rental agreement and site license 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 April 2006, the Board authorized the project and appointed an architect. In June 2006, the Board appointed a construction management firm. In November 2006, the Board authorized a right of entry to allow the UGA Real Estate Foundation, sole member of the LLC, to begin preliminary site preparation and construction of the parking deck.

The final project scope provides a 95,000-square-foot student center and a 500 space parking deck. The project is also modified to add a large multi-purpose room, enhance the plaza design, and provide additional renovations to the existing facility, additional deep foundations, and additional underground utilities and utility upgrades and relocations.

	<u>April 2006</u>	<u>Now</u>
Total Project Cost	\$41,000,000	\$58,200,000
Construction Cost (Stated Cost Limitation)	\$31,800,000	\$45,900,000

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.

12. Authorization of Project, Alumni House and Welcome Center, Statesboro, Georgia Southern University

Approved: The Board authorized Project No. BR-66-0607 “Alumni House and Welcome Center,” Georgia Southern University (“GSOU”) with a total project budget of \$3,240,000, to be funded from \$2,240,000 GSOU institutional funds and \$1,000,000 in gifts.

Understandings: This approximately 12,000-square-foot Alumni House and Welcome Center will serve as a resource for first time visitors to GSOU and also GSOU alumni. Alumni and visitors will use the facility to familiarize themselves with the university, the campus, and the services provided by GSOU and the University System of Georgia.

The estimated construction cost for this project is \$2,360,000.

The project is consistent with GSOU’s Master Plan.

University System Office staff and GSOU will proceed with design and construction of the project in accordance with the Board of Regents procedures.

13. Authorization of Project, Renovation of Harrison Residence Hall, Atlanta, Georgia Institute of Technology

Approved: The Board authorized Project No. BR-30-0803, “Harrison Residence Hall 4-Pipe HVAC Conversion,” Georgia Institute of Technology (“GIT”), with a total project budget of approximately \$1.5 million from GIT auxiliary housing funds.

Understandings: As part of its proposed revised “Student Housing Comprehensive Plan – 1998,” GIT includes the incorporation of a larger housing renovation program that will renovate eight residence halls between 2002 and 2014. Under the current plan, seven residence halls have been renovated (Harrison-1998, Howell-1999, Fulmer-2000, Caldwell-2002, Folk-2004, Armstrong-2005, and Hefner-2006). The 4-pipe HVAC conversion of Howell and Harrison Residence Halls are the next planned renovation projects as part of this overall housing rehabilitation plan.

Harrison Residence Hall, constructed in 1939, is three and one-half stories and approximately 29,300 gross square feet with a brick veneer cast-in-place concrete structure with aluminum windows and slate roof. The facility has a total capacity of 156 beds and currently houses female students. The scope of work includes the expansion of the existing HVAC system to provide for a 4-pipe mechanical system. The estimated construction cost is approximately \$1,300,000.

University System Office staff and GIT will proceed with design and construction of the project in accordance with the Board of Regents procedures.

14. Authorization of Project, Renovation of Howell Residence Hall, Atlanta, Georgia Institute of Technology

Approved: The Board authorized Project No. BR-30-0802, “Howell Residence Hall 4-Pipe HVAC Conversion,” Georgia Institute of Technology (“GIT”), with a total project budget of approximately \$1.4 million from GIT auxiliary housing funds.

Understandings: As part of its proposed revised “Student Housing Comprehensive Plan – 1998,” GIT includes the incorporation of a larger housing renovation program that will renovate eight residence halls between 2002 and 2014. Under the current plan, seven residence halls have been renovated (Harrison-1998, Howell-1999, Fulmer-2000, Caldwell-2002, Folk-2004, Armstrong-2005, and Hefner-2006). The 4-Pipe HVAC conversion of Howell and Harrison Residence Halls are the next planned renovation projects as part of this overall housing rehabilitation plan.

