

**MINUTES OF THE MEETING OF THE  
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA  
HELD AT  
270 Washington St., S.W.  
Atlanta, Georgia  
October 13 and 14, 1998**

**CALL TO ORDER**

The Board of Regents of the University System of Georgia met on Tuesday, October 13 and Wednesday, October 14, 1998 in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent Edgar L. Jenkins, called the meeting to order at 1:00 p.m. on Tuesday, October 13. Present on Tuesday, in addition to Chair Jenkins, were Vice Chair Kenneth W. Cannestra and Regents Thomas F. Allgood, Sr., David H. (Hal) Averitt, Juanita P. Baranco, S. William Clark, Jr., J. Tom Coleman, Jr., Hilton H. Howell, Jr., George M. D. (John) Hunt III, Warren Y. Jobe, Charles H. Jones, Donald M. Leebern, Jr., Elridge W. McMillan, and Glenn S. White.

**ATTENDANCE REPORT**

The attendance report was read on Tuesday, October 13 by Secretary Gail S. Weber, who announced that Regents Shannon L. Amos and Edgar L. Rhodes had asked for and been given permission to be absent on that day.

**APPROVAL OF MINUTES**

Motion properly made and duly seconded, the minutes of the Board of Regents meeting held on September 8 and 9, 1998 were unanimously approved as distributed.

## **PRESENTATION: STUDENT ADVISORY COUNCIL REPORT**

Chair Jenkins called upon Chancellor Portch to introduce the President of the Student Advisory Council (“SAC”).

The Chancellor thanked Chair Jenkins and stated that he had met with the new SAC leadership. He asserted that once again, the University System is blessed with a strong group of students to work in partnership with the Board of Regents. The new president of SAC is Brian Winston, who had requested a few moments of the Board’s time to explain what SAC plans to accomplish this year.

Mr. Winston thanked the Chancellor and greeted the Board and guests on behalf of the SAC and the students of the University System. He explained that this would not be a presentation of recommendations or resolutions, demands or requests. Rather, he would be sharing the excitement the SAC has about the University System. SAC has several programs and initiatives that it is implementing this year. Mr. Winston would be sharing a few of those with the Board at this meeting.

The SAC is composed of four committees: Academic Affairs, Internal Affairs, Legislative Affairs, and Student Life. Out of these committees, two major task forces have been developed. One of these is the Semester Conversion Transition Task Force, which the Academic Affairs Committee is considering. As the System begins the new semester system, SAC has discussed some of the complaints and positive comments that students have had regarding semester conversion. Such comments range from issues about the new course requirements to not having enough course offerings for evening students. As a result, SAC has decided to establish semester conversion “liaisons,” who will be across the entire System soliciting student input on how the System institutions are doing with regard to the conversion. This input will be compiled, and SAC will examine the themes running through the input to determine common problems that could be improved. Mr. Winston commended the System for its overall preparation for the students.

The second task force is the Technology Task Force. One of the major things that this task force wants to accomplish is creating an atmosphere of equal access to technology across the entire System. It will also address some of the emerging issues that the Board’s Strategic Planning Committee will be discussing in order to partner with the Board to address the issues.

Mr. Winston noted that the University System students have a voice in the upcoming gubernatorial election. SAC is encouraging the students to vote for the candidate who will do most for higher education and the University System of Georgia. Governor Miller was a visionary in this regard, remarked Mr. Winston, and the students want a Governor who will continue his work. This is a major priority for SAC in the next month or so.

The SAC is considering an organizational structure change as well, reported Mr. Winston. Some suggested changes have been reducing the number of conferences from four to three to reflect the conversion to semesters as well as the creation of Central Office liaisons so that SAC works hand in hand with the Board of Regents and its staff. At the fall conference an SAC analysis survey was distributed to the delegates to inquire what the members of the Executive Committee of the SAC could do to improve SAC internally and externally.

## **PRESENTATION: STUDENT ADVISORY COUNCIL REPORT**

Community service is something that the SAC gives back to the State of Georgia. There are the regional service forums that SAC has developed by dividing the 34 System institutions into four regions. Each region's institutions get together to discuss community service projects that they want to do throughout the year. For example, the institutions in the southern region, including Armstrong Atlantic State University, Abraham Baldwin Agricultural College, and Bainbridge College, plan to visit children's hospitals. In the mountain region, Kennesaw State University has made a concerted effort to take the lead in community service efforts. SAC also supports a Statewide Mentoring Day program. This is being developed into a month-long project so that all students can participate in the mentoring effort. Mr. Winston invited the Board and all System administrators to the SAC spring conference at Fort Valley State University, where there would also be a substantial community service project underway. He reiterated that giving back to the community is a priority for the SAC.

Another initiative of the SAC is the leadership training initiative. SAC helps students become better leaders through this program. The Certified Leadership Program is a prime example of this. It focuses on ten major facets that student leaders need to be successful and brings in speakers to make presentations on these issues. Following the seminars, the students are tested on the presentations so that they can become truly certified as leaders. At the recent conference in Albany, students performed exceptionally well on the test, demonstrating that they are truly benefitting from this program. There were also two keynote presentations where System administrators came to discuss leadership issues, and those presentations were also well received. Mr. Winston stressed that leadership training is very important.

In conclusion, Mr. Winston expressed that the SAC is looking forward to working with the Board of Regents this year to help improve the System. He asserted that their combined efforts will lead to a prosperous system for the new millennium.

Chair Jenkins remarked that, on behalf of the Board, he wanted to express appreciation to Mr. Winston and the SAC for their efforts in helping the Board serve the students of the System. He expressed particular interest in the results of the SAC's inquiry into the success of the semester conversion process as well as the work of the Technology Task Force.

Mr. Winston thanked Chair Jenkins and recognized the students from Kennesaw State University who were present at the meeting to represent the SAC. Then, he stepped down.

Chair Jenkins announced that the full Board would convene again at 9 a.m. on Wednesday, October 14, 1998. He reminded the Regents of the celebration for Governor Miller that would be hosted by the Board and the University System at 5:30 p.m. also on that Wednesday. There being no further business to come before the Board, Chair Jenkins adjourned the Board into its regular Committee meetings.

### **CALL TO ORDER**

The Board of Regents of the University System of Georgia met again on Wednesday, October 14, 1998 in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent Edgar L. Jenkins, called the meeting to order at 9:00 a.m. Present on Wednesday, in addition to Chair Jenkins, were Vice Chair Kenneth W. Cannestra and Regents Thomas F. Allgood, Sr., David H. (Hal) Averitt, S. William Clark, Jr., J. Tom Coleman, Jr., Hilton H. Howell, Jr., George M. D. (John) Hunt III, Warren Y. Jobe, Charles H. Jones, Donald M. Leebern, Jr., and Elridge W. McMillan.

### **INVOCATION**

The invocation was given on Wednesday, October 14 by Regent Warren Y. Jobe.

### **ATTENDANCE REPORT**

The attendance report was read on Wednesday, October 14 by Secretary Gail S. Weber, who announced that Regents Shannon L. Amos, Juanita P. Baranco, Edgar L. Rhodes, and Glenn S. White had asked for and been given permission to be absent on that day.

## **OVERSIGHT COMMITTEE**

The Oversight Committee met on Tuesday, October 13, 1998 at 11:00 a.m. in room 7005. Committee members in attendance were Chair Charles H. Jones, Vice Chair Donald M. Leebern, Jr., Kenneth W. Canestra, and George M. D. (John) Hunt III. Chair Jones reported to the full Board on Wednesday that the Committee had reviewed two items, neither of which required action. Those items were as follows:

### **1. Information Item: Presentation on Lawsuits Within the University System of Georgia**

Senior Vice Chancellor for Human and External Resources Arthur N. Dunning presented information to the Committee on lawsuits within the University System. He presented trends in lawsuits and appeals with comparative analysis from other systems as well as trends within the System. He also discussed the three major types of lawsuits in the System: negligence, malfeasance, and policy positions. Dr. Dunning was assisted by the staff of the Office of Legal Affairs, including Associate Vice Chancellor for Legal Affairs Elizabeth E. Neely and Assistant Vice Chancellors for Legal Affairs Corlis Cummings and J. Burns Newsome. The Committee requested that the staff come back with data comparing settlement figures.

### **2. Information Item: Presentation on the Year 2000 Computer Problem**

Senior Vice Chancellor for Capital Resources Lindsay Desrochers and Associate Vice Chancellor for Information Technology Randall A. Thursby presented more information on the year 2000 computer problem as a follow-up to the Committee request from the September 1998 Board meeting. State Chief Information Officer Mike Hale was a special guest at this meeting. He discussed the problem with an emphasis on the System's interfacing with other State agencies and public and private entities. He announced that March 31, 1999 is the date by which all critical systems will be fixed and tested to be determined to no longer be at risk and that contingent planning is being seriously considered. Due to time constraints, it was decided that Mr. Thursby will follow up with more year 2000 information at the November 1998 meeting of the Oversight Committee.

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

The Committee on Education, Research, and Extension met on Tuesday, October 13, 1998 at approximately 1:20 p.m. in room 7014, the Education Committee Room. Committee members in attendance were Vice Chair George M. D. (John) Hunt III and Regents Thomas F. Allgood, Sr., Juanita P. Baranco, S. William Clark, Jr., and Elridge W. McMillan. Vice Chair Hunt reported to the Board that the Committee had reviewed eight items, six of which required action. Additionally, 137 regular faculty appointments were reviewed and recommended for approval. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

### **1. Presentation Item: Off-Campus Site: Warner Robins**

Approved: The Board approved the establishment of a permanent off-campus center in Warner Robins, Georgia and authorized the development of this site for instructional offerings by Macon State College ("MSC"), Georgia Institute of Technology ("GIT"), and other University System institutions, as appropriate.

Background: In September 1998, the Board approved the purchase of the Middle Georgia Technology Development Center and accepted the gift of acreage contiguous to the facility.

The University System of Georgia currently leases from the City of Warner Robins 23,000 square feet of a purpose-built facility that houses: 1) the Advanced Technology Development Center under the auspices of GIT; and 2) classroom/instruction and office space utilized by students enrolled at MSC and other System institutions. This building was constructed on "development authority" property by the City of Warner Robins in about 1990 for the purpose of stimulating high-technology and aerospace-related industrial development and to house a local source of post-secondary education opportunities. The System lease for these spaces has been in place since about 1991 at a cost of approximately \$350,000 per year, a sum that includes all services, with the exception of custodial services. The original cost to construct the facility was approximately \$2.5 million.

To assure the stability of the Advanced Technology Development Center and MSC at this site, an agreement was developed that would allow the System to eliminate the perpetual need to lease the property, would repay the City of Warner Robins for its initial investment, and would expand the University System's presence on the site to the benefit of all the local residents and business enterprises.

The financial arrangements show a strong commitment from the City of Warner Robins, Houston County, and the Houston County Development Authority ("HCDA"). Additionally, this agreement will allow the Board of Regents to enhance its offerings via MSC and other University System institutions to area residents.

This approval establishes a permanent off-campus site in Warner Robins. The Board's decision-making criteria for off-campus sites have been reviewed and analyzed as follows:

#### **I. Demographics**

The Warner Robins area meets most demographic standards for placement of a permanent external site.

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

**1. Presentation Item: Off-Campus Site: Warner Robins (Continued)**

A. Area of Interest: The proposed site, intended primarily to serve the needs of residents and working professionals in Houston County, is also expected to draw students from portions of Bibb, Bleckley, Crawford, Dooly, Jones, Macon, Monroe, Peach, Pulaski, Taylor, Twiggs, and Wilkinson Counties. The following demographic data are limited to Houston County, the site and primary area of interest for the proposed center:

Standard 1: Houston County’s 1990 population was 89,208; it has an estimated 1997 population of 103,543.

Standard 2: Houston County has experienced an estimated population growth of 15% from 1980 to 1990 (compared to the Georgia rate of 18.6%). While the growth rate of the area is less than that of the State of Georgia, Houston County is growing at a much faster rate than the surrounding counties in Central Georgia. Twiggs County grew at a rate of 4.8%, and Peach grew by 10.8%; but Bibb County’s population declined by .2% between 1980 and 1990; Macon, - 6.3%; Dooly, -8.5%; Pulaski, -9.4%; and Bleckley, -3.1%. In contrast to Georgia as a whole, where 52% of the 1980-1990 growth was due to net migration, 74% of Houston County’s growth is due to natural increase and only 27% is due to net migration. Houston County is estimated to grow by 21% from 1990 to 2000, compared to 18.9% for the State as a whole.

Projected Population Growth: Houston County is projected to grow an additional 14% from 2000 to 2010.

Age Distribution of Population: The following table shows the 1994 age distribution of Houston County’s population, which reflects the numbers of potential college students in the traditional and older age ranges.

<b>1994 Age Distribution of Houston County Estimated 1997 &amp; Projected 2010</b>	
<b>Age Range</b>	<b>Population</b>
0-4	8,128
5-19	22,003
20-34	24,213
35-49	22,463
50-64	13,843
65+	7,695

1. **Presentation Item: Off-Campus Site: Warner Robins** (Continued)

Growth of Current MSC/Warner Robins Campus: The general program of study offered at the Warner Robins campus has been focused on the lower-division courses, which are part of the core curriculum of the University System of Georgia. MSC reports, through the HCDA, that the campus opened in 1991 with 266 students and, for the past three years, has maintained an enrollment of 600-700 students each quarter during the regular academic year.

Community support to serve these numbers of students on a consistent basis is strong. Additional space is needed to provide expanded academic programming and student support functions, including counseling, advising, and library services.

Standards 1 & 2: Enrollment/Existing Program Growth: According to information provided by MSC and reported by the HCDA, from 1995 to 1996, MSC's Warner Robins campus enrollment increased from 668 to 727, but declined in 1997 to 642. MSC's total off-campus enrollment in Houston County (i.e., Robins Residence Center and Warner Robins campus combined) experienced a similar three-year trend, increasing from 1,028 to 1,038 from 1995 to 1996 and decreasing to 949 in 1997.

II. Economy

The Warner Robins center meets most economic standards.

- A. Community Economic Base: According to the HCDA, the county's economic base is diversified. Houston County's employment growth rate is estimated by the Georgia Department of Labor at 1.46% per year. Manufacturing sector jobs account for 15% of the Houston County's total employment; wholesale and retail trade for 23%; services 22%; and government accounts for 26% of Houston County's jobs. Robins Air Force Base is the leading employer in Houston County and the area. Other major employers in the county are Frito-Lay, Inc., Houston County Hospital Authority, Riverwood International, Northrop Grumman, Wal-Mart Stores, Inc., Anchor Glass Container, and Lithonia Lighting. Companies with operations in neighboring Bibb County are GEICO, Brown and Williamson, Medical Center of Georgia, Inc., and YKK USA, Inc. In Peach County, the Blue Bird Body Co. employs significant numbers.

