

**MINUTES OF THE MEETING OF THE  
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA  
HELD AT  
Macon State College  
Macon, Georgia  
October 12 and 13, 1999**

**CALL TO ORDER**

The Board of Regents of the University System of Georgia met on Tuesday, October 12 and Wednesday, October 13, 1999 in the Music Rehearsal Hall of the Arts Complex at Macon State College. The Chair of the Board, Regent Kenneth W. Cannestra, called the meeting to order at 1:00 p.m. on Tuesday, October 12. Present on Tuesday, in addition to Chair Cannestra, were Vice Chair J. Tom Coleman, Jr. and Regents Thomas F. Allgood, Sr., Juanita P. Baranco, Connie Cater, Joe Frank Harris, Hilton H. Howell, Jr., George M. D. (John) Hunt III, Edgar L. Jenkins, Charles H. Jones, Donald M. LEEBERN, Jr., Elridge W. McMillan, Martin W. NeSmith, Joel O. Wooten, Glenn S. White, and James D. Yancey.

**ATTENDANCE REPORT**

The attendance report was read on Tuesday, October 12 by Secretary Gail S. Weber, who announced that all Regents would be present on that day.

**APPROVAL OF MINUTES**

Motion properly made and duly seconded, the minutes of the Board of Regents meeting held on September 7 and 8, 1999 were unanimously approved as distributed.

## **INTRODUCTION OF REPRESENTATIVE LARRY WALKER**

Chair Cannestra called on Chancellor Portch to make a special introduction to the Board.

Chancellor Portch remarked that it was his pleasure to introduce someone who needs no introduction to the Board, Representative Larry Walker. Representative Walker is the majority leader in the Georgia House of Representatives. A native of Perry, he has been in the legislature since 1973, when he was elected to the seat once held by former U.S. Senator Sam Nunn. Representative Walker became administration floor leader for then Governor and now Regent Joe Frank Harris in 1983, and he was elected majority leader in 1986. The Chancellor commented that Representative Walker is not only a great statesman, but also a good friend of his. He then welcomed Representative Walker and invited him to speak before the Board.

Representative Walker explained that President David A. Bell of Macon State College (“MSC”) had invited him to come speak to the Regents. He remarked that there were many people present at this meeting who were meaningful friends to him. He congratulated the Regents on a job well done from Governor Harris’s administration to the current administration. For 17 years, the legislature has given the University System solid funding, and the Board has spent it wisely. As National Chairman of the State Legislative Leaders Foundation, he travels across the nation on speaking engagements, and everywhere he goes, he is asked about the HOPE Scholarship. HOPE has transformed the University System, which under the Chancellor’s leadership, has gone from being mediocre to outstanding. Representative Walker said that many people ask him to help their children get in the University of Georgia (“UGA”), because it is harder now for students to gain admission to UGA, but he is proud of this phenomena. He expressed that he is also proud of MSC and President Bell, who is working on the seamless education efforts in Houston County with Middle Georgia Technical Institute. Representative Walker stated that Houston County is one of the fastest growing counties in the State, and it has a population of 105,000. It is by far the largest county population-wise that does not have a college in it, but it is being served by MSC. He remarked that the institution desperately needs to be expanded in Houston County. An expansion will temporarily fix the problem, but with a bit larger investment, Houston County can have a first-rate satellite facility of MSC to meet the great demand. He said that the bottom line for both the legislature and the Board of Regents is improving the quality of life for the citizens of the State of Georgia. In closing, he thanked the Regents and said that he looked forward to working with them toward that goal.

Chair Cannestra thanked Representative Walker for what he does for education in Georgia.

## **SPECIAL PRESENTATION ON MACON STATE COLLEGE**

Chair Cannestra next introduced President David A. Bell to make a presentation on Macon State College. (“MSC”).

President Bell first introduced Mayor-Elect of the City of Macon, Jack Ellis. He noted that Macon is Mayor-Elect Ellis’s home town and that his position as the city’s top leader follows a distinguished army career during which he earned three bronze stars for heroism in Vietnam, the purple heart and the distinguished service medal. He served for two years as recruiting commander for Central Georgia and was later promoted to professional development officer for the Army. Mayor-Elect Ellis became one of a select few qualified to instruct Army personnel in race relations issues. He has also served as special advisor to the secretary of the Army for recruitment and advertising. Mayor-Elect Ellis’s work since retiring from the Army has included managing the Georgia office of the Jesse Jackson presidential campaign and developing the master plan and strategies for hiring U.S. Census Bureau personnel for the Southeast region. He later formed his own sales, marketing, and public relations firm. He has been involved in a wide range of civic activities, including work with the Macon Heritage Foundation, Boys and Girls Clubs of America, and the Tubman African-American Museum, and his overarching goal as mayor is to revitalize Macon to help it become a vibrant and prosperous city.