Howell Residence Hall, constructed in 1939, is three and one-half stories and approximately 24,000 gross square feet with a brick veneer cast-in-place concrete structure with aluminum windows and slate roof. The facility has a total capacity of 124 beds and currently houses female students. The scope of work includes the expansion of the existing HVAC system to provide for a 4-pipe mechanical system. The estimated construction cost is approximately \$1,240,000.

University System Office staff and GIT will proceed with design and construction of the project in accordance with the Board of Regents procedures.

15. Authorization of Project, Women’s Softball Complex, Atlanta, Georgia Institute of Technology

Approved: The Board authorized Project BR-30-0801, “Women’s Softball Complex,” Georgia Institute of Technology (“GIT”), with a total project budget of approximately \$5 million to be funded from the Georgia Tech Foundation.

Understandings: The project involves the transformation of an existing surface parking lot adjacent to the O’Keefe Building, and will include an NCAA regulation women’s softball field, dugouts, fixed seating for 500 spectators, batting cages, and other support functions within the GIT athletic corridor and will ensure GIT remains in compliance with Title IX and NCAA requirements.

This will replace the existing women’s softball field on 14th Street that is located on Georgia Tech Foundation (“GTF”) property. The GTF property is being sold and must be vacated no later than June 30, 2008.

University System Office staff and GIT will proceed with design and construction of the project in accordance with the Board of Regents procedures.

16. Authorization of Project List and Appointment of Program Manager, Georgia Higher Education Facilities Authority (GHEFA)

Approved: The Board authorized the projects listed below with a total program budget of \$75,000,000 to be funded through a pooled bond issuance by the Georgia Higher Education Facilities Authority (“GHEFA”).

- Darton College – Student Center Addition
- Dalton College – Parking Structure
- Fort Valley State University – Student Center/Stadium
- Gainesville State College – Parking Structure
- Georgia College & State University – Theater/Bookstore
- Georgia State University – Student Housing
- Southern Polytechnic State University – Parking Structure

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

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

Number of program management firms that applied for this commission: 12

Recommended Program Management firms in rank order:

- 1) The Facility Group, Inc., Smyrna
- 2) Brookwood Program Management, LLC, Atlanta
- 3) Jacobs Engineering Group, Inc., Atlanta

Understandings: In August 2007, the Vice Chancellor for Facilities, Linda M. Daniels, presented this proposed list of GHEFA projects.

Campus / Project Name	Description	Estimated Cost
Darton College Student Center Addition	Project - 50,000-square-foot (“SF”) addition to the existing Student Center. Funding - Mandatory student fee.	\$15,100,000
Dalton College Parking Structure	Project - Two level, 400 vehicle parking deck. Funding - Mandatory parking fee.	\$6,000,000

Campus / Project Name	Description	Estimated Cost
Fort Valley State University Student Center / Stadium	Project - Renovation of the existing 26,800 SF Student Center to create a multipurpose student activity center, providing a variety of recreational and entertainment needs and increase the range of evening and weekend activities for students. Renovate the existing stadium bleachers, press box, and associated spaces. Funding - Student fees.	\$13,000,000
Gainesville State College Parking Structure	Project - Two level, 300 vehicle parking deck. Funding - Mandatory parking fee.	\$4,500,000
Georgia College & State University Theater / Bookstore	Project - Purchase and renovation of a 21,000 SF circa 1948 movie theater located in downtown Milledgeville for use as a bookstore and black box theater, serving as an economic development initiative for the downtown area. Funding - Tenant rental and retail sales revenue.	\$6,900,000
Georgia State University Student Housing	Project - 325 student housing beds for Freshmen in two- and four-bedroom configurations, increasing the total student housing beds to 3,045. Estimated cost will be enhanced by an additional \$1 million in GSU Auxiliary Reserves. Funding - Student housing rent collections.	\$15,200,000 (Including \$1 Million GSU Auxiliary Reserves)
Southern Polytechnic State University Parking Structure	Project - Three to four level, 800 vehicle parking deck. Funding - Mandatory parking fee.	\$15,300,000
	GHEFA Funds	\$75,000,000
	Institutional Funds	<u>\$ 1,000,000</u>
	Total Funds	\$76,000,000

It is anticipated that the Board will be requested to take future action concerning these projects, including the appointment of design professionals and construction management firms.