Standard 1: Growth of Economic Base: According to the HCDA, the Georgia Department of Labor estimates that employment will increase at a rate of 1.46% per year and 2.3% for the multi-county area that includes Houston County. The compound annual rate of growth from 1992 to 1994 across all employment sectors was 3.1% (University of Georgia's *Economic Yearbook for Georgia's MSAs, 1996*). In contrast, *Woods and Poole*, another source of economic data, shows a slight employment decline, .61%, from 1994 to 2020 for Houston County. That more pessimistic estimate may derive from the potential instability associated with the dominant economic role of the military base in the area.



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

### **1. Presentation Item: Off-Campus Site: Warner Robins (Continued)**

The area is also successful in attracting new businesses to help build a diversified economy. Businesses that have located in the area in the last ten years include Riverwood International, Lithonia Lighting, Frito-Lay, Inc., Georgia National Fair and Agricultural Center, Carbo, Inc., Northrop Grumman, Boeing, Plastics, Flint EMC, Galleria Mall, Telemarketing Concepts, and GE capital/IKON.

Standard 2: Long-Term Commitments by Business: In addition to the new companies which have located in the Middle Georgia region, HCDA reports that the following companies have expanded their operations: GEICO (Finance Insurance Real Estate, F.I.R.E.), Brown and Williamson (manufacturing), and YKK USA Inc. (manufacturing) in Houston County and Medusa (manufacturing), Diversified Machining (manufacturing), Dixie Numerics (manufacturing), Intersol (manufacturing), Hollingsworth and Vose Printing (service), Galleria Mall (service), and Macon Mall (service) in surrounding counties. (Source: HCDA)

Standard 3: New Job Growth: The *1997 Georgia County Guide* shows Houston County's growth in number of business establishments from 1989 to 1994 to be 11.1% (181 businesses) and the corresponding growth in employees to be 20.7% (3,705 jobs).

Standard 4: Need for College Graduates: The need for a college-educated workforce is underscored by the high percentage of the labor force in Houston County that is engaged in executive/professional occupations with a concentration in aerospace, telecommunications, computers, and information technology. The occupational profile of the labor force in Houston County consists of 25% professional, executive, or administrative employees. Technical, machine operators, precision production, and other mechanical laborers total approximately 30%. The remaining employees are in sales, farming, forestry, transportation, service or clerical duties. The HCDA reports that education is of critical importance in the area as technical and professional jobs continue to grow in Houston County. About 44% of all employees have an associates, bachelors, or graduate degree. (Source: HCDA)

Economic Development Policies and Commitment: Houston County has a strong history of investment in supporting infrastructure for business and industry. The county has worked with the local municipalities, the region, the State, and the federal government to improve the existing infrastructure in the county in order to continue to attract industry and business.

#### Standard 1

Transportation: Ease of transportation is important to business growth in Houston County, often called the "Crossroads of Georgia." Interstate 75 traverses the county from north to south. U.S. Highways 41, 129, and 341 and Georgia Highways 26, 49, 96, 127, 224, and the 247 Connector provide ready access to and from the area. Georgia 96 connects with Interstate 16 approximately 20 miles from Houston County. The Fall Line Freeway is easily accessible from most of the highways in Houston County. HCDA reports that three major local arterials are scheduled for expansion in the next three years, as is a new interchange on I-75.

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

### **1. Presentation Item: Off-Campus Site: Warner Robins (Continued)**

Water Supply and Sewage Treatment: The City of Warner Robins' water department serves the proposed site and has excess capacity of 40%. The City of Warner Robins also serves the area for sewage treatment. The sewage treatment system has excess treatment capacity of 35% or 4.2 million gallons per day and can be expanded to 6 million gallons per day.

Public Schools: In 1996-1997, there were 19,280 students in grades K through 12 in Houston County, and the public schools are growing. In response to population growth in Houston County, the Houston County Board of Education has recently contracted for a study to determine the population growth centers of Houston County over the next ten years in order to determine the best placement of new schools. Within the next ten years, the Houston County Board of Education estimates that three new elementary schools, two new middle schools, and one new high school will be needed. A five-year school bond referendum was recently passed to provide funding for this expansion.

Public Recreation/Public Use Facilities: The City of Warner Robins Recreation Department serves the northern section of Houston County, and the City of Perry's Recreation Department serves the southern section of the county. Currently, the City of Warner Robins is planning on constructing a new recreation complex on 68 acres. The complex will include a green belt area, walking trail, and linear park.

Residential Housing Growth: Housing in Houston County is estimated to have grown at least 25% in the last ten years and is estimated to grow by 48% from 1992 to 2010. New single-family home construction has surpassed 4,000 units from 1992 to 1997.

### III. Academic Programs

The proposal for a new Warner Robins center meets the standards for this decision rule.

A. Mission of Center and Roles of Institutions: The academic courses and programs offered by MSC at the Warner Robins campus are within the scope of the mission assigned to MSC by the Board of Regents.

- Plans for Growth: As new space becomes available, the college plans to expand its schedule of core curriculum courses and to offer access to complete associate degree programs in high demand areas such as information technology. The introduction of baccalaureate programs to the Warner Robins Campus in the future would be based on demonstrated need, collaboration with other Central Georgia institutions, and approval of the Senior Vice Chancellor for Academic Affairs. It is anticipated that baccalaureate program offerings would involve other University System institutions which currently offer upper-level and graduate course work in Houston County. (See "Availability of Other Programs in the Area," below.)

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

### 1. Presentation Item: Off-Campus Site: Warner Robins (Continued)

- Student Admissions: Students seeking admission to courses and programs offered at the Warner Robins campus would be enrolled as students of MSC, or whichever System institution is offering the courses, and must meet the respective institution's admissions standards. Degrees are to be granted by the institution offering the degree.

Availability of Other Programs in the Area: College-level programs are available in both public and private institutions within commuting distance of the Houston County area of interest. The table on the following page shows courses, course levels, and enrollment by institution for fall 1997. There are two locations for University System operations in Houston County: the Robins Residence Center at Robins Air Force Base, in which six University System institutions currently participate, and the Warner Robins campus in Centerville, where courses are currently offered only by MSC.

Through the Robins Residence Center, the University System has supported the U. S. Air Force mission at Robins Air Force Base for 28 years and provides programs there under contract with the Air Force. The primary purpose of the Robins Residence Center is to provide military and civilian employees of Robins Air Force Base with opportunities for higher education, personal growth, and career advancement. Other workers in the area can also enroll.

MSC offers associate degrees with concentrations in criminal justice, computer science, pre-engineering, and business administration, as well as the core curriculum. A program leading to the bachelor of business administration is offered jointly by MSC and Georgia College & State University. Georgia College & State University is also authorized to offer the bachelor of science and the master of science in logistical systems, the master of public administration, master of business administration, and master of science administration in logistics management, and the bachelor of business administration in accounting and management at the Robins Residence Center, the Robins Graduate Center, and the Logistics Education Center (all at the Air Force Base). Fort Valley State University is authorized to offer the associate of applied science and bachelor of science in electronic engineering technology, as well as the bachelor of science in computer science. Georgia Military College also has a presence on the base. HCDA reports that less than 15% of Robins employees had attended college when the Robins Residence Center opened; today, over 50% of the civilian workforce has one or more years of college.

While Robins Air Force Base has generously shared its educational facilities with the civilian population on a space-available basis, HCDA reports that security concerns and the shortage of suitable space limit the availability of the Robins Residence Center to the general population. In addition, the Robins Residence Center may not be able to accommodate the students currently served by the Warner Robins campus in Centerville.

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

**1. Presentation Item: Off-Campus Site: Warner Robins (Continued)**

In addition to the programs listed above, the following courses were offered in Houston County in fall 1997:

<b>Off-Campus Course Offerings in Houston County Fall 1997</b>			
Institution	Number of Courses	Level of Instruction	Enrollment
MSC	12	Learning Support	279
	49	Lower Level	1,329
Georgia College & State University	19	Upper Level	385
	17	Graduate	258
Fort Valley State University	4	Upper Level	22
Georgia State University	2	Graduate	37
Georgia Southwestern State University	1	Graduate	8
Middle Georgia College	2	Lower Level	19
Source: University System of Georgia Off-Campus Enrollment Report (CIR)			

With six University System institutions currently offering courses in Houston County, these fall 1997 numbers indicate that while MSC is currently primarily responsible for learning support and lower-level course work at both sites now operating in Houston County, Georgia College & State University is responsible for 95% of upper-level and 85% of graduate-level enrollment.

Collaboration: MSC states that it will welcome participation in the educational programming at the expanded Warner Robins campus. Other System institutions will be invited to work with MSC to identify and fill areas of need, especially at the upper-division and graduate levels.

Commuting Time: It is estimated by HCDA that the Warner Robins campus is within a 20-minute commute for 70% of its current student population and within 30 minutes for a majority of the remaining 30%.

Distance Education Sites in the Area: Distance education is not presently a significant factor in the delivery of higher education programming to the Houston County area.

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

### **1. Presentation Item: Off-Campus Site: Warner Robins (Continued)**

#### **IV. Community Financial Participation**

The Warner Robins proposal meets the requirements for community financial participation.

The City of Warner Robins will sell to the Board of Regents the Middle Georgia Technology Development Center for \$2,500,000. The Board of Regents is currently leasing space in this center.

The City of Warner Robins and the HCDA will gift to the Board of Regents a total of approximately 17 acres of land to go with the center. This includes the approximate eight-acre site on which the center sits and an adjacent approximate nine-acre site for future expansion needs. At \$50,000 per acre, this land has a total approximate dollar value of \$850,000.

Houston County and the City of Warner Robins are currently extending Technology Loop to serve the adjacent property.

This sale and gift will provide the University System a permanent site in the City of Warner Robins. Further, this site is well positioned for service to a rapidly growing area of Houston County and the contiguous areas not served by other System institutions.

### **2. Presentation Item: Service Agreements**

The Committee on Education, Research, and Extension was presented with a retrospective on Service Agreements in the University System of Georgia. The guests who spoke at this meeting were Dr. Thomas Rodgers, Associate Vice President for Public Service and Outreach, University of Georgia; Dr. Mark Pelton, Dean of Continuing Education, Georgia College and State University; and Dr. David Sjoquist, Professor of Economics and Director of the Fiscal Research Program, Georgia State University. Each presenter discussed the importance of service agreements to his institution and surrounding community.

Dr. Thomas Rodgers informed the Committee that the University of Georgia's service agreements encompass 464 contracts and grants with various Georgia agencies. Service provided to State agencies through contracts and grants reached a high in fiscal year 1998 of \$33,658,021. This represents a 10% growth from last year and 33% growth over the past five years. For example, the Information Technology Outreach Service reached a major milestone during the third quarter of fiscal year 1998 by completing work on the Official State of Georgia Highway map. This map is completely generated by computer. The significance of this effort is that the map can be regenerated as soon as new roads are identified and entered. Through a contract from the Commodity Commission for Corn, the Cooperative Extension Service offices throughout the State encouraged row-crop producers to use chicken litter on their corn. As a result, farmers increased profits by almost \$40 per acre. Potential income to Georgia corn growers from this practice could approach \$20 million annually. Corn yields were the same, and the soil was improved more economically than by using a commercial fertilizer.

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

### **2. Presentation Item: Service Agreements (Continued)**

Dr. Mark Pelton discussed Georgia College & State University's role in activities such as camps and conferences, the Child Development Associate Program, contract training, and the outdoor education center. The service agreements help support the university's mission by attracting well-prepared middle and high school students to campus, establishing positive linkages between Georgia College & State University and industries, and financially benefitting the surrounding community by bringing thousands of camp and conference participants, and their tourism dollars, to middle Georgia.

Dr. David Sjoquist discussed Georgia State University's Children's health insurance program, Project Healthy Grandparents, Reading Recovery Program, and environmental policy issues. For example, the Children's Health Insurance Program was funded by the Georgia Department of Medical Assistance with the objective of developing and implementing a program of subsidized health insurance for uninsured children in Georgia. The resultant implementation plan included funding strategies, determination of the State's share of health insurance premiums, identification of a phased-in program schedule, and assessment of program operations. The Reading Recovery Program was funded by the Georgia Department of Education. It is an early intervention program that helps low-achieving first grade children to become independent readers who need no further remediation. Teacher Leaders are prepared through a year-long program of study at Georgia State University. Teacher training is graduate-level instruction provided by Reading Recovery Teacher Leaders at approved district-level training sites. Children who are having difficulty learning to read and write are identified by their classroom teachers as being in the lowest fifth of their class in reading acquisition. Upon identification, children receive one-on-one tutoring by trained teachers in 30-minute lessons five days per week. Within 12 to 16 weeks, these children move from the bottom of their classes to the average reading level of their peers. In fiscal year 1994, 7 Georgia school districts had adopted the program; however, by fiscal year 1998, 31 school districts had adopted it. (Source: Office of Planning and Policy Analysis)

### **3. Establishment of the Major in Urban Teacher Leadership Under the Existing Master of Science Degree, Georgia State University**

Approved: The Board approved the request of President Carl V. Patton that Georgia State University be authorized to establish the major in urban teacher leadership under the existing master of science degree, effective October 14, 1998.

Abstract: The Department of Education Policy Studies proposes to establish a master of science with a major in urban teacher leadership to prepare teachers in urban school settings to assume leadership roles in the schools and community while remaining in the classroom. The new major will not train teachers to become principals or administrators. The program is designed for teachers who wish to remain in the classroom and who seek to develop the knowledge and skills they need to be more successful with children in urban environments. Programs in teacher leadership are emerging nationally to provide the knowledge and skills teachers need to participate more fully as instructional leaders in the school, as mentor teachers, and as active partners with parents in furthering the educational attainment of the children in the classroom.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

### **3. Establishment of the Major in Urban Teacher Leadership Under the Existing Master of Science Degree, Georgia State University** (Continued)

In addition to focusing on teacher leadership more broadly, this program features the unique needs of teachers in urban communities. Teachers in urban settings, for example, need to learn to work across ethnic and/or class lines to foster the involvement of parents in school projects and class assignments; they need to learn how to use the school to serve the needs of the parents as well as their children, with before and after school programs, general education development (“GED”) programs, job training programs for parents, parenting classes, etc. All of these leadership dimensions for teachers are emphasized in this proposed program. This program is in keeping with the mission of Georgia State University as an urban research university.

Need: Surveys were sent to seven schools across districts of the Atlanta Public Schools, City Schools of Decatur, and Fulton County Schools to ascertain interest in the program. Eighty-four teachers expressed interest in participating in the program. Letters of support from the Atlanta Committee for Public Education and the National Black Child Development Institute, Inc. document the importance of this program for urban teachers.