Mayor-Elect Ellis welcomed the Regents to Macon. He explained that his daughter graduated from the University of Georgia four years ago, so he has a personal appreciation for what the Regents do for the students of this State, but he also has a great appreciation for what MSC is doing for Houston County and Macon. He remarked that MSC will help Macon, because in order for the city to grow, it must have the high-tech skills that the college will produce. Recently, Mayor-Elect Ellis spoke with Mr. Christopher J. Young, General Manager of Boeing/Macon, who was present at this Board meeting. Mr. Young had observed that without Macon Technical Institute and without the training it provides to future workers, Boeing would not have a future in Middle Georgia. Mayor-Elect Ellis remarked that there are likely many other similar stories in the area. Therefore, in order for Macon to grow, it must have a college on the cutting edge of technology. In the last 50 years, approximately 1 million jobs were created because of the computer, and in the next three years, approximately 1.5 million more jobs will be created because of the computer. Therefore, Macon is fortunate to have MSC, he stated and then thanked the Board for supporting MSC and for hiring President Bell to head the college. He also thanked Regents Cater and Jones, who represent Macon on the Board of Regents. Mayor-Elect Ellis said that he wanted to close his remarks by telling a story of two hunters who stumbled across a black bear. The bear saw them and was hungry. One hunter sat down and began to take off his hiking boots and put on his running shoes. As he was lacing his shoes, the other hunter asked, “Do you think you can outrun the bear.” The first hunter replied, “I don’t have to outrun the bear; I just have to outrun you.” Mayor-Elect Ellis remarked that this is what we cannot allow to happen in Georgia ever again, where one institution outruns another. Rather, he asserted that all System institutions have a roll to play in the development of Georgia’s young people.

Before President Bell began his formal remarks, he gave his thanks and good wishes to Senior Vice Chancellor for Academic Affairs James L. Muyskens in his new role as Chief Executive Officer/Dean of Faculty of the Gwinnett Center. He also welcomed the future Acting Senior Vice Chancellor for Academic Affairs, Dr. Beheruz N. Sethna. He next made his presentation to the Board, which was as follows:

## **SPECIAL PRESENTATION ON MACON STATE COLLEGE**

Thank you, Mayor Ellis. Your tenure holds great promise for our city.

Before I begin my formal remarks, I want to offer special thanks and good wishes to Dr. Jim Muyskens, a fellow philosopher, as he embarks on a new adventure in Gwinnett County. Jim, it has been such a pleasure to work with you. I look forward to continuing our association in your new role. And Beheruz, welcome to Central Georgia!

By pure chance, blind luck, and sheer coincidence, our business and civic leaders have made several references today to Macon State College. So let's take a quick look at some of our vital statistics:

As you can see, the fall enrollment picture is bright. We are enjoying the highest fall enrollment since 1994. Our headcount is up 5% from last fall, and EFT (equivalent full-time) is up 6%. I should say, we are very proud of the growth in enrollment in our IT program — from 50 students two years ago to 400 taking IT courses now — and feel very fortunate to have two eminent scholar chairs already housed in that division.

While the profile of our student body has been fairly consistent over the years, the number of minority students at Macon State has steadily increased. Currently, 36% of the student body are minorities. Also, it is important to note that 65% of the student body is enrolled part-time.

We are an institution in transition and our program mix reflects that reality.

Our total budget is \$20.3 million, and it is all I can do to wrestle some of it away from Levy Youmans. I now understand what his role was in the Central Office! But why is he here with me?

Now for a bit of slightly revisionary history:

On August 1, 1997, I drove all day and most of the night from Dallas, Texas to meet the Chancellor and Regent Jones for lunch at Macon State College. I had accepted the position of Interim President at Macon State without ever having seen the campus. Not a building, not a piece of ground. The closest I got was a picture in my mind. Philosophers do these sorts of things.

But I didn't need to see the place. I had heard enough good things from the Chancellor and Regent Jones about the college's strengths and potential. So, it was not a leap of faith. It was a leap of confidence and commitment.