17. Resolution 2007F and 2007G General Obligation Bond Issues, Georgia State Financing and Investment Commission, University System of Georgia

Approved: The Board adopted the resolutions prepared by the Revenue Division of the Department of Law covering the issuance of 2007F and 2007G General Obligation Bonds (“GO Bonds”) by the State of Georgia through the Georgia State Financing and Investment Commission (“GSFIC”) for use in funding projects for the University System of Georgia.

The Revenue Division of the Office of the Attorney General prepared on behalf of the Board of Regents a Resolution (Appendix II) to cover the sale of 2007F GO Bonds for the following projects:

J-39	Parks Nursing Center (Equipment) Georgia College & State University	\$1,000,000
J-41	Library and Technology Center (Equipment) North Georgia College & State University	<u>\$2,000,000</u>
	Total	\$3,000,000

The Revenue Division of the Office of the Attorney General prepared on behalf of the Board of Regents a resolution (Appendix III) to cover the sale of 2007G GO Bonds for the following projects:

J-126	Health Sciences Building Kennesaw State University	\$38,500,000
J-131	Library Georgia Gwinnett College	\$25,300,000
J-128	Academic Building I, Warner Robins Macon State University	\$4,475,000
J-129	Renovation of Building I Southern Polytechnic State University	\$1,800,000
J-130	Natural Science Center Exhaust Stacks Georgia State University	\$4,400,000
GPLS	Porter Memorial Branch Library Georgia Public Library System	\$2,000,000
GPLS	North Paulding Public Library Georgia Public Library System	\$1,545,000
	Total	\$78,020,000

18. Ratification of the Appointment of Architect, Academic Classroom and Laboratory Building, Fort Valley, Fort Valley State University

Ratified: The Board ratified the following item, which was approved by Chancellor Erroll B. Davis, Jr. in accordance with the authority delegated by the Board of Regents at the August 2007 meeting for Chancellor Davis to take any actions necessary on behalf of the Board between the August 2007 meeting and the October 2007 meeting with such actions to be ratified by the Board at the October meeting. This ratification supports action taken by the Chancellor during this period.

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

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

**Project No. J-44, “Academic Classroom and Laboratory Building”
Fort Valley State University**

Project Description: The Academic Classroom and Laboratory Building is budgeted at a total project cost of approximately \$19.7 million. The project is approximately 75,000 gross square feet of new construction and site work constructed on a site at the Northwest corner of campus along Memorial Drive. The building will provide classrooms and laboratories in key program areas including Animal and Plant Sciences, Biological Sciences, and Physical Sciences. The project has been awarded funding for design and construction as part the USG’s Major Capital List and will be funded totally from state bond funds. The project is currently awaiting funding for Loose Equipment.

In January 2006 the Board approved the selection of a Design-Build firm. However, the project did not receive construction funding in 2006. The project construction delivery method has been changed from Design Build to Construction Management at Risk.

Total Project Cost	\$19,718,000
Construction Cost (Stated Cost Limitation)	\$15,000,000

Number of architectural firms that applied for this commission: 20

Recommended firms in rank order:

- 1) JW Robinson, Atlanta, Georgia
- 2) HDR, Atlanta, Georgia
- 3) Richard Wittschiede Hand, Atlanta, Georgia

19. Ratification of the Naming of Dr. Bobbie Bailey and Family Performance Center, Kennesaw, Kennesaw State University

Ratified: The Board ratified the following item, which was approved by Chancellor Erroll B. Davis, Jr. in accordance with the authority delegated by the Board of Regents at the August 2007 meeting for Chancellor Davis to take any actions necessary on behalf of the Board between the August and October 2007 meetings with such actions to be ratified by the Board at the October meeting. This ratification supports action taken by the Chancellor during this period.

Approved: The Chancellor administratively approved the naming of the new Performance Hall at Kennesaw State University (“KSU”) the “Dr. Bobbie Bailey and Family Performance Center” in recognition of Dr. M. Bobbie Bailey.