Objectives: The program seeks to give teachers the knowledge and skills they need to remain in their classrooms and to assume leadership roles in the schools and in the school community. Graduates of the program will be able to use strategies from proven instructional programs where children have excelled in urban educational settings; to tap into community resources to enhance the learning and environments of urban children; to draw on the best practices of effective leaders in urban education, business, and communities to ensure the academic success of diverse groups of students, with an emphasis on those who are economically disenfranchised; and to collect, analyze, and share data in the form of a leadership project which institutes change in their school or school community.

Curriculum: The 36-hour curriculum will be organized into four strands of work: collaboration, writing and communication for change, reflective thinking/problem solving, and advocacy for excellence in urban education. The program has been developed through consultation with faculty from universities with similar programs in Massachusetts, Wisconsin, and Florida, with local school districts that offer leadership training programs for teachers (not degree programs) and with various community agencies in Metropolitan Atlanta.

Students will go through the program as a cohort of 20 to 30 members, with one new cohort admitted each year. Each cohort will consist of students who are currently teaching in urban classrooms. The program will not lead to certification. The program will be administered by the Department of Educational Policy Studies and The Center for Urban Educational Excellence, under the leadership of Lisa Delpit, the Benjamin E. Mays Chair of Urban Educational Leadership.

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 25, 25 and 25.

Funding: No new State allocation has been requested.

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

### **3. Establishment of the Major in Urban Teacher Leadership Under the Existing Master of Science Degree, Georgia State University (Continued)**

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

### **4. Revised Institutional Statutes, Georgia State University**

Approved: The Board approved the request of President Carl V. Patton that Georgia State University be authorized to revise the institutional statutes, effective October 14, 1998.

The revisions were carefully reviewed by the Office of Legal Affairs and the Office of Academic Affairs and were found to be consistent with the current organization and administrative structure at Georgia State University. A copy of the revised statutes is on file in the Office of Academic Affairs of the Board of Regents.

### **5. Termination of the Associate of Science in Nursing Degree, Georgia Southwestern State University**

Approved: The Board approved the request of President Michael Hanes that Georgia Southwestern State University be authorized to terminate the associate of science in nursing ("A.S.N.") degree, effective September 2001.

During the 1997-1998 academic year, the School of Nursing at Georgia Southwestern State University examined the local and regional educational needs for nursing. Following its study and communication with area leaders in healthcare, it is recommended that the A.S.N. program be terminated on the following schedule: September 1999 admission of the last class of A.S.N. students and October 1999 program deactivation.

This termination will not adversely affect students or faculty. Faculty members currently teaching in the A.S.N. program will remain to provide didactic instruction for the bachelor of science in nursing program. Preparations for student advisement have already commenced, and a schedule for the termination of the program has been proposed: September 1999 admission of the last class of A.S.N. students, October 1999 program deactivation, and September 2001 program termination.



## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

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

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

(A) GEORGIA INSTITUTE OF TECHNOLOGY

FARILL, TRENT G.: DIRECTOR AND SENIOR RESEARCH ENGINEER/EMERITUS ELECTRO-OPTICS ENVIRONMENT & MATERIALS LABORATORY, GEORGIA TECH RESEARCH INSTITUTE, EFFECTIVE OCT 14, 1998.

GOODE, JAMIE J.: PROFESSOR OF MATHEMATICS EMERITUS SCHOOL OF MATHEMATICS, COLLEGE OF SCIENCES, EFFECTIVE SEP 1, 1998.

STANLEY, RICHARD P.: DIRECTOR AND SENIOR RESEARCH ENG/EMERITUS HUNTSVILLE RESEARCH OPERATIONS, GEORGIA TECH RESEARCH INSTITUTE, EFFECTIVE OCT 14, 1998.

(B) MEDICAL COLLEGE OF GEORGIA

RAO, RAGHUNATHA N.: PROFESSOR EMERITUS OF PATHOLOGY, DEPARTMENT OF PATHOLOGY, SCHOOL OF MEDICINE, EFFECTIVE NOV 1, 1998.

(C) UNIVERSITY OF GEORGIA

COLE, JOHN RUFUS JR.: EMERITUS PROFESSOR OF MEDICAL MICROBIOLOGY, DEPARTMENT OF MEDICAL MICROBIOLOGY AND PARASITOLOGY, COLLEGE OF VETERINARY MEDICINE, EFFECTIVE SEP 1, 1998.

LESTER, CLYDE E.: SENIOR PUBLIC SERVICE ASSOCIATE EMERITUS, COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES, EFFECTIVE DEC 1, 1998.

(D) KENNESAW STATE UNIVERSITY

FORRESTER, DONALD W.: PROFESSOR EMERITUS OF MUSIC, DEPARTMENT OF MUSIC, SCHOOL OF ART, EFFECTIVE DEC 1, 1998.

SAWYER, JERRY D.: PROFESSOR EMERITUS OF DECISION SCIENCES, DEPARTMENT OF ACCOUNTING, MICHAEL J. COLES COLLEGE OF BUSINESS ADMINISTRATION, EFFECTIVE JAN 1, 1999.

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

(A) GEORGIA INSTITUTE OF TECHNOLOGY

CHOU, MEI Y.: PROFESSOR, SCHOOL OF PHYSICS, COLLEGE OF SCIENCES, LEAVE FROM AUG 1, 1998 TO SEP 30, 1998, WITHOUT PAY.

(B) GEORGIA STATE UNIVERSITY

URBAN, WAYNE J.: REGENTS PROFESSOR (1ST TERM), DEPARTMENT OF EDUCATIONAL POLICY STUDIES, COLLEGE OF EDUCATION, LEAVE FROM JAN 11, 1999 TO MAY 10, 1999, WITH PAY.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

APPROVAL OF LEAVES OF ABSENCE (CONTINUED):

(C) GEORGIA SOUTHERN UNIVERSITY

NEWBILL-JALLOW, RENATA: PROGRAM COORDINATOR, ACADEMIC SERVICES, LEAVE FROM AUG 1, 1998 TO JUL 31, 1999, WITHOUT PAY.

(D) GEORGIA PERIMETER COLLEGE

LITTLE, LARRY F.: DEAN ACADEMIC IN ADD TO ASOP, DUNWOODY CAMPUS, LEAVE FROM JAN 1, 1999 TO JUN 30, 1999, WITH PAY.

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

(A) GEORGIA INSTITUTE OF TECHNOLOGY

HARLEY, RONALD G.: PROFESSOR, SCHOOL OF ELECTRICAL AND COMPUTER ENGINEERING, COLLEGE OF ENGINEERING, THREE YEARS PROBATIONARY CREDIT TOWARDS TENURE, EFFECTIVE JAN 1, 1999.

(B) GEORGIA STATE UNIVERSITY

HILL, JANNETTE R.: ASSISTANT PROFESSOR, DEPT OF MIDDLE-SECONDARY EDUCATION & INSTRUCTIONAL TECHNOLOGY, COLLEGE OF EDUCATION, ONE YEAR PROBATIONARY CREDIT TOWARDS TENURE, EFFECTIVE AUG 17, 1998.

(C) MEDICAL COLLEGE OF GEORGIA

GAMBRELL, ROBERT C.: ASSISTANT PROFESSOR SURGERY (SECONDARY) & ASTP, DEPARTMENT OF FAMILY MEDICINE, SCHOOL OF MEDICINE, FROM TENURE TRACK TO NONTENURE TRACK, EFFECTIVE OCT 15, 1998.

(D) SAVANNAH STATE UNIVERSITY

MCGEE, THOMAS: ASSOCIATE PROFESSOR, COLLEGE OF BUSINESS, TWO YEARS PROBATIONARY CREDIT TOWARDS TENURE, EFFECTIVE AUG 10, 1998.

(E) STATE UNIVERSITY OF WEST GEORGIA

ALLRED, CATHLEEN F.: ASSISTANT PROFESSOR, DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND READING, COLLEGE OF EDUCATION, FROM NONTENURE TRACK TO TENURE TRACK, EFFECTIVE AUG 19, 1998.

CATES, JANIE M.: ASSISTANT PROFESSOR, DEPARTMENT OF MIDDLE AND SECONDARY GRADES EDUCATION, COLLEGE OF EDUCATION, FROM NONTENURE TRACK TO TENURE TRACK, EFFECTIVE AUG 25, 1998.

(F) MIDDLE GEORGIA COLLEGE

FEGLY, JONATHAN P.: ASSISTANT PROFESSOR, DIVISION OF HUMANITIES, THREE YEARS PROBATIONARY CREDIT TOWARDS TENURE, EFFECTIVE AUG 14, 1998.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

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

(A) GEORGIA INSTITUTE OF TECHNOLOGY

BECK, KEVIN: ASSOCIATE PROFESSOR, SCHOOL OF EARTH & ATMOSPHERIC SCIENCES,  
COLLEGE OF SCIENCES, AS NEEDED FOR PERIOD BEGINNING OCT 1, 1998 AND ENDING  
MAR 31, 1999, AT LESS THAN HALF TIME.

CLOPTON, TILDEN E.: ADMIN SPECIALIST-MANAGER, SCHOOL OF MECHANICAL ENGINEERING,  
COLLEGE OF ENGINEERING, AS NEEDED FOR PERIOD BEGINNING SEP 1, 1998 AND ENDING  
JUN 30, 1999, AT LESS THAN HALF TIME.

LAM, O. C.: CONSULTANT, COLLEGE OF SCIENCES, AS NEEDED FOR PERIOD BEGINNING  
SEP 8, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

(B) GEORGIA STATE UNIVERSITY

ALEXANDRIDES, COSTAS G.: PROFESSOR, DEPARTMENT OF MANAGEMENT, COLLEGE OF BUSINESS  
ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING OCT 15, 1998 AND ENDING OCT 14,  
1999, AT LESS THAN HALF TIME.

MCCULLOUGH, MARGARET J.: ASSOCIATE PROFESSOR, DEPARTMENT OF NUTRITION &  
LABORATORY TECHNOLOGIES, COLLEGE OF HEALTH SCIENCES, AS NEEDED FOR PERIOD  
BEGINNING OCT 15, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

(C) MEDICAL COLLEGE OF GEORGIA

JOHNSON, MARY H.: PROJECT COORDINATOR, AS NEEDED FOR PERIOD BEGINNING NOV 1,  
1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

MAY, BELLA J.: PROFESSOR EMERITA, SCHOOL OF ALLIED HEALTH SCIENCES, AS NEEDED  
FOR PERIOD BEGINNING SEP 21, 1998 AND ENDING OCT 22, 1998, AT LESS THAN HALF  
TIME.

RAO, RAGHUNATHA N.: PROFESSOR EMERITUS, DEPARTMENT OF PATHOLOGY, SCHOOL OF  
MEDICINE, AS NEEDED FOR PERIOD BEGINNING NOV 1, 1998 AND ENDING JUN 30, 1999,  
AT LESS THAN HALF TIME.

(D) UNIVERSITY OF GEORGIA

DAVIS, EDWARD J.: PART-TIME PROFESSOR, SCH OF TEACHER EDUC - DEPT OF MATHEMATICS  
EDUC, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING DEC 1, 1998 AND  
ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

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

KOHL, DIANE MARY: ASSISTANT PROFESSOR, COLLEGE OF FAMILY AND CONSUMER SCIENCES,  
AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS  
THAN HALF TIME.

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

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

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

(D) UNIVERSITY OF GEORGIA (CONTINUED)

SCHNITTJER, CARL JOE: PART-TIME ASSOC PROFESSOR, SCHOOL OF PROFESSIONAL STUDIES

- DEPT OF EDUCATION PSYCHOLOGY, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING OCT 1, 1998 AND ENDING MAY 7, 1999, AT LESS THAN HALF TIME.

SEAGRAVES, ANNIE: COOK II, GEORGIA CENTER FOR CONTINUING EDUCATION, VICE PRESIDENT FOR SERVICE, AS NEEDED FOR PERIOD BEGINNING AUG 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

WALKER, GEORGE: BOAT OPERATOR, VICE PRESIDENT FOR RESEARCH, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

WOOD, PAUL LESLIE: ASSOC PROFESSOR EMERITUS, SCHOOL OF PROFESSIONAL STUDIES - DEPT OF EDUCATION PSYCHOLOGY, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING OCT 1, 1998 AND ENDING MAY 7, 1999, AT LESS THAN HALF TIME.

YOUNG, DOUGLAS PARKER: PROFESSOR EMERITUS, INSTITUTE OF HIGHER EDUCATION, VICE PRESIDENT FOR ACADEMIC AFFAIRS, AS NEEDED FOR PERIOD BEGINNING JAN 6, 1999 AND ENDING MAY 7, 1999, AT LESS THAN HALF TIME.

(E) GEORGIA SOUTHERN UNIVERSITY

ADDINGTON, DAVID W.: PROF & CHAIR EMERITUS, DEPARTMENT OF COMMUNICATION ARTS, COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING SEP 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

CRAWFORD, GENE: ANNUAL FUND COORDINATOR, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

HANSON, ROLAND S.: ASSOC PROFESSOR EMERITUS, SCHOOL OF TECHNOLOGY, THE ALLEN E. PAULSON COLLEGE OF SCIENCE & TECHNOLOGY, AS NEEDED FOR PERIOD BEGINNING SEP 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

(F) VALDOSTA STATE UNIVERSITY

MERRITT, ANN RUDE: TEMPORARY INSTRUCTOR, (NTT) DEPARTMENT OF MIDDLE GRADES EDUCATION, COLLEGE OF EDUCATION, FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999,

(G) ARMSTRONG ATLANTIC STATE UNIVERSITY

MAGNUS, ROBERT EDWARD: PROF/CRIMINAL JUSTICE EMER, DEPARTMENT OF GOVERNMENT, COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING AUG 1, 1998 AND ENDING MAY 14, 1999, AT LESS THAN HALF TIME.

ZIMMERMAN, SARAH: ADMINISTRATIVE ASSISTANT, (NTT) AS NEEDED FOR PERIOD BEGINNING AUG 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

(H) AUGUSTA STATE UNIVERSITY

WALKER, RALPH H.: CHAIR & PROF EMERITUS, DEPARTMENT OF POLITICAL SCIENCE, SCHOOL OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING SEP 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

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

(I) GEORGIA COLLEGE & STATE UNIVERSITY

BLOODWORTH, KAYE G.: PROFESSOR EMERITA, DEPARTMENT OF INFORMATION SYSTEMS AND COMMUNICATIONS, J. WHITNEY BUNTING SCHOOL OF BUSINESS, AS NEEDED FOR PERIOD BEGINNING AUG 17, 1998 AND ENDING MAY 15, 1999, AT LESS THAN HALF TIME.

OWENS, ARTHUR J. JR.: PART-TIME INSTRUCTOR, DEPARTMENT OF FOUNDATION AND SECONDARY EDUCATION, JOHN H. LOUNSBURY SCHOOL OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING AUG 17, 1998 AND ENDING MAY 8, 1999, AT LESS THAN HALF TIME.