To each of the Regents here, I want to begin by thanking you for making it a pleasant landing. You have made it a pleasure to serve this institution that is so important to Middle Georgia and our system of higher education. The Central Office staff, the Vice Chancellors, and my colleagues at Macon State in particular have also been tremendously kind and supportive, and I am grateful.

## **SPECIAL PRESENTATION ON MACON STATE COLLEGE**

That first day, my first on campus, the Chancellor, Regent Jones, and I ate in the President's Office. There, they gave me my marching orders: build the college and,

specifically, build the three new baccalaureate degree programs approved by the Board a year earlier.

Following lunch, the Chancellor introduced me to faculty, staff, and community leaders gathered in the theatre. I made some brief remarks. The press were also there. They had lots of questions. I had no answers. The Chancellor could not help but notice this. Soon, very soon, he felt it wise to tell the press to quit asking me specific questions about the college until I could find the men's room.

Shortly thereafter, that is, after showing me where the men's room was and removing all my excuses, Regent Jones and Chancellor Portch left campus. On their way out, they said essentially, "Don't forget to write." But, I understood the logic that was behind the design of the new Macon State.

Our mutual hopes revolve around a simple set of ideas:

- What if you took a two-year college with a strong arts and sciences faculty and built a second floor onto it consisting of a carefully selected table of programs in the professions?
- What if you developed a critical mass of such baccalaureate programs tailored to the workforce needs of Central Georgia in areas such as business, information technology, communications, and health?
- And what if you established a strong focus for the college in information and computer technology and infused each new program with an information technology core. In that way, students who graduate with a bachelor's degree in communication, for example, could thrive in the new economy?
- And, as all of this vital and necessary growth raised the college, strengthened it, and lifted our sights, what if you also kept that college firmly upon the foundation of its original mission, serving as a point of access to the University System and also attracting students from across Central Georgia to its innovative new baccalaureate programs?
- What if this college, since it would offer such value, would also have two front doors, one in Bibb, the other in Houston County?
- What if the college marshaled its resources and raised private dollars to attract outstanding faculty at the upper-division level, including an endowed chair for each program to anchor the growth in human excellence?
- What if you established an Institute for Information Management and were able to customize high-tech education and training programs to help business and industry establish and maintain a competitive workforce?

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- What if you forged strategic partnerships with other colleges and universities as well as the technical institutes to further serve the needs of this region?
- Then.....Macon State College would become a principal provider of talent to fuel the new economy in Central Georgia. And, so it is!

This morning and now this afternoon, we have heard visions of prosperity for Central Georgia that can only excite and motivate us:

- A distinguished legislator envisions a twenty-first century learning community for his constituents;
- Our mayor sees a city ready for the new economy;
- A leading manufacturer — a new model of quality and efficiency;
- The founding father of a regional medical center — a healthcare system for tomorrow;
- A commander of a huge air logistics center — a sustained competitive advantage;
- A leading banker accelerating the growth of Macon/Warner Robins as the economic hub of Central Georgia.

And there are others.....

Each of these leaders has seen the place they want to go. And our college, we know, can help them get there.

Macon State wants to do its part. In fact, given our mission and our location, Macon State must do its part. The needs and potential of our Region compel it.

How? We hold a simple vision for the college: to work with you, the Chancellor and the Board, to become the place in Central Georgia that best helps fulfill the collective dreams of our students, businesses, and civic leaders, working collaboratively with other institutions to realize this goal for our region.

- We want to work with the Houston County School District, Middle Georgia Technical Institute, and even Georgia GLOBE (Global Learning Online for Business & Education)/Skinner to help drive Larry Walker's dreams for Houston County;
- We want to work with the City of Macon, Cox Communications, and the Macon Economic Development Commission to help implement Jack Ellis's dreams of bridging the digital divide in Bibb County so no one will be excluded from the new economy;

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- We want to work with Mercer Engineering and the technical institutes to build a bachelor of science in industrial engineering technology to help fuel Chris Young's dream of establishing a culture of lean manufacturing and quality assurance at Boeing;
- We want to work with Georgia College & State University in developing a bachelor of science completion program in nursing and, with the local technical institutes, a bachelor of applied sciences for the health professions so that we can

help support Damon King's dream for healthcare in Central Georgia;