Understandings: Dr. M. Bobbie Bailey has been a trustee of the Kennesaw State University Foundation since 1993.

Dr. Bailey has gifted over \$3.1 million to KSU, including \$1.5 million for the new KSU Performance Hall. She made the lead gift for the KSU athletics field house, in support of the baseball and women’s softball programs, and she has been a longtime supporter of the arts at KSU.

20. Information Item: Update on the University System of Georgia Strategic Capital Allocation Model (To be Addressed by a Committee of the Whole)

Withdrawn: This information item was withdrawn from the agenda and resubmitted as a walk-on item for approval. It appears below as Item 22.

21. Information Item: Public-Private Ventures Update

The Assistant Vice Chancellor for Facilities, Peter J. Hickey, and the Executive Director of Real Estate Ventures, Marty Nance, provided information on the Board’s Public-Private Venture (“PPV”) program, presenting an update on a number of proposed PPV projects currently in the planning stages. The projects include the following:

- a. Armstrong Atlantic State University – Student Housing and Student Center
- b. Georgia Southern University – Student Housing
- c. Georgia Gwinnett College – Student Housing
- d. Fort Valley State University – Student Housing Phase II
- e. Middle Georgia College – Student Housing Phase III Cochran and Eastman
- f. University of Georgia – Parking Deck and River Road Student Housing
- g. University of West Georgia – Football Stadium, Athletic Complex, Bookstore, Parking, and Greek Housing Village

22. Approval of the University System of Georgia Strategic Capital Allocation List (Addressed by a Committee of the Whole)

Approved: The Board approved the University System of Georgia Strategic Capital Allocation Model List.

Walk-on: This item was added by unanimous consent as a walk-on item to the Committee's agenda. This discussion is reported in full on pages 13 to 16.

COMMITTEE ON STRATEGIC PLANNING

The Strategic Planning Oversight Committees met on Wednesday, October 10, 2007, at approximately 9:00 a.m. for the purpose of meeting their respective System Office single points of accountability and discussing the course of the strategic goals going forward. There were lively discussions, but no actions were taken. Committee members in attendance for each strategic planning goal are listed below.

Goal One – Undergraduate Education: Chair Felton Jenkins and Regents Doreen Stiles Poitevint and Willis J. Potts

Goal Two – Enrollment Capacity: Chair Hugh A. Carter, Jr. and Regent Kenneth R. Bernard, Jr.

Goal Three – Research and Economic Development: Chair James A. Bishop and Allan Vigil

Goal Four – Education Agency Partnerships: Regent W. Mansfield Jennings, Jr.

Goal Five – Maintaining Affordability: Chair Benjamin J. Tarbutton III and Regent James R. Jolly; Chancellor Erroll B. Davis, Jr. also attended this meeting.

Goal Six – Systemwide Efficiency: Chair Patrick S. Pittard and Regents William H. Cleveland and Robert F. Hatcher

UNFINISHED BUSINESS

There was no unfinished business at this meeting.

NEW BUSINESS

There was no new business at this meeting.

PETITIONS AND COMMUNICATIONS

At Chair Vigil's request, Secretary to the Board, Julia M. Murphy announced that the Regents' continuous feedback forms would be mailed to them with the Chancellor's letter and thanked them in advance for their feedback because it assists the staff in structuring future meetings to better meet the needs of the Regents. She stated that the next meeting of the Board would be a one day, full day meeting at the University System Offices on Tuesday, November 13, 2007. On the evening prior, November 12, 2007, President G. Wayne Clough from the Georgia Institute of Technology ("GIT") extended an invitation for the Regents to a demonstration of the high definition distance learning classrooms at GIT. Ms. Murphy asked that they RSVP to her at their convenience. Secretary Murphy also announced that the local Carrollton paper, *The Times-Georgian*, gave the Board meeting very nice coverage and copies of that day's paper were available for the Regents.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at approximately 11:35 a.m. on Wednesday, October 10, 2007.

s/_____
Julia M. Murphy
Secretary, Board of Regents
University System of Georgia

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