(J) GEORGIA SOUTHWESTERN STATE UNIVERSITY

CARROLL, ANDREW D.: PROFESSOR EMERITUS, SCHOOL OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING AUG 13, 1998 AND ENDING JUL 31, 1999, AT LESS THAN HALF TIME.

MIDDLEBROOKS, BRUCE A.: PROFESSOR EMERITUS, SCHOOL OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING AUG 1, 1998 AND ENDING JUL 31, 1999, AT LESS THAN HALF TIME.

NORTON, JACK: ASSISTANT PROFESSOR, (.750) DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES, SCHOOL OF ARTS & SCIENCES, FOR PERIOD BEGINNING AUG 1, 1998 AND ENDING JUL 31, 1999, AT LESS THAN HALF TIME. AT THE SALARY RATE FOR THE ACADEMIC YEAR OF \$2,200.

REESE, RICHARD P.: PROFESSOR EMERITUS, SCHOOL OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING AUG 1, 1998 AND ENDING JUL 31, 1999, AT LESS THAN HALF TIME.

(K) STATE UNIVERSITY OF WEST GEORGIA

CARRI, LOUIS: PROFESSOR EMERITUS, DEPARTMENT OF SPECIAL EDUCATION AND SPEECH LANGUAGE PATHOLOGY, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING AUG 17, 1998 AND ENDING MAY 8, 1999, AT LESS THAN HALF TIME.

CREAMER, MARY B.: PROFESSOR EMERITA, DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND READING, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JAN 5, 1999 AND ENDING MAY 8, 1999, AT LESS THAN HALF TIME.

DAVIDSON JR., THOMAS JACK: PROFESSOR EMERITUS, DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND READING, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JAN 5, 1999 AND ENDING MAY 8, 1999, AT LESS THAN HALF TIME.

HARTHERN, ALVIS T.: CHAIR, IN ADDITION TO PROF, DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND READING, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JAN 5, 1999 AND ENDING MAY 8, 1999, AT LESS THAN HALF TIME.

PEACH, WALTER J.: PART-TIME ASST PROFESSOR, DEPARTMENT OF SPECIAL EDUCATION AND SPEECH LANGUAGE PATHOLOGY, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING AUG 19, 1998 AND ENDING MAY 8, 1999, AT LESS THAN HALF TIME.

(L) COASTAL GEORGIA COMMUNITY COLLEGE

OGDEN, FAYE C.: CLERK III, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

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

(M) GEORGIA PERIMETER COLLEGE

NIPP, BARBARA F.: PART-TIME ASST PROFESSOR, DEPARTMENT OF ENGLISH (DUNWOODY), DIVISION OF HUMANITIES (DUNWOODY), AS NEEDED FOR PERIOD BEGINNING AUG 22, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

WELLS, LOUIS LANE: PART-TIME ASSOC PROFESSOR, DEPARTMENT OF SPEECH (LAWRENCEVILLE), DIVISION OF HUMANITIES (LAWRENCEVILLE), AS NEEDED FOR PERIOD BEGINNING AUG 22, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

(N) FLOYD COLLEGE

STARNE, JOANNE H: PART-TIME PROFESSOR, DIVISION OF SOCIAL AND CULTURAL STUDIES, AS NEEDED FOR PERIOD BEGINNING OCT 1, 1998 AND ENDING MAY 17, 1999, AT LESS THAN HALF TIME.

(O) GAINESVILLE COLLEGE

BROCK, DOROTHY L.: PROFESSOR EMERITA, DIVISION OF NATURAL SCIENCES AND TECHNOLOGY, AS NEEDED FOR PERIOD BEGINNING AUG 17, 1998 AND ENDING MAY 7, 1999, AT LESS THAN HALF TIME.

(P) GORDON COLLEGE

HENDERSON, HAROLD: PART-TIME INSTRUCTOR, DIVISION OF BUSINESS AND SOCIAL SCIENCE, AS NEEDED FOR PERIOD BEGINNING SEP 1, 1998 AND ENDING DEC 10, 1998, AT LESS THAN HALF TIME.

(Q) MIDDLE GEORGIA COLLEGE

CLAXTON, HARRIETT J.: ASSOC PROFESSOR EMERITUS, AS NEEDED FOR PERIOD BEGINNING AUG 17, 1998 AND ENDING MAY 8, 1999, AT LESS THAN HALF TIME.

MCPHAUL, MALCOLM G.: ASOP EMERITUS, DIVISION OF SOCIAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING AUG 17, 1998 AND ENDING MAY 8, 1999, AT LESS THAN HALF TIME.

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

(A) GEORGIA INSTITUTE OF TECHNOLOGY

BIVEN, WILLIAM C.: PROFESSOR, SCHOOL OF ECONOMICS, IVAN ALLEN COLLEGE, AS NEEDED FOR PERIOD BEGINNING SEP 21, 1998 AND ENDING JUN 11, 1999, AT LESS THAN HALF TIME.

CULVER, JOHN: CONSULTANT, AS NEEDED FOR PERIOD BEGINNING AUG 19, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

HOCHMAN, ROBERT F.: PROFESSOR EMERITUS, ELECTRO-OPTICS ENVIRONMENT & MATERIALS LABORATORY, GEORGIA TECH RESEARCH INSTITUTE, AS NEEDED FOR PERIOD BEGINNING AUG 27, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

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

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

(Continued)

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

(B) UNIVERSITY OF GEORGIA

SEAGRAVES, MARY R.: CLERK I (ATHLETIC ASSOCIATION), AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

APPOINTMENT OF FACULTY: THE BOARD APPROVED THE FOLLOWING NUMBERS OF APPOINTMENTS OF FACULTY MEMBERS AT THE SALARIES AND FOR THE PERIODS RECOMMENDED AT THE FOLLOWING INSTITUTIONS:

GEORGIA INSTITUTE OF TECHNOLOGY	30
GEORGIA STATE UNIVERSITY	6
MEDICAL COLLEGE OF GEORGIA	7
UNIVERSITY OF GEORGIA	33
GEORGIA SOUTHERN UNIVERSITY	8
VALDOSTA STATE UNIVERSITY	1
ALBANY STATE UNIVERSITY	5
ARMSTRONG ATLANTIC STATE UNIVERSITY	1
AUGUSTA STATE UNIVERSITY	1
COLUMBUS STATE UNIVERSITY	1
FORT VALLEY STATE UNIVERSITY	8
GEORGIA COLLEGE & STATE UNIVERSITY	1
KENNESAW STATE UNIVERSITY	2
NORTH GEORGIA COLLEGE & STATE UNIVERSITY	1
SAVANNAH STATE UNIVERSITY	5
STATE UNIVERSITY OF WEST GEORGIA	19
ABRAHAM BALDWIN AGRICULTURAL COLLEGE	1
EAST GEORGIA COLLEGE	1
FLOYD COLLEGE	2
GEORGIA PERIMETER COLLEGE	1
GORDON COLLEGE	3
MACON STATE COLLEGE	1

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

**7. Information Item: Applied Learning Experiences/Clinical Training**

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

<b>Georgia State University</b>		<b>Georgia College &amp; State University</b>	
Allied Health	2	Health Sciences	1
Educ. Psychology and Spec. Ed.	1		
Kinesiology and Health	2	<b>Kennesaw State University</b>	
Nursing	1, 1R	Nursing	8
Social Work	1		
		<b>North Georgia College &amp; State Univ.</b>	
<b>Medical College of Georgia</b>		Nursing I, 2R	
Allied Health	17, 16R	Physical Therapy	2R
Medicine	48, 8R		
Nursing	12, 6R	<b>State University of West Georgia</b>	
		Nursing	3, 1R
<b>University of Georgia</b>			
Counseling and Human Dev. Svcs	1	<b>Darton College</b>	
Education	5, 54R	Allied Health	1R
Foods and Nutrition	1	Nursing	1R
Nursing	1		
Pharmacy	1	<b>Georgia Perimeter College</b>	
Psychology	1R	Nursing	2, 3R
Recreation and Leisure Studies	5, 9R		
Social Work	8, 1R		
		<b>TOTAL</b>	<b>251</b>
<b>Georgia Southern University</b>			
Family and Consumer Sciences	2		
Health and Kinesiology	7		
Leadership, Technology and Human Development	9, 1R		
Psychology	3		
<b>Augusta State University</b>			
Psychology	2		

R = Renewal



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

**8. Information Item: Service Agreements**

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

<b>Purpose</b>	<b>Agency</b>	<b>Duration</b>	<b>Amount</b>
<b>Georgia State University</b>			
Administer Akan Exhibit	Georgia DOAS	6/1/98 - 6/30/98	\$1,700
Assist with human resources development	Griffin Technical Institute	7/1/98 - 6/30/99	\$123,172
Provide assistance for educational curriculum	Georgia Dept. of Human Resources	6/1/98 - 8/31/98	\$39,000
<b>University of Georgia</b>			
Study moderate chilling peach breeding	Georgia Commodity Comm. for Peaches	7/1/98 - 6/30/99	\$5,000
Support for county agents to participate in national organization	Georgia Commodity Comm. For Peanuts	7/1/98 - 6/30/99	\$3,400
Study peanuts cultivar response	“ ” “ ”	7/1/98 - 6/30/99	\$3,000
Provide peanut educational program	“ ” “ ”	7/1/98 - 6/30/99	\$6,000
Study proposal to restore folk music to Georgia	“ ” “ ”	7/1/98 - 6/30/99	\$5,000
Conduct workshop on Georgia endangered plants	Georgia DOAS	3/16/98 - 6/30/98	\$5,000
Provide codes training	Georgia Dept. of Community Affairs	7/1/98 - 6/30/99	\$30,000
Assist with management of Rogers Correction Swine Farm	Georgia Dept. of Corrections	7/1/98 - 6/30/99	\$88,267
Assist with management of Rogers Correction Dairy Farm	“ ” “ ”	7/1/98 - 6/30/99	\$277,977
Provide domestic violence shelter information	Georgia Emergency Management Agency	7/1/98 - 12/31/98	\$195,000
<b>Purpose</b>	<b>Agency</b>	<b>Duration</b>	<b>Amount</b>
<b>University of Georgia (Continued)</b>			
Provide training at Police Academy '98	Georgia Public Safety Training Center	7/1/97 - 6/30/98	\$32,872
Assist with McPhaul Child and Family Development Prekindergarten program	Office of School Readiness	8/1/98 - 6/30/99	\$59,759
Miscellaneous projects	Other state departments	7/1/98 - 6/30/99	\$5,970

<b>TOTAL AMOUNT THIS MONTH</b>	<b>\$ 881,117</b>
<b>TOTAL AMOUNT FY 99 TO DATE</b>	<b>\$14,407,447</b>
<b>TOTAL AMOUNT FY 98 (TO OCTOBER)</b>	<b>\$72,563,797</b>
<b>TOTAL AMOUNT FY 98</b>	<b>\$86,491,530</b>

**COMMITTEE ON ORGANIZATION AND  
LAW**

The Committee on Organization and Law met on Tuesday, October 13, 1998 at approximately 2:30 p.m. in the Chancellor's Conference Room. Committee members in attendance were Vice Chair Thomas F. Allgood, Sr. and Regents S. William Clark, Jr., George M. D. (John) Hunt III, and Elridge W. McMillan. Vice Chair Allgood reported to the Board on Wednesday that the Committee had ten applications for review. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. In the matter of Theodore Hill at the Georgia Institute of Technology, concerning a grievance against the Chair of the School of Mathematics, that the application for review be continued.
2. In the matter of Theodore Hill at Georgia Institute of Technology, concerning grievance against the Chair of the School of Mathematics, that the application for review be denied.
3. In the matter of Keith Hopper at Armstrong Atlantic State University, concerning reassignment for fall semester, that the application for review be continued.
4. In the matter of Massey and Payne at Kennesaw State University, concerning suspension, that their application for review be denied.
5. In the matter of Susie Cooper-Ingram at Fort Valley State University, concerning dismissal from position, that the application for review be denied.
6. In the matter of Daniel Heath Perkins at the University of Georgia, concerning tuition refund, that the application for review be denied.
7. In the matter of Lillie Battle at Fort Valley State University, concerning termination of employment, that the application for review be denied.
8. In the matter of Carl E. Washington at Fort Valley State University, concerning termination of employment, that the application for review be continued.
9. In the matter of William R. Thurman at Gordon College, concerning recent decisions made by President Williamson including nonrenewal of his contract, that the application for review be denied.
10. In the matter of Virginia Pattman at Armstrong Atlantic State University, concerning student teaching status, that the application for review be denied.

**COMMITTEE ON FINANCE AND BUSINESS OPERATIONS**

The Committee on Finance and Business Operations met on Tuesday, October 13, 1998 at approximately 1:20 p.m. in the Board Room. Committee members in attendance were Chair Glenn S. White, Vice Chair Hilton H. Howell, Jr., and Regents David H. (Hal) Averitt, Kenneth W. Cannestra, J. Tom Coleman, Jr., Warren Y. Jobe, Charles H. Jones, and Donald M. Leebern, Jr. Vice Chair Howell reported to the Board on Wednesday that the Committee had reviewed four items, two of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

**1. Amendments to Fiscal Year 1998 Budget**

Approved: The Board approved the consolidated amendment to the Fiscal Year 1999 Budget of the University System of Georgia, as presented below:

<b>UNIVERSITY SYSTEM OF GEORGIA</b>				
<b>FISCAL YEAR 1999 BUDGET AMENDMENT REPORT</b>				
<b>SUMMARY</b>				
<b>FOR THE MONTH OF OCTOBER 1998</b>				
	<b>ORIGINAL</b>	<b>APPROVED</b>	<b>REQUESTED</b>	<b>AMENDED</b>
<b>BY BUDGET</b>	<b>BUDGET</b>	<b>AMENDMENTS</b>	<b>AMENDMENTS</b>	<b>BUDGET</b>
<b>Operating</b>	\$3,457,507,501	\$258,106	\$10,735,736	\$3,468,501,343
<b>Capital</b>	136,714,480	210,122	6,690,193	143,614,795
<b>Auxiliary Enterprises</b>	274,722,524	133,073	(160,456)	274,695,141
<b>Student Activities</b>	49,425,652	168,505	4,055,285	53,649,442

Background: In accordance with current policy, the Board of Regents approves all budget amendments submitted by system institutions. The monthly budget amendment report highlights and discusses amendments where changes exceed 5% of the budget or add significant ongoing expenses to the institutions. The following amendments were presented for review by the Board of Regents in accordance with these guidelines:

Operating: There were three major categories for which operating budget amendments were requested this month. The first concerned the adjustment of budgets at the Medical College of Georgia (\$1.4 million) and Georgia State University (\$750,000) to capture Georgia Research Alliance funds. These funds, originally appropriated in the fiscal year 1998 supplemental budget, were carried

forward into the current budget by a contract existing between the Board of Regents and the Georgia Research Alliance.