- We want to work with Fort Valley State University and other institutions of higher learning to enhance the educational opportunities offered at the Robins Air Force Base Educational Center. We also want to strengthen our business and information technology program in order to help drive General Wilson's dream of sustaining the competitive advantage of the Warner Robins Air Force Base;
- We want to work with the Macon Chamber of Commerce to expand existing industries, such as IKON Office Solutions, by establishing a center for the study of work teams in connection with a new degree program in organizational behavior and development which is part of Bob Hatcher's dream of strengthening the economic hub of Central Georgia;
- We want to contribute to the growth of knowledge-based businesses in Central Georgia through ICAPP (Intellectual Capital Partnership Program) so that we can help our partner Rick Palmer hire 200 new employees over the next 24 months and realize his dream for ComputerLogic to increase its productivity by a factor of ten over the next five years;
- We want to work with the Georgia Department of Education's Educational Technology Training Center, which has relocated to our campus, to help deliver on Governor Barnes's commitment that all teachers will be able to use technology in the classroom and all students will develop technological proficiency before graduation.
- And, we want to work with State and local public service agencies to advance the quality of life for all citizens of Central Georgia by offering professional programs in Human services and criminal justice and by developing three new tracks in our business and information technology program in finance, real estate, and insurance.

And, guess what, we are working with all these entities as well as the Chancellor and Jim Muyskens' offices to support this collective vision for Central Georgia's development.

Our region has the talent and ambition, and as these goals indicate, Macon State shall offer the opportunity.

### **SPECIAL PRESENTATION ON MACON STATE COLLEGE**

On May 31, 1966, citizens of Bibb County went to the polls and cast an historic vote. The result? Four out of every five voters supported the bond issue that founded this college. It was a time, as has been said, of "a near evangelical atmosphere."

Why had the public so rallied behind the idea of this institution? Perhaps an editorial in *The Macon Telegraph* was correct. The people knew that Macon State College could, the paper said, "do more to uplift and advance the educational, cultural, and economic level of the Macon area than any factor since the establishment here of Mercer University and Wesleyan College."

Chancellor Portch, members of the Board, we appreciate what you have done to support

the potential of Macon State and to ensure it continues to bring the best possible education, growth, and service to one of the most populous regions of Georgia.

I came to this place sight unseen just two years ago because I believed in the vision this Board of Regents and this Chancellor had for it.

I see everyday now what that vision is making of this place. Our place. It is a vision that opened my eyes to Macon State's potential. And it has filled the view ahead with promise.

On behalf of our faculty, staff, students, and our partners throughout the region, thank you.

Chair Cannestra thanked Representative Walker, Mayor-Elect Ellis, and President Bell for their remarks. He asked whether the Regents had any questions or comments.

Regent Jones noted that President Bell's wife is Dr. Nora Bell, President of Wesleyan College.



## **UPDATE ON ADMISSIONS POLICY DIRECTIVE**

Chair Cannestra next turned the floor over to Senior Vice Chancellor for Academic Affairs James L. Muyskens for a report on the admissions policy directive.

Dr. Muyskens stated that he was delighted to talk to the Regents about their admissions policy, which will be phased in by 2001. The admissions policy is the foundation for the Board's initiatives dealing with both access and how high the System should set its admissions standards. He remarked that this issue is of special interest to him, because in the early 1970s when he had completed his graduate work and was looking for a job, he had two options: to teach at an elite private college or to teach at Hunter College, the City University of New York. He chose Hunter College because it was performing a bold experiment called "open admissions." He explained that this was an effort to uphold the American dream and ensure that the City University presented an opportunity for all. He taught there for a number of years before taking an administrative position. A few years later, the staff in learning support, who were dealing with students who were the least prepared, ended up reporting directly to him. So, Dr. Muyskens took special pride in the successes the college had with remediation. He stressed that remediation has had many success stories. In fact, the most exciting moments at Hunter College were at graduation at Madison Square Garden when a student who began at the lowest end was now graduating with honors and going on to great things. However, Dr. Muyskens also noticed some things that were very wrong that had to be addressed despite his idealism and despite his belief that everyone ought to have a chance at a college education. The first thing he noticed was that many of the students who came to Hunter College simply could not be helped. The gap between where they had to be and where they were was so great that the college simply set those students up for failure. Additionally, some of the students caught on to the fact that they could get into college even if they did not take high school seriously. As long as they graduated, they could get into Hunter College. Students were not provided with the incentive to work hard in high school. That was definitely an unintended consequence of the open admissions policy, stated Dr. Muyskens. He stressed that the greatest gift a young person can receive is a strong high school education, but the policy inadvertently denied students this. Dr. Muyskens explained that he was sharing this experience because it is also the story of Georgia, and this is what he would address at this meeting. He would be discussing where we were, how far we have come, the highlights of the admissions policy, and where we need to go. His message is that although we have come a long way, we still have a very long way to go. We are where we need to be today, but where we are today is not where we should be in 2001. The System has taken on a daunting task, but it must stay the course.

In 1995, the Board realized that students who were coming in were ill-prepared for the college work expected of them. Some came without the required college preparatory curriculum ("CPC"), others needed significant remediation (learning support), and the System's retention and graduation rates were unacceptably low. This not only cheated the students, but it also short-changed the taxpayers, because this was an inefficient and ineffective way to operate. Under the leadership of Chancellor Portch and the Board, the staff developed a coherent approach to admissions and enrollment planning. They also looked carefully at the missions of the institutions and discovered that mission did not drive admissions policies. In fact, some two-year colleges had higher admissions policies than some four-year colleges. From there, the staff looked at how to address these issues. Many things came together that year. The staff and Board looked at institutions' missions and examined the systematic linkage of mission, admissions planning, and enrollment management. Some things were already in the System's favor. For instance, the HOPE Scholarship was established in 1993 to keep the best and brightest students in the State of Georgia. Also, the Department of Education helped the System by phasing out the general diploma in 1993, effective 1997. Additionally, Georgia's population was experiencing growth. Finally, there was a general acknowledgment around the country that higher education was no longer a luxury; rather, the nation needed college-educated workers.

## **UPDATE ON ADMISSIONS POLICY DIRECTIVE**

Dr. Muyskens explained that the new admissions policy was adopted in 1996 and is being phased in by 2001. In 1996, the efforts focused mainly on seventh graders, as they would be the class of 2001. The obvious reason for the phase-in was to give students, their parents, and educators an opportunity to plan ahead and prepare for the full changes that will be in effect in 2001. The System is now roughly at the midpoint of the phase-in process. "So, how are students admitted?" he asked. He explained that there are different admissions requirements and standards for different types of students. At this meeting, he would be focusing on the traditional student, the student who comes to the University System without prior college experience directly from high school or within a few years of graduating high school. Those are the students to whom the System is sending the message that they must work hard in high school to be prepared for college. However, Dr. Muyskens wanted to briefly discuss nontraditional students and explain why they would be treated differently. He illustrated by saying that if he were to go back to school now in a field that requires math, he would definitely need a refresher course in calculus. Also, the Board has heard many times from the Chancellor how important it is in Georgia to increase the number of citizens who have bachelor's degrees. He stressed that the System should not put impediments in front of working adults who want to return to school. Because other factors apply to nontraditional students, he would be focusing on traditional freshmen and transfer students.

The CPC is now required of all traditional freshmen because it is most important to ensure that college students have had a strong high school background, explained Dr. Muyskens. The System needs a policy which mandates that a rigorous course of high school study must be undertaken. Also, in Georgia in recent years, students have actually been taking fewer academic courses than the students in other states. Therefore, it is especially important that the System send a very clear message that its students must take a strong academic program in high school. Dr. Muyskens said that he is very proud that a fourth math requirement was added to the CPC. Research indicates that how one does in math is the clearest indicator for how well one will do in college. It is also very clear from the research that if students stay in math throughout their high school career, including their senior year, they will perform much better in college. So, the CPC has tried to ensure that students have that benefit when they come to college. Dr. Muyskens pointed out that the 16 required college-prep courses of the CPC were only a minimum requirement and that more courses would be required to get into state universities or research universities. Assuming that a student has completed the CPC, the student will then be admitted based on a "freshman index." The freshman index is a measure of how well a student did on a standardized test, either the Scholastic Aptitude Test ("SAT") or the American College Testing ("ACT") test, and how well he did in high school (i.e., his grade point average ["GPA"]). Those two factors create the freshman index. Dr. Muyskens stated that in each Regent's notebook was a booklet explaining how to calculate the freshman index. He stressed that the strategy is based on careful research. Research shows that the best indicator for success in college is a combination of test scores and GPA. Because of the way it is set up, the freshman index allows the two criteria to balance each other out and give the best measure of a person's likely success in college. Depending on how well they do on the freshman index, students are sorted into the pool to be considered for admission into a particular type of institution.

Dr. Muyskens explained that one implication of the new admissions policy is that traditional freshmen who do not have the CPC background or who require remediation will no longer be admitted to research, regional, or state universities. Instead, those who need learning support will be admitted on the two-year college level. Therefore, two-year colleges will become the new point of access to the University System, consistent with their mission. However, this arrangement does have built-in mobility. Students who succeed at a two-year

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college may transfer to a university. He stressed that all of the Board's initiatives work together to make this possible. For instance, a standard core curriculum has been developed across the System for the first two years, so that a student at Waycross College, for instance, will have the appropriate background to

transfer into a four-year institution. The cornerstone of the new core curriculum is transferability. At every institution, there are mechanisms in place to ensure that kind of mobility across the System. The strategy is to help students who were not ready for a four-year institution straight out of college prepare at the two-year college level to transfer without loss of credit.