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

### **1. Amendments to Fiscal Year 1998 Budget (Continued)**

The second major category included adjustments for changes in revenue (sponsored grant and aid programs, tuition revenue and continuing education revenue) at the University of Georgia (\$5 million), Georgia State University (\$170,000), Kennesaw State University (\$1.5 million) and Georgia Perimeter College, which was seeking a reduction in its tuition revenue budgets due to lower summer and fall enrollments (\$295,795). The final major amendment category was the allocation of funds for the Governor's Traditional Industries program (\$1.8 million). Funds for this program were appropriated originally to the Research Consortium. Approval of this amendment effected the transfer of funds from the Research Consortium to the program.

Capital: Georgia State University requested authority to increase its budget for a foundation gift (\$1.2 million) to purchase the land on Broad and Forsyth Streets for the approved Classroom Building and to budget fiscal year 1998 supplemental funds (\$5.2 million) carried forward by the contract between the Board of Regents and the Georgia Research Alliance.

Student Activities: Georgia State University requested authority to budget prior year funds (\$4 million) due to revenues' being greater than expenditures at the end of the fiscal year.

### **2. Approval of Out-of-State Tuition Waivers at Fort Valley State University for Students Enrolled in Dual Degree Programs With the University of Nevada at Las Vegas and the University of Oklahoma**

Approved: The Board approved a request allowing Fort Valley State University to waive out-of-state tuition for students enrolled in either of the following two dual-degree programs for a fixed period beginning June 1998 through June 2003:

1. Electrical Engineering and Mathematics in cooperation with the University of Nevada at Las Vegas
2. Geology and Mathematics in cooperation with the University of Oklahoma

Background: Fort Valley State University has entered into formal agreements with these two institutions. Students for the dual-degree programs will be recruited nationally with the assistance of grants from corporations involved in the energy industry. The students will enroll for their first three years at Fort Valley State University, majoring in mathematics. They will then transfer either to the University of Las Vegas to finish a degree in electrical engineering in preparation for careers with electrical power companies or to the University of Oklahoma to complete a degree in geology to prepare for careers in the petroleum industry. A student completing one of these program will receive two degrees upon completing the entire program: the bachelor of science in mathematics from Fort Valley State University and either the bachelor of science in electrical engineering from University of Nevada at Las Vegas or the bachelor of science in geology from the University of Oklahoma.

The University of Nevada at Las Vegas and the University of Oklahoma have agreed that a waiver of out-of-state fees will be required for these students. Energy-related industries have also provided other funds in support of the program, including the cost of employing a geology professor at Fort Valley State University. Members of the project have requested that the University System of Georgia make a similar contribution by enabling such out-of-state students to enroll at in-state tuition rates.

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

**2. Approval of Out-of-State Tuition Waivers at Fort Valley State University for Students Enrolled in Dual Degree Programs With the University of Nevada at Las Vegas and the University of Oklahoma** (Continued)

The program is designed to nationally recruit minority and disadvantaged students who have strong mathematical and science aptitude and place them in an academic curriculum that will lead to employment in high-technology jobs with the energy industry. Such programs have made use of summer internships and similar employment opportunities to assist these students in defraying the cost of their college educations and by placing them in energy-industry jobs.

The Board of Regents approved a waiver of out-of-state tuition for this program in March 1992. The waiver expired June 1998.

**3. Information Item: Fourth Quarter Financial Report, Fiscal Year 1998**

Senior Vice Chancellor for Capital Resources Lindsay Desrochers presented to the Committee the Fourth Quarter Financial Report for the University System of Georgia for the period ending March 31, 1998, which is on file with the Office of Capital Resources. The report provides tables which compare actual and budgeted revenues and expenditures through June 1998 for educational and general funds, auxiliary enterprise funds and student activity funds. In addition, the report contains charts which compare June 1998 financial data with data from June 1997.

Overall, the University System of Georgia closed fiscal year 1997-98 in sound financial condition. The Annual Financial Report for fiscal year 1997-98, which will be completed and distributed later this year, will include all year-end adjustments.

**4. Information Item: Update on Human Resources/Payroll System Implementation**

Associate Vice Chancellor for Fiscal Affairs William R. Bowes presented to the Committee a report on the status of implementing the new human resources/payroll system. The report elaborated on the schedule, budget, and major accomplishments to date.

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

The Committee on Real Estate and Facilities met on Tuesday, October 14, 1998 at approximately 1:45 p.m. in the Board Room. Committee members in attendance were Chair J. Tom Coleman, Jr., Vice Chair David H. (Hal) Averitt, and Regents Kenneth W. Canestra, Hilton H. Howell, Jr., Warren Y. Jobe, Charles H. Jones, Donald M. Leebern, Jr., and Glenn S. White. Chair Coleman reported to the Board on Wednesday that the Committee had reviewed seven items, six of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

### **1. Demolition of Building, Columbus State University**

Approved: The Board declared Building Number 540 on the campus of Columbus State University (3909 University Avenue) to be no longer advantageously useful to Columbus State University or other units of the University System of Georgia and authorized the demolition and removal of this building.

The Board also requested Governor Miller to issue an Executive Order authorizing the demolition and removal of this building from the campus of Columbus State University.

Background: Columbus State University requested Board approval for the demolition and removal of the above-referenced building. The property containing the building was acquired in 1974. The building is a 1,012-square-foot, single-story, wood frame residential structure and was constructed in 1949. Approximately 30% of the structure was destroyed by fire on July 8, 1998. The building has been vacant since 1995 and is in poor condition. There were major roof leaks, inadequate plumbing and electrical service, no heating or air-conditioning before the fire occurred. The structure does not have any historical significance.

After demolition, the property will be used for a parking lot that will be constructed using auxiliary funds. Prior to demolition, an environmental study will be done by the institution to determine the presence of any environmental conditions. The demolition will be conducted by public works contract at an estimated cost of \$3,150 using general operating funds.

### **2. Conveyance of Interests in Property, Georgia Institute of Genetics**

Approved: The Board declared the interest in a strip of land from Cline Smith Road to Roving Road sufficient for a right of way for a two-lane roadbed no longer advantageously useful to the University System of Georgia, but only to the extent and for the purpose of allowing this land to be conveyed to Bartow County for the realignment of Cline-Smith Road and Roving Road.

The Board also declared the interest in a strip of land from Cline Smith Road to Roving Road on either side of the above conveyance sufficient for construction access no longer advantageously useful to the University System of Georgia, but only to the extent and for the purpose of allowing this land to be temporarily used during the realignment of Cline-Smith Road and Roving Road.

The legal details involved with the above transactions will be handled by the Office of the Attorney General.

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

### **2. Conveyance of Interests in Property, Georgia Institute of Genetics (Continued)**

Background: In September 1998, the Board was informed that a memorandum of understanding with Bartow County had been reached. This item is the first action requested in accordance with this memorandum of understanding. The consideration for this conveyance is the construction, at no cost to the Board of Regents, of roadways and the enhanced valuation it will provide to the remaining property.

Upon completion of the roadway, an as-built boundary line survey of the right of way and accurate legal description will be completed and the deed granting the right of way, referring to this survey and legal description, will be recorded in the real property records of Bartow County.

Upon completion of construction, the temporary construction access will terminate.

### **3. Policy on Demolitions**

Approved: The Board approved the adoption of the following policy, as modified by the Committee to reflect that the building be at least 15 years old:

“The Chancellor, Senior Vice Chancellor for Capital Resources or Vice Chancellor for Facilities is authorized to declare, without further approval of the Board, that a building, structure or other improvement on the real property of the Board of Regents is no longer advantageously useful to any unit of the University System but only for the purpose to authorize demolition provided that such building, structure, or other improvement does not exceed 2000 sf in size and provided that the building, structure, or other improvement is more than 15 years old.

That the Chancellor, Senior Vice Chancellor for Capital Resources or the Vice Chancellor for Facilities is authorized to request, without further approval of the Board, the Governor to issue an Executive Order authorizing the demolition of any building, structure or other improvement on the real property of the Board of Regents provided that such building, structure, or other improvement does not exceed 2000 sf in size and provided that the building, structure, or other improvement is more than 15 years old.”

Background: During the past year, the Board has approved 21 requests for demolition. Of these, 16 have been under 2,000 sf. These 16 included ozone-monitoring buildings, mobile homes, residences, and storage buildings. Vice Chancellor for Facilities William K. Chatham presented this item to the Committee.

### **4. Amendment to Rental Agreement, North Metro Center, Georgia State University**

Approved: The Board authorized an amendment to the lease agreement between Property Reserve, Inc., Landlord, and the Board of Regents of the University System of Georgia for use by Georgia State University, Tenant, covering 21,210 sf of classroom and office space known as the North Metro Center located at Suites J-1075 and J-2075 at Corporate Campus III, 1140 Hammond Drive, Atlanta, Georgia, for the period beginning July 1, 1998 and ending June 30, 1999 at a monthly rental of \$31,607.78 (\$379,293.36 per yr./\$17.88 per sf per yr.) with option to renew for one consecutive year for the period beginning July 1, 1999 and ending June 30, 2000 at a monthly rental of \$31,197 (\$374,364.00 per yr./\$17.65 per sf).

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



#### **4. Amendment to Rental Agreement, North Metro Center, Georgia State University** (Continued)

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

Chair Coleman noted the late date of the lease recommendation and urged Georgia State University to be aware of appropriate deadlines of submittal of leases.

**Background:** Georgia State University has occupied this space since 1988. The last option period under the rental agreement had been exercised, and a renewal of the agreement was necessary. This facility is used as an off-campus, satellite, instructional center for both credit and noncredit classes. The intent is to continue this off-campus center until the new off-campus center in Alpharetta, approved by the Board in March 1998, is completed in early to mid 2000.

The current rent is \$29,411 per month (\$16.64 per sf per yr.). All operating expenses are included in the rental rate except optional weekend cleaning services, which are \$300 per month.

#### **5. Rental Agreement, Courtyard II, Columbus State University**

**Approved:** The Board authorized the execution of a lease agreement with Columbus State University Foundation, Inc. ("Foundation"), Landlord, and the Board of Regents, University System of Georgia covering 78,940 sf of space for student housing. The rental period is from July 1, 1999 to June 30, 2000 with the option to renew on a year-to-year basis for six consecutive one-year periods. The monthly rental rate is \$30,000 (\$360,000 per year/\$4.56 per sf per year/\$1607 per bed per year) with an increase in rent for Options 2-6 to \$31,000 per month (\$372,000 per year/\$4.71 sf per year/\$1660 per bed per year).

The terms of the lease agreement are subject to review and legal approval of the office of the Attorney General.

**Background:** At the July 1998 meeting, the Board approved in concept the housing plan for Columbus State University. The Foundation purchased the property in November 1997 and is currently renting apartments to Columbus State University students. The Foundation has refurbished the complex known as Courtyard II.

The property contains an eight-building apartment complex, including 78 apartments (224 beds) with a pool. A separate structure houses management offices and a laundry and vending area. Columbus State University currently operates a five-building complex with 232 beds, known as Courtyard I. There currently is a waiting list of over 100 Columbus State University students who desire campus housing.

Students will be charged a rate of \$1300 per semester. This compares favorably to rent of \$1125 per semester at Courtyard I and \$703 per month average market rate for a three-bedroom apartment. Operating expenses, including salaries, utilities, maintenance, supplies, and cable/telecommunications are estimated to be \$191,000 per year and are in addition to the rental rate. When the Columbus State University Foundation, Inc. debt is retired, it is intended that this property will be gifted to the Board of Regents.

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

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

Armstrong Atlantic State University (“AASU”) and the Office of Facilities proposed a master plan for future development of the campus, which President Robert Burnett presented to the Committee. Consultants reviewed five-year enrollment targets, campus mission statement, the strategic plan, academic programs, support programs, and other variables. They met with the administration, faculty, senate, students, and community leaders to receive input and then presented 5-year, 10-year, and long-term options for facilities, parking/traffic patterns, student/pedestrian patterns, and campus beautification. Based on the consultants’ findings, AASU’s master plan recommendations included the following:

- Continue planning and construction of Board-approved science building
- Utilize effectively 244 acres of the campus and retain 27 acres across Abercorn Street for future growth
- Request funding to build a library addition and expand student center
- Continue with the request for proposals process for privatized housing on campus
- Create and enhance common outdoor areas and academic quadrangles

#### **7. Approval for State Properties Commission to Transfer Property to the Board of Regents**

*This item was an add-on agenda item. During the meeting of the Committee on Real Estate and Facilities on Tuesday, October 13, Chair Coleman reported that there was an additional item that required unanimous consent to be presented for consideration. With motion properly made and seconded, the Committee unanimously consented to authorize the presentation of this item. Vice Chancellor for Facilities William K. Chatham presented this item to the Committee. Again, during the full Board meeting on Wednesday, October 14, Chair Coleman noted that there was an additional item requiring unanimous consent to be presented to the Board. With motion properly made and variously seconded, the Board unanimously consented to authorize the presentation of this item.*

Approved: The Board requests the transfer of a 3.3-acre property at 165 Decatur Street (at the southeast corner of Decatur and Piedmont Streets) from the Georgia Building Authority with said transfer being dependent on the property being cleared of all existing buildings and appurtenances prior to the effective date of the transfer of title to the Board. This item was amended to permit alteration of language consistent with conversation between the Committee Chair and the Chancellor with the Governor.

The Georgia Building Authority is required to undertake those actions necessary to clear the property and suitably prepare it for another use. Georgia State University will pay for the cost of the demolition/remediation, contingent upon the prior approval by the Board of Regents of the associated costs.

Upon the effective transfer of title to the Board of Regents, Georgia State University will utilize the property to enhance its academic and educational programs as may be approved by the Board.

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

#### **7. Approval for State Properties Commission to Transfer Property to the Board of Regents** (Continued)

The three buildings located on the site comprise approximately 125,000 square feet and composed the City of Atlanta jail complex. In an agreement with the State, the City has been utilizing this property on an annual lease basis; that lease has expired and the City has vacated the property.

The property is bounded on two sides by Georgia State University and this property is identified on the campus' draft physical master plan for acquisition.

Prior to the Board of Regents' accepting title to the property, the existing buildings will be razed. Prior to the construction of new Georgia State University facilities, the property may be used by Georgia State University as an interim parking lot.

## **CHANCELLOR'S REPORT TO THE BOARD**

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

Thank you Mr. Chairman.

I can bring you my regular report with a little more authority this month, as I have now visited 21 campuses in the last 62 days. Once I have completed all 34 visits, I will give you a more comprehensive report, including the best and worst of lunches and my rankings of rotary clubs!

I will tell you now that I don't think our campuses have ever looked better -- the impact of improved MRR [major renovation and rehabilitation] funds is quite evident.

I will tell you now that the logistics of semester conversion have clearly gone better than even I expected and that our campuses have been quite creative in their curriculum designs and in giving students an opportunity to add courses. A common reality with semester conversion is that existing students can't comprehend that they ought to be taking five courses rather than the three under the quarter system; they compromise and take four. This is something we need to hammer home during our advising for next semester. Incidentally, I was just in Utah, and they, too, are converting all their institutions this year; the local press indicated 82% of American colleges are now under semesters.

I will tell you now that the open meetings with faculty and staff have been uplifting. I thank them, acknowledging we've worked them half to death the last four years. Then I warn them: we're going to start work on the other half!

One of the special visits was to Valdosta where President Bailey received the Distinguished Service Award from the Boy Scouts of America. I was joined by Regents Jenkins, Clark, and Leebern in a memorable evening of tribute.

We have had plenty of good news throughout the System!

- Under the good news/bad news category, the completion of the Borison/Diamond case in Augusta with both men guilty brings that chapter to a close. I want to say a special word in public about the very fine work done by Attorney General Baker and Mike Hobbs, David McLaughlin, and John Floyd who represented the Board so vigorously. There have been lessons learned. And the timing could not have been better since the MCG Blue Ribbon Commission is coming to closure on its important work. I've attended a couple of their meetings, and I'm much encouraged that critical issues have been put on the table and explored thoroughly. I want to thank the Regents, especially Regent Allgood, who are doing this double duty. I also want to acknowledge Lindsay Desrochers and Jim Muyskens for all their work. There is no question that this Board will be more knowledgeable about the issues impacting MCG than any previous Board and that strategic decisions will be made.

## **CHANCELLOR'S REPORT TO THE BOARD**

- Under the entirely good news category, let me mention my Letterman top ten out of many:

10. The UGA faculty remain busy. Many have been featured in major articles by national news sources. An estimate by UGA microbiologists regarding the total number of bacteria on Earth received international coverage, including the BBC. Dr. William Whitman estimates that there are 5 million trillion trillion bacteria--that's 30 zeros! The pending appointment of Steven Stice as eminent scholar in animal reproductive physiology was a major story in the *Wall Street Journal*. Professor Han Park continues to be quoted as one of the nation's foremost authorities on the government of North Korea.

9. Georgia Tech received not one, but two major national centers of excellence: one for the development of the next generation semiconductor technology and the other for their emerging presence in the area of biotechnology. The semiconductor center is one of two awarded nationally. The second is for a National Science Foundation engineering research center for the engineering of living tissues. It represents the only center of its type in the nation.

8. The head of Valdosta's English department, Dr. Kristin Pruitt, is the co-recipient of the Milton Society of America's Samuel Prize for co-authoring *Arenas of Conflict*, a book about Milton's *Paradise Lost*.

7. Clayton College & State University has been awarded a \$200,000 grant from AT&T for curriculum development in wireless technology to be included in the ITCL programs.

6. Dr. Jan Kettlewell is responsible for securing a \$900,000 Pew Grant for three years for the P-16 Initiative. They will work on better aligning high school graduation and college-admission practices. College admission will be proficiency-based, instead of by the number and type of high-school courses and standardized entrance exams taken. Four local councils will pilot this system. The national writeup stated that this "is arguably one of the most comprehensive... efforts that has been attempted by a state."

5. In August, I signed a memorandum of understanding regarding the friendly relations and exchange programs between Yunnan University in Kunming, China, and the University System of Georgia. The purpose of the agreement is to promote the exchange of faculty and students; the exchange of scholarly information; joint organization of conferences, seminars, and workshops; joint research and development; and exchange visits. It has special meaning to me because President Zhu was an intern with me in Wisconsin in 1986 when he was a faculty member.

## **CHANCELLOR'S REPORT TO THE BOARD**

4. North Georgia College & State University's ("NGCSU") ROTC cadets recently took part in advanced camp at Fort Lewis, Washington for a 35-day training/evaluation event for 3,500-4,000 ROTC cadets from 270 different schools. NGCSU's cadets placed first in the point scale system, with 820.87 points out of a possible 1,000 against such competition as VMI, Texas A&M, the Citadel, Norwich, and Virginia Tech.

3. Jody Pollock a junior biology pre-med major at Georgia Southern and starting second baseman was recognized for his academic prowess this summer, earning a spot on the GTE-college sports information directors association academic all-America team. He currently has a 3.92 GPA (grade point average). The team consists of 33 NCAA Division I baseball players in the U.S.

2. And, there's been a little Hollywood on the Savannah State ("SSU") campus. Portions of *The General's Daughter* starring John Travolta, Madeleine Stowe, and James Woods were filmed on the Savannah State campus. They were there for four days. Savannah State received \$30,000 from the rental agreement which will mostly go to scholarships. In addition, several SSU students were hired to work on the film as interns. The film crew also made temporary and permanent renovations to the campus. They made extensive repairs to Hill Hall. It is estimated that the crew spent more than \$50,000 in permanent repairs to the SSU campus.

1. And finally, the National Public Radio has announced that ten programs from this year's University of Georgia Performing Arts Center schedule will be carried nationally on the network-- on the condition that Regent Leebern attend all ten events.

In between my campus visits, I've had some other interesting activities:

- I chaired a State P-16 Council meeting where we heard firsthand from an Atlanta middle school principal about the impact of being a partner school with Georgia State. Your work of last year is already clearly paying dividends.
- On a related matter, I agreed to serve on the search committee for the new superintendent of schools for Atlanta. I did so because the future of the Atlanta schools quite frankly, is crucial to our own future. We have a vested interest in their success. To this point, I have been struck by the magnitude of the challenges facing the next superintendent but encouraged by the professionalism of the search.
- I was also encouraged with a recent meeting I had with the student leadership in the System. As you saw, yesterday, we are again blessed by having student leaders who have a commitment to working with us for the betterment of all.

## **CHANCELLOR'S REPORT TO THE BOARD**

Finally, tonight, we will celebrate the contribution to our progress that has been made by Governor Miller. It would be impossible to overstate that contribution, and I know our

keynote speaker Ed Jenkins won't even try to overstate it!

We will, however, be able to tell the Governor -- with pride -- that as he leaves office he leaves this State with a significantly enriched and a much stronger system of higher education because of his eight years of innovative leadership. And because he chose such a strong and talented Board of Regents.

And, unless someone wants to make a motion to counter my last statement, I will, Mr. Chairman, conclude my report on that high note.

After the Chancellor's report to the Board, Chair Jenkins expressed his appreciation to Regent Allgood, Chair of the Blue Ribbon Commission, and all of the members of the Blue Ribbon Commission and the MCG Health, Inc. Board for all their work on these issues. He reminded the Regents that the Board would meet in Dalton, Georgia in November, and he thanked Regent Clark for meeting with the Chamber of Commerce, which is looking forward to meeting with the Regents. Additionally, he thanked Regent Jones for his leadership of the Oversight Committee and the Central Office staff who were helping cover some issues of great importance to the Board and the University System.

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

Chair Jenkins convened the meeting of the Strategic Planning Committee as a Committee of the Whole. He then turned the chairmanship of the meeting over to Regent Leebern.

Chair Leebern thanked Chair Jenkins. As an aside, he mentioned that the previous Friday, he and Regent Hunt had attended a concert of the St. Petersburg Philharmonic Symphony Orchestra at the University of Georgia. He noted that it was a wonderful concert.

Chair Leebern explained that this meeting was the second meeting of the Strategic Planning Committee’s year-long technology initiative. He reminded the Regents that at the last meeting, they had seen how technology is transforming the on-campus learning experience. He noted that Senior Vice Chancellor for Academic Affairs James L. Muyskens would introduce the presenters at this meeting and lead the discussions. As an aside, Chair Leebern commended Dr. Muyskens and Senior Vice Chancellor for Capital Resources Lindsay Desrochers for their presentations at the MCG Blue Ribbon Commission meetings.

Dr. Muyskens thanked Chair Leebern and reiterated that this would be the second meeting of the information-gathering stage of the technology initiative. As Chair Leebern had said, at the September Board meeting, the Regents had experienced the computer lab classroom setting and met some of the faculty who are transforming the in-class experience for students, making it possible for them to learn in ways that were not possible before. At this meeting, the Regents would be meeting more faculty who make learning in new ways possible. The focus would be examining ways that the new technology provides for improved learning. Also important was the potential of technology to free up faculty to do the things that their unique talents and expertise equip them to do, instead of their spending time on the rote production of information. The new issue at this meeting was access, particularly through distributed learning or distance education. As the Board looks at the future of the University System, it must recognize that there are many potential nontraditional students in Georgia who are very much in need of the kinds of opportunities and programs that the System has to offer. As society becomes more knowledge-based, more adults will need the opportunity for lifelong learning. There will likely also be an increase in the graduation rates of high school students who will be graduating across Georgia when the System facilities are already filled. Technology may help provide opportunities for people across the State without the use of facilities. The Regents would see a variety of technologies at this meeting that make it possible to move beyond the common constraints of time and place. A traditional classroom requires that students come together at a particular time in a particular location. The first technology that would be presented at this meeting, the Georgia Statewide Academic and Medical System (“GSAMS”), is still tied to a certain time, but it can be offered at many possible locations. The Board would also see some technologies, however, that transcend time, such as Web-based courses, where students can access courses at any time from their homes or other locations. So, there are opportunities available that the Regents will be exploring.

The faculty present at this meeting are some of the leaders in the developments in Georgia in distance education, explained Dr. Muyskens. What has made it possible for them to do this is Board support. For instance, some of these faculty members have participated in the Faculty Development Workshop, which Assistant Vice Chancellor for Instructional Technology Kris Biesinger has led for a number of years, giving them the knowledge and motivation to develop courses using technology in the classroom or at a distance. In addition, there have been the Connecting Teachers & Technology and Connecting Students & Technology programs and the Statewide desktop learning initiative that was begun last year. Many of the Board’s initiatives are making it possible for Georgia to take a leadership position. The demonstrations at



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this meeting will help the Regents understand the broad range of opportunities that exist when they begin to consider principles, policies, and action items. During the summer, when the topic was introduced, the Chancellor had suggested that Dr. Muyskens was a Luddite. Dr. Muyskens noted that it was a challenge, and that he had challenged the presenters at this meeting to take all the risks that are taken with technology. The presentations would move from technology that the Board is more familiar with and end with something more cutting-edge. Dr. Muyskens began by introducing Ms. Cindy Gonzalez, a calculus instructor at Georgia Southern University (“GSOU”), who was in Statesboro, Georgia being transmitted live via GSAMS. He explained that she is a mathematician with nine years’ experience teaching calculus on the college level; however, during the last two years, using GSAMS technology, she has also been delivering mathematics courses to high school students. He noted that as the System has raised its admissions requirements and high schools have raised their exit requirements, one of the challenges has been getting the schools in rural areas to offer all of the math classes necessary for college preparation. Through this technology, the System is able to offer advanced mathematics to high school students. Additionally, Ms. Gonzalez would be demonstrating the technology of the Texas Instruments 92 (“TI92”) computer calculator, which has revolutionized the teaching of calculus. With that, he asked Ms. Gonzalez to speak before the Board.

Via GSAMS, Ms. Gonzalez explained that the Regents were seeing her the way her students see her, except that the Regents had a large screen and her students have television monitors. She stated that three summers ago, she attended the Faculty Development Workshop in Athens. After two weeks of learning about many types of instructional technology, the faculty were challenged to go back to their campuses and to redesign an existing course using new technology in a meaningful way. She returned to her campus and discovered that there was an unmet need in the preparation of high school students, specifically in small high schools of the South Georgia region. They were so small that they did not have enough faculty to teach advanced placement courses, especially in mathematics. Many students were ready to take calculus in high school, but there was no course for them to take. So, she decided to offer GSOU’s Calculus I course to those schools in South Georgia as a Post-Secondary Options course via GSAMS. When she decided to do that, however, she ran into a problem, because the GSOU course includes a weekly computer laboratory component. She needed to find a way for students to be able to access computers without having to come to the GSOU campus, since the high school students could be hundreds of miles away. She found the TI92. It enabled her to use the GSAMS technology and place more technology on top of that to help better deliver the course. Ms. Gonzalez showed the Regents what the TI92 looked like and demonstrated how it worked. She explained that students use the calculators in class to enhance the delivery of the course and student outcome and learning. She wanted to give a few examples of how the utilization of the TI92 combined with the GSAMS technology made such a good marriage of technology to create environment in which the students are learning more. First of all, in the GSAMS course that she teaches, students have 24-hour access to technology. Also, there is a shorter learning curve for the technology; it did not take students as long to learn to use the TI92 as it took them to learn to use the computer calculator in the laboratory. It also enabled her to assign homework to the students so she could spend more time in class discussing concepts. Not only was she able to spend more time in class going deeper into the concepts of the course, but also the students had more access to the technology because they were able to take it home with them.

Another important advantage of the technology is that the GSAMS students are able to investigate “real world” problems in class rather than just textbook problems, because the TI92 is able to get past cumbersome calculations. Ms. Gonzalez gave an example of a real world equation which determines the

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torque a small tractor engine uses when the engine speed is in thousands of rpm. She explained that the equation is very complex, so in the traditional classroom, she would not use this equation. In the GSAMS class with the TI92, however, she can put in the equation and the calculator can figure out the torque. In demonstrating this classroom exercise, she also showed the Regents the view screen of calculator as the students might see it, though she explained that the resolution of the students' television monitors would be better. Using the TI92, Ms. Gonzalez also demonstrated graphing of the equation for torque and the way that the calculator was able to determine the X value of the curve, or the torque. The calculator indicated that the maximum X value was 2.3586. In other words, in order to produce maximum torque, the engine would have to run at 2,358.6 rpms. She said that this was a brief example of how using technology daily enables her to incorporate real world problems in the classroom and makes the course more meaningful to the students.

Ms. Gonzales also addressed the student outcomes that she had discovered using GSAMS. She stated that the two technologies enhance delivery of course. First of all, the view screen of the calculator can increase interactivity between the remote sites and the local site where the college students are. The high school students sometimes feel distant or that they cannot communicate as well. The calculator helps them increase interactivity because they can use the calculator to present their findings to each other over the television. All they have to do is plug in the calculator to their view screen to share that information. So, it increases interactivity and it increases amount of out-of-class activity and depth to which she can teach. Ms. Gonzalez said that this is apparent in the fact that GSAMS students are as capable of taking tests of traditional calculus students, but the traditional students would have trouble taking a test for the GSAMS class because she does not have the time in a traditional classroom to cover the topics as deeply. So, she feels certain this technology enhances learning. In closing, Ms. Gonzalez said that she expects her students to learn just as much calculus as they would if they were not using technology but more because they are. She asked whether there were any questions.

Chancellor Portch asked how many public schools she was serving via GSAMS and whether she was doing this simultaneously with her college class.

Ms. Gonzalez said that the course is offered once a year in the spring. This spring there were three high schools that requested the course, but only two were able to be scheduled. This would be the fourth offering of the course. She explained that there is a problem offering it to a lot of high schools because GSOU lends the TI92 to each high school student, and there are a limited number of those calculators. Currently, GSOU is trying to obtain more calculators to increase the scope of the course offerings. She said that she received a Connecting Teachers & Technology Course Development Grant to create this course and to buy the TI92s; they cost \$160 each, and she has 35 right now. Currently, she has a Web site in production which will put all the course materials for teaching the course on the Web for any other instructor at any other college to do the same thing and therefore reach more schools. So, this is a pilot program progressing into the second year. With more calculators, more students can be reached. However, it is also important to get other colleges to adopt this course so they can do what GSOU is doing.

On behalf of the Board, Dr. Muyskens thanked Ms. Gonzalez for her presentation.

Ms. Gonzalez thanked Dr. Muyskens and the Regents.

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Dr. Muyskens explained that GSAMS would be disconnected at this point in the meeting because the connection must be paid for and because the less technology hooked up the safer things are for the next presentation. He explained that the remainder of the presenters were actually present at the Board

meeting. He then turned from mathematics to nursing. He explained that Assistant Professor Jeanne Sewell in the School of Health Science at Georgia College & State University would be demonstrating a course in which she utilizes the Internet to teach working professionals who need to work at their own time and at their own location. As the Regents listened to her presentation, Dr. Muyskens asked them to think about what, if anything, is lost or gained by this approach to teaching versus the traditional classroom. He then introduced Ms. Sewell.

Ms. Sewell thanked the Board for the opportunity to discuss the use of course management software in on-line course delivery. She explained that teaching on the Internet means creating a collaborative, vigorous, challenging learning environment for students. Now more than ever before, healthcare professionals are faced with growing amounts of information. Information resources are now available on the Internet, and they are current, diverse, and proliferating. In fact, information on the Internet is making some textbooks out of print at the time they are published. Healthcare professionals need to make the right decisions based on the right information, and they need to make it based on the most current information available. In her courses, Ms. Sewell takes the students inside the Internet to find that information. Students are then challenged to create on-line presentations so that their work can be evaluated. Her course focuses on the use of computer technology so that students can access, manage, and control information to enhance patient decision making and research. The on-line course teaches students how to critically think about information and gives them tools for lifelong learning.

Ms. Sewell noted that it was important that she make one point before she continued. She said that computer technology is simply a means to an end. As a nurse, she uses a stethoscope to assess breath sounds and listen to heart murmurs, and it gives her information about a patient. The stethoscope is simply a tool. When she is talking to students about using computers, the computers are simply tools to enhance learning. Her students are graduate and undergraduate students, practicing professionals, and faculty, particularly in the State of Georgia. However, a student could literally take the course from anywhere in the world where there is an Internet connection. Thanks to funding from Connecting Teachers & Technology, Ms. Sewell was able to create this course, and she has been teaching Health Science in this manner since 1996. Ms. Sewell demonstrated for the Regents the Web pages of the course.

The Web page is a password-protected environment so that students can talk, view their test results, read mail, go to discussion lists, etc. The outline of the course material is also on the Web page. Ms. Sewell explained that because the course is on-line, all of the course work must be created before the beginning of the course. Students like to be able to look ahead through the material to see where the course will be going. Each unit of the course ends with an exercise and a quiz. She encourages students to print out the exercises and quizzes at the beginning of each unit to guide them in their learning. The syllabus for the course is also on-line, including a list of her office hours. Students need access to her just as they would in a traditional setting; they need to know when her office hours are so they can meet her face to face or call her on the phone.

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The course Web page also links students to the school Web page and health science library Web page to learn about what the campus has to offer as well as interlibrary loan and GALILEO (Georgia Library Learning Online). In addition to on-line learning, there are also other kinds of educational technology. For instance, Ms. Sewell has used GSAMS to bring in international experts and professionals to talk to students. There have also been on-line chat sessions hosted by the American Journal of Nursing with nationally renowned doctors, nurses, and other experts. This presents exciting opportunities for all students. On-line learning is also ideal for collaborative learning because there is 24-hour access to a discussion list on which students can write back and forth to one another. Ms. Sewell demonstrated some of the dialogue that goes on on the discussion list. She explained that there are two international projects being used by her students. One is the development of an international minor in applied genetics for the healthcare profession with the Australian Catholic University, and the second is the exchange student program at the University of Northumbria in Newcastle, England. The students in the exchange program can continue their class work here in Georgia via the Internet. In closing, Ms. Sewell stressed three key points. First, Internet course work offers different opportunities than the traditional face-to-face courses. Secondly, on-line courses must be designed differently than the traditional classroom. Finally, administrative and technical support systems are fundamental to successful on-line courses and programs.

Dr. Muyskens thanked Ms. Sewell and asked whether there were any further questions. Seeing there were none, he then introduced Dr. Blaine Carpenter, Academic Director of Distance Learning and Professor of Biology, and Dr. Rebecca A. Halyard, Professor of Biology, both from Clayton College & State University (“CCSU”). He said that they are using the technology of the Information Technology (“IT”) program at CCSU, in particular the laptop computers. He noted that many CCSU students are nontraditional, commuter students. So, some courses have been adopted which employ the laptops and this holds promise for potential students around the State or around the world. However, as part of the on-line biology course offered at CCSU, there is also a wet lab component, but they have made that lab on Saturdays to accommodate the nontraditional students.

Dr. Carpenter thanked the Board for the IT project, from which the general biology course was developed. He operated the computer during the presentation.

Dr. Halyard said that she and Dr. Carpenter had been challenged to develop a two-semester course sequence in general biology with a laboratory component for primarily freshman and sophomore students. They wanted to be certain that the students would have a laboratory exercise that was equivalent to what they would have in a traditional course. On the other hand, the courses would have to be more flexible than a traditional course. The department met to discuss the development of this course and was very concerned about the content and integrity of the course. There was also the challenge of the two-semester sequence, in which a student might take one course in the traditional classroom and the other via distance learning or might transfer to another System institution, so transferability was also a challenge. Despite these concerns, the development of the courses has been an exciting project for the faculty, reported Dr. Halyard. Another issue was transferring the love of biology that the professors have to students who do not love it or who may be scared of it. Biology and medicine are beginning to create strong coalitions, and the faculty wants the students to feel the excitement of the course even through distance learning. The students in the general biology sequence are rather typical of CCSU students; on average, most are approximately 28 years old, female, with full-time jobs requiring travel or shift work. They are very urban and often use their

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computers to submit their course assignments. Dr. Halyard thanked the Board for the Microquest notebook computers, which provide flexibility so that students are able to schedule more courses, especially if there are distance learning courses available.

Next, Dr. Halyard opened the course home page as a demonstration of what students might do if they were considering taking the course. The laboratory component of the course requires three Saturdays on campus, but students can perform other exercises via on-line labs. The home page links to lessons (approximately 15 per semester). Because the course is very content-latent, the professors examined what a student needs to learn. Without being able to assess the faces of students in the classroom, the professors must address different ways of learning. They developed a ten-step program to keep students interested, including video and interactive tutorials. After the students finish their videos and tutorials, they can do on-line exercises and take interactive quizzes or practice tests. In this course sequence, there must be a lot of interaction and feedback, so the students must E-mail their professor with the results of their practice tests and weekly assignments. The major tests are given on-campus, but the students must be constantly interacting with their professor in order not to get lost in the course. Dr. Halyard then demonstrated a Web page lesson. She said that she was very pleased with progress of the course sequence. She asserted that it is equivalent to the traditional classroom and it provides interactivity that the students find satisfactory. In closing, she again thanked the Board for its support and for the notebook computers. She reiterated that the on-line course sequence gives access to students who otherwise might have not been able to take the courses.

Chancellor Portch asked when the course sequence was developed.

Dr. Halyard explained that in January, she and Dr. Carpenter began to consider what kind of course to offer, but they really began the development of the course during summer. She added that it is difficult to stay ahead of the students, because creating the course on-line is very time-consuming.

The Chancellor asked how many hours the professors have put into developing the courses.

Dr. Halyard estimated that each tutorial took approximately eight to ten hours to create.

Dr. Carpenter added that it took approximately 40 to 50 hours to develop each lesson.

Dr. Halyard explained that this is why they divided the work between them. They take turns writing the lessons and facilitating the students.

Chancellor Portch pointed out to the Regents that this is a difference between K-12 and technical schools versus colleges and universities. K-12 and technical schools typically have curriculum specialists who develop the curriculum for the teachers who deliver it. In colleges and universities, faculty are expected to develop their own curriculum as part of their responsibilities. He stressed how incredibly time-intensive it is any time a professor offers a course for the first time.

Regent Cannestra asked how reliable the notebook computers have been.

Dr. Halyard responded that there are not that many problems. When there are problems, there is a help desk where students can get the help they need. She felt positively about the IT program overall.

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Dr. Carpenter agreed that the problems that have been incurred have been negligible compared to the number of computers distributed and the proclivity of technology to "get flaky."

Regent Jobe asked how quickly a student can complete this type of course.

Dr. Halyard responded that right now, the way the course is administered, the students must spend an entire semester on a course and take the final exam during the designated final exam week. However, once the two-semester sequence is fully developed at the end of this academic year, some students may be able to finish a course as quickly as five weeks.

Regent Jobe asked whether the students had to wait to do the lab components.

Dr. Halyard replied that right now, students do have to wait, but that the value of wet labs versus virtual labs has become an issue for science instructors in general to discuss and resolve.

Regent Jones asked how many students are enrolled in the current course and how much the course costs.

Dr. Halyard responded that the cost of the course is the same as the cost of any other course at CCSU. Students have the same IT fee, and the video fee is nominal.

Dr. Carpenter added that there is an additional \$20 fee for public television, which is paid back to the Public Broadcasting Network.

Regent Jones again asked how many students are in the course.

Dr. Halyard replied that the course was limited to 24 students the first time through.

Regent Jones inquired about the unit cost per student to offer courses in this manner.

Dr. Halyard did not know, but she expected that it would be rather high the first time.

Dr. Muyskens interjected that he had attended a number of conferences where instructors had presented the costs. He stated that it is very difficult to calculate but that this is something that the Board would be examining over the course of this initiative.

Regent Clark asked how many times students have to come to campus for their laboratory exercises.

Dr. Halyard replied that there are three wet lab meetings.

Regent Clark asked whether students get the full benefit of the laboratory component or whether they are being "short-changed."

Dr. Halyard explained that the students perform two lab exercises on each of the three occasions they meet. She and Dr. Carpenter chose the laboratory experiments that they felt would be hardest to simulate on-line, exercises the computers cannot simulate. The other labs, which are given on-line, she asserted were comparable to the in-class experience. She said that they work very hard not to short-change the students.

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Seeing that there were no further questions, at 10:30 a.m., Dr. Muyskens announced that the Board would take a short break.

At 10:45 a.m., Chair Jenkins reconvened the meeting of the Strategic Planning Committee.

Dr. Muyskens said that he wanted to comment on the earlier discussion about how much time it takes to prepare on-line courses. He clarified that the estimate of 50 hours was per lecture hour, not per course, and there are approximately 45 lecture hours per course. He said this was a lot of faculty time, much of which is volunteered and some of which is enabled through the resources of various initiatives. He reiterated the Chancellor's comment that the faculty are responsible for developing their own courses. With regard to cost, Dr. Muyskens said that there is a difference between what such courses cost and what the institutions charge, and he reiterated that this issue would be revisited at a later time. He also mentioned that the presentations at this meeting were only examples, but there are faculty working on these types of projects at every institution. He remarked that the System is really only in the first stage, where prototypes of courses and programs are being created. As time moves forward, there will be more students in these courses and programs and things will move faster and farther along. Next, Dr. Muyskens introduced Dr. Brent Weaver, Associate Professor of Music and Director of Composition and Theory at Clayton College & State University.

Dr. Weaver greeted the Board. He explained that he is the "techno geek" of the Music Department and that CCSU had needed an on-line humanities offering, so he had volunteered to create CCSU's first on-line music course. The School of Arts and Sciences and his department provided him with some release time and money for software to develop the course. He was encouraged to develop an asynchronous course, meaning one that does not meet at any particular time. Students can schedule their course work however they need to, as long as the work is completed by deadlines that are established at the beginning of the term. Dr. Weaver warns students who contact him about the course that it is a lot of work which is academically challenging and which requires students to be very self-motivated. One of the main issues in an asynchronous course is avoiding making the course into an on-line correspondence course. Dr. Weaver expressed that he values the give and take of classroom discussions, and he wants students to be able to discuss with him and other students what they are learning. E-mail is a good solution for this problem. Students can send their assignments as attachments, he can read them and make comments using his word processing software, and then, he can return them electronically as well. There is also a mailing list where every message sent to the list is automatically sent to everyone in the course, which creates possibilities for discussions spread out over time.

Another problem with an on-line course such as this is bandwidth, or the amount of information that can be transferred at one time, explained Dr. Weaver. In order to listen to and discuss the actual music of the course, there needed to be a way to deliver the highest possible sound quality over a distance using technology the students would already have, the Microquest laptop computers. CD-quality sound files are very large and can take a great deal of time to download, particularly longer pieces like the ones students encounter in classical music. So, Dr. Weaver had to find a way that materials could be communicated over slower phone lines, the connection that the students use for Internet access. One solution was a utility called CDLink, which actually gets the sound from an audio CD in the user's computer. Another solution was streaming audio, which plays part of a sound file while the remainder is being sent and takes up a tenth of the memory of other sound files.

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Among the features of this course are a textbook and CD-ROM package, which is actually a fairly common thing now, Dr. Weaver explained. This includes not only multimedia tutorials on a number of topics, but also three CDs of selected music for listening that are part of the course assignments. The CD-ROM also has animated charts that illustrate what the students are hearing, and Dr. Weaver condensed his input for the class into a number of on-line tutorials illustrated with sound files and graphics. Students can take their chapter quizzes on-line, and they submit their assignments electronically and have discussions via E-mail, as he already mentioned. Students are required to attend

a number of live concert events, because Dr. Weaver asserted, there is no real substitute for listening to live music. Not only can students get free tickets to Spivey Hall events, but they can also attend events elsewhere as well. Because of security concerns, the midterms and final examinations are still given on campus, and they add up to 40% of the final grade.

At this meeting, Dr. Weaver wanted to demonstrate the on-line tutorials, which illustrate the ways in which sound is delivered over the Web. He opened the course Web site at [www.clayton.edu/musc2101](http://www.clayton.edu/musc2101). He noted that the main site is protected by a password, due to copyright concerns and so that students who have actually paid for the credit and course content have access to the materials. The main page has a bulletin board, a table of contents, and a list of the professor and students with their E-mail addresses so that they can contact each other directly in addition to sending messages to the mailing list. The main portion of page is the class outline with a schedule of readings, topics, assignments, quizzes, and tutorials. Dr. Weaver then demonstrated for the Regents the tutorial of the Ludwig Van Beethoven lesson. In the beginning of the tutorial, there is some text to introduce the idea of the heroic composer, which is not just an artist but as someone who wanted to change society with his work. Beethoven considered himself a heroic composer. There is also an explanation of the structure of Beethoven's Fifth Symphony, which is one of the only complete multi-movement works that students listen to over the course of the semester. One of the interesting features of the piece is that it uses a motive, a fragment of melody that is woven into the fabric of the entire piece. This is illustrated with CDLink, which gets the sound from a CD that is inserted in the drive that students purchased at the beginning of the course. For example, if the student is looking at the notation for the motive, he can click on the notation and hear that piece of the work. Dr. Weaver demonstrated this for the Regents. He commented that the students can then compare the various times this motive appears in the piece. The first theme of the first movement is made up of repetitions of the same motive, and practically all of the themes in the first movement are somehow related to this opening motive. The goal is that by listening to the music and looking at the notation at the same time and by being able to do this repeatedly, the students will later be able to hear those connections in context. He said that one student said it was like Beethoven made an entire house out of one brick, and he felt that was a very good analogy.

Dr. Weaver explained that it is also important to listen to a variety of music to augment the required listening and to illustrate discussions by providing comparisons and contrasts. In person, he can select portions of CDs and discuss them, but on-line he must find creative ways to squeeze high-fidelity sound through a phone line. He reiterated that the streaming audio form is compressed to about one-tenth the size of a normal sound file. It ends up being comparable to good A.M. radio quality. Next, he demonstrated a portion of a tutorial on jazz that is assigned for later in the term, which was illustrated by a piece called "Stolen Moments" by the American composer Oliver Nelson. He noted that this is not on the CD, but rather live off the Web. There is some introductory text at the beginning, including some comments by the composer, but then, the students can click on the link to play the music. Dr. Weaver has embedded commands in the sound file that bring up portions of commentary on the Web page as the piece plays illustrated again with notation.

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Dr. Weaver said that one of the two main drawbacks to an on-line course such as this is the limitation of bandwidth on sound quality. Although the sound is sufficient to distribute the material to students anywhere in the world, as a musician, he would like his students to be able to hear the music more clearly. So, greater bandwidth is his greatest desire. The other drawback of an on-line course is the lack of personal face-to-face contact. As a professor who is used to seeing the faces of the students he teaches, Dr. Weaver finds it strange to meet the students for the first time at the midterm. However, he thought it was valuable to be able to offer this course to students who would otherwise not be able to take it, because many of the students taking this course are people who work and might otherwise not be able to take the on-campus course. The advantages of an on-line course are the obvious convenience and



the possibility of teaching people in any location. However, the quality of discussions is also improved. Dr. Weaver speculated that this is due to the fact that when students are forced to do all of their communication in writing, they tend to think more carefully about what they say. The quality of discussion on the mailing list and the quality of the thought going into people's comments have been quite high. Moreover, the demands of doing a course like this also seem to winnow out the people who might be less self-motivated, leaving a rather high-quality group of students. This summer, Dr. Weaver taught this course both on-line and in a traditional on-campus classroom. He noticed at the end of the term that the grading profiles for the two classes were about equal. If anything, the grades for the on-line course may have been slightly higher. In closing, Dr. Weaver said that he would keep upgrading this course as new technology becomes available, but this is how the course has been so far. He asked whether there were any questions, and there were none.

Dr. Muyskens thanked Dr. Weaver and introduced the final speaker, Dr. Ron Barnette, Professor and Head of the Department of Philosophy at Valdosta State University ("VSU"). Dr. Barnette uses a virtual classroom concept in his philosophy courses and has done this for several years. Dr. Muyskens noted that he reads about Dr. Barnette frequently in the American Philosophical Association publications and that Dr. Barnette has gained a reputation in a field that is slow to move in the technology arena. He said that among the people who have joined Dr. Barnette's on-line discussions is the comedian Steve Martin. He said that this presentation would push the envelope of technology because he would be demonstrating desktop video technology that would allow for the face-to-face contact which many professors feel is somewhat lacking in the virtual classroom.

Dr. Barnette expressed his appreciation to the Board for leading the nation in the delivery infrastructure of the most exciting frontier in education. He said that he came to Georgia in 1972 and has spent all this time trying to figure out innovative ways of enhancing learning with the assumption that for learning to take place, students must all be gathered together in a classroom. The assumption of having to be at one place at one time for a set period of time for learning to blossom is something he asserted should be called into question occasionally. For the last four or five years, Dr. Barnette has been exploring other alternatives, ways to create a 24-hour virtual university which would provide opportunities for people who would otherwise not be there, such as working adults who want to continue their educations or students in the military or who are ailing or traveling. He wanted to find new opportunities for reaching different populations and for linking global understanding through the infrastructure of technology. As a philosopher, Dr. Barnette was intrigued by the idea of a world where space and time do not have to be congruent for learning and education to take place; he was interested in reaching new and integrated populations in Georgia and the world where persons from diverse places can be linked together in the context of a community of learners. He remarked that a regional university service has two facets, one to the community and one to the world. Having just returned from a trip to California, Dr. Barnette reported that this State is envied with regard to what it can deliver with respect to its infrastructure and technology. **STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"**

Dr. Barnette announced that he would be going live on the Web at this time, but if it did not work, he noted that he could try again because he can do this 24 hours a day. He felt that this was a student-centered rather than classroom-centered arena. He demonstrated the home page of the Philosophy Department, noting that it gets over 1000 hits a day. Students from around the State and around the world can come to this Web page and review a number of things. They can also ask questions, so it is somewhat of a community service as well. Students at VSU can then reply to the questions, so this interaction creates a sense of ownership and partnership in their education. They are involved and enriched by the intellectual investment in Internet-enhanced courses. Additionally, Dr. Barnette explained that because of the form of the course, his work is open to peer review nationally, internationally, and locally. He is currently working on an assessment model for the American Association of Higher Education dealing with peer review and outcome-based education, but this type of program is by definition outcome-based. He pointed out a course on the Web called Philosophy and

Cyberspace. This course will give students in the world a chance to deal with global issues and conflicts of values and ethics. He said that a few summers ago, his students debated the transition in Hong Kong and they linked up with some students in Beijing and Hong Kong and presented to the class their outcomes. He said this was not a replacement but supplement to what can be done in classroom. However, this is not limited to philosophy. Dr. Barnette is working with instructors in economics, history, education, and other disciplines to create similar programs. He stressed that such programs are not content-driven but rather are driven by function and form. Additionally, the resources that Dr. Barnette has helped establish provide students access to on-line library materials. Not only does the Web know no disciplinary boundaries, but it also provides for collaboration and reflection. Students can put their papers on the Web where other students can comment on them. They can even build their own Web sites. Dr. Barnette was very proud of this.

Before he ended, Dr. Barnette wanted to demonstrate a new method of advising and interconnectivity with students. He noted this would also work for faculty collaboration. He demonstrated software that creates audio and video connectivity. Although the camera he had attached to his computer cost about \$90, the software was free. He remarked that this was also a great way to save money on long-distance calls. He then contacted Vice President for Academic Affairs Lloyd W. Benjamin at VSU via the Web. He explained to Dr. Benjamin that he was demonstrating to the Board live interactivity that might serve for teleconferencing and teacher-student interaction.

Dr. Benjamin noted that the audio quality was breaking up. He said that Dr. Barnette was supposed to be in a meeting with him.

Dr. Barnette replied that he was at the meeting, since he was contacting him on-line. He then had some technical difficulties with the demonstration.

Dr. Benjamin had a student in his office who asked Dr. Barnette whether she could take a particular course.

Dr. Barnette explained that the student was asking about a particular course that is offered in only 13 days. He said that the course addresses trying to get more mileage out of time and space. In closing, he said that the technical difficulties demonstrated the ups and downs of cyberspace, but the technology is improving.

Regent Howell said he had a quick philosophical question similar to one presented to him by his philosophy professor in college: "If you see those individuals via cyberspace but you don't actually see them with your own eyes, are they in fact there?"

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Dr. Barnette replied that this was a Cartesian problem and concluded, "I write; therefore, I am."

Regent Howell suggested a five to six page paper on the subject.

Chair Jenkins noted that the simple answer is "What is is?"

Dr. Barnette commented that when students really are what they write, it is interesting to see how they behave differently. He gives them the option in the beginning of the course to identify themselves, but many choose not to identify themselves by gender, ethnicity, age, race, etc. Rather, they go by aliases, and they are known only by what they write. When the students meet at a later date, Dr. Barnette gives them five questions to try to identify themselves. He thought it was an interesting philosophical question to find a personal identity without gender, race, age, etc. He noted that there is a database that can be

studied for that.

Dr. Muyskens asked Dr. Barnette to tell the Regents the story about a student named Tan.

Dr. Barnette reminded the Board that one of the themes of using technology for instruction is empowering students by providing opportunities that did not exist for them before. A classroom of 50 is not an ideal learning situation anyway; often, some students have a discussion and they can somewhat control whether others are able to participate, but they generally behave civilly. In the virtual classroom, if people are contrary or disagreeable, they can be deleted. Therefore, students must learn to behave civilly on-line. In one course, Tan from China would dominate the on-line conversations and was very arrogant and inconsiderate. This became aggravating to the other students, and Tan was considered an on-line bully. Dr. Barnette was surprised to have a disciplinary problem in cyberspace. As it turned out, Tan was a deaf and mute young woman named Tanya who had never been in a traditional classroom. On the Internet, she found a voice and was empowered. She was not a bully, he explained, "She had to learn to shut up!" Dr. Barnette asserted that Tan would be the first to say that she had opportunities she had never had before. In closing, he said, "There are lots of Tans out there... and we need to reach them."

Dr. Muyskens asked whether there were any further questions for Dr. Barnette, and seeing that there were none, he thanked all of the presenters at this meeting. He noted that these are just a few of the many faculty around the System that are working on these types of courses. Because of the effort in this State, the technology is available. With the hard work of the faculty, once these courses are developed, they will be scaled out in greater numbers. Dr. Muyskens recognized Instructional Technology Support Specialists Lisa Striplin and Kimberly D. Iddins and noted the infrastructure that must be in place to support the technology. At the next meeting, the Strategic Planning Committee will hear from students about their experiences, both the benefits and the losses. Additionally, there is the issue of informing people about the opportunities available on the Internet. So, the Regents will learn about some exciting things to make the new technology available to people. There will also be a discussion about the business end of technology and a look at the market. Dr. Muyskens noted that there are faculty all over the nation working in this field. Disney, Motorola, and other entities are working to make technology more available to the public. These are the issues the Board will learn about at the next meeting, but at this meeting, it had learned about the wide variety of opportunities that technology provides both within the classroom and from anywhere.

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Chair Leebern thanked Dr. Muyskens and all of the presenters. He noted that their commitment and enthusiasm demonstrate their commitment to their work. He also thanked Ms. Striplin and Ms. Iddins on behalf of the Board. He then asked for a motion to recess the meeting of the Strategic Planning Committee as a Committee of the Whole.

With motion properly made, variously seconded, and unanimously adopted, the Board was reconvened in its regular session.

Chair Jenkins echoed Regent Leebern's remarks of praise to the faculty and staff.

## **UNFINISHED BUSINESS**

There was no unfinished business at this meeting.

## **NEW BUSINESS**

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

Dr. Dunning thanked Chair Jenkins and explained that the first nomination was for Mr. Griffin B. Bell by the University of Georgia. A Georgia native, Mr. Bell is a graduate of Georgia Southwestern College and Mercer University Law School. From 1941 to 1946, Mr. Bell served in the U.S. Army, attaining the rank of major. He is a senior partner in the law firm of King & Spalding in Atlanta, and he has also practiced law in Savannah and Rome, Georgia. He served on the U.S. Court of Appeals for the Fifth Circuit from 1961 to 1976, during which time he also served as director of the Federal Judicial Center. Mr. Bell also served as Attorney General of the United States from 1977 to 1979. He has also served as chairman of the Board of Trustees of Mercer University and is a member of the Board of Directors of Total System Services, Inc. He was for many years a director of Martin Marietta Corporation and the Hardaway Company.

The second nomination was for Mr. Arthur M. Gignilliat, Jr. by Georgia Southern University. Mr. Gignilliat attended Armstrong Junior College and earned a degree in journalism from the University of Georgia. During his 40-year career with Savannah Electric and Power Company, Mr. Gignilliat served as Assistant Sales Manager, Director of Advertising, Administrative Vice President, Vice President of Public Affairs, President, and Chief Executive Officer. He represented Savannah and Chatham County as a member of the Georgia House of Representatives for 15 years and served on the Board of Regents of the University System of Georgia from 1983 to 1993. He was chairman of the Board from 1985 to 1986. Mr. Gignilliat was a member of the board of directors of Savannah Electric and Power Company and the board of directors of Savannah Foods and Industries. He is past chairman of the Savannah Economic Development Authority and served on the Savannah Advisory Board of NationsBank.

The final nomination was for Mr. Russell A. Blanchard by Augusta State University. Mr. Blanchard graduated from the Junior College of Augusta in 1928, only three years after its founding. He joined the Georgia Railroad Bank in 1927 and rose to become president and chairman of the board before that bank merged with First Union National Bank. He has been active in the community and has served in many civic posts. In 1963, Mr. Blanchard helped to charter the Augusta College Foundation and served as its first chairman, a position he held until 1974. He has played a major role in the foundation's fund raising and was instrumental in securing the largest gift to the foundation to date. Now 91 years old, Mr. Blanchard remains a member emeritus of the foundation's board of trustees.

On behalf of Presidents Michael F. Adams, Harry S. Carter (Acting), and William Bloodworth, Jr., Dr. Dunning submitted these nominations for the Board's approval. With motion properly made, seconded, and unanimously adopted, the Board approved the honorary degrees.

## **PETITIONS AND COMMUNICATIONS**

Secretary Gail S. Weber explained that there would be an event for Governor Miller later that day at the Murphy Ballroom of the Georgia World Congress Center. From 5:30 to 6:30 p.m., there would be a

reception and book signing. From 6:30 to 8:30 p.m., there would be dinner and a program.

She then announced that the next Board meeting would take place on Tuesday, November 10 and Wednesday, November 11, 1998 at Dalton College in Dalton, Georgia.

Regent Warren Y. Jobe visited the Georgia State University College of Law on October 8, 1998. He toured the facilities with Dom Wyant, Chair of the Board of Visitors, and visited Dr. Janice Griffith, Dean of the College.

**ADJOURNMENT**

There being no further business to come before the Board, the meeting was adjourned at approximately 11:30 a.m. on October 14, 1998.

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

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