Dr. Muyskens stated that the admissions process is not simply using a formula. Rather it is a matter of professional judgement. So, in addition to the scenario he had already presented, there is also a category of "limited admissions" students. A subcategory of this is presidential exceptions. Finally, there are a number of other measures to ensure that the admissions policy is truly serving the needs of the State and is capturing that range of students who can benefit by the institutions where they can best be served. Dr. Muyskens asserted that at institutions, some discretion should be left to the admissions counselors who make admissions decisions. So, research universities will have a 1% spread, regional universities will have a 4% spread, state universities will have a 10% spread, and a very large number of admissions, 33%, will be admitted to the two-year institutions. These spreads will narrow as we approach 2005. This policy gives admissions professionals the opportunity to work with students who for whatever reason may be well-qualified but miss out on the freshman index. In addition, the category of presidential exceptions includes cases where a president gets involved because there is a student of special talent who that president thinks is well-qualified to succeed at that institution. Dr. Muyskens used his niece as an example. She is a very accomplished violinist who did not do badly on the SAT, but she cut classes a lot and did not have a very good GPA. She was admitted to a very selective institution because an exception could be made for a person with her talents. In addition, there have been a number of pilot programs around the State in which the University System has tried to help students who need learning support in areas where there are not two-year institutions, such as Columbus or Augusta. There is also a pilot program at Valdosta State University that is a collaboration among two-year institutions. These are special units where different strategies are being tested to ensure that those students are brought up to speed and are prepared to be admitted to four-year universities. In addition, some institutions have a much tougher job of phasing in the new admissions policy than others. The policy says that the System will no longer have developmental studies students at our four-year institutions in 2001, but it also says that institutions must reduce the number of such students each year by 5%. For some institutions, that 5% per year will extend beyond 2001. So, these institutions will be given the opportunity to complete their program on that 5% schedule and will therefore have a longer phase-in time.

The chief goals of the Board's admissions policy are to increase the System's average SAT scores, to reduce admission of students with CPC deficiencies, to reduce the percentage of traditional freshmen in learning support, and to continue to serve a diverse student population. With regard to SAT scores, Dr. Muyskens reminded the Regents that Chancellor Portch had reported to them at the September 1999 meeting that the System average was finally above 1000. The average SAT score for first-time freshmen in fall 1998 was 1013, and he asserted that there is every indication that when the fall 1999 numbers become available, they will be even higher. Dr. Muyskens remarked that the Board should ensure that there are no strategies that one could use to get around what it is trying to accomplish. He explained that the data on the SATs related to the fall semester is the standard way of reporting SAT scores in the nation. However, to look good among their peers, some states will accept only top students in the fall and accept weaker students in the spring or

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summer. However, in the University System, the SAT trend line for the fiscal year has gone up in every sector. So, at this point, the System has achieved the goal that the Board set for this category. With regard to CPC deficiencies, the System has diminished the number of students with deficiencies in all sectors. Again, this represents tremendous progress, with the number of such students decreasing from 26.8% in fiscal year 1996 to 15.9% in fiscal year 1999. With regard to learning support and the System's commitment to reduce the number of students entering with learning support requirements by 5% a year,

for the years 1996 to 1999, the trend line is where it needs to be. With regard to serving a diverse population, Dr. Muyskens focused on the number of African-American traditional freshman. He reported that the System has “held steady.” He explained that he focused on this population because it represented one of the greatest fears going into this initiative. Would the new policy have an adverse effect on African-Americans? It has not. In all other minority categories, the trend line has gone up; however, they are insignificant numbers compared to African-Americans. Dr. Muyskens remarked that the Board should be proud that there has not been an adverse impact that some may have feared.

Dr. Muyskens reiterated that the System is at the midpoint of this initiative. This is a good time to look at how it is doing. Some of the things that he suggested the Regents think about with regard to the policy are as follows:

- Is the point of access at two-year institutions wide enough or not wide enough?
- Will the students who today would not meet 2001 standards be ready?
- Will all institutions be able to meet their targets?
- Will institutions be ready to meet the goals of PREP when it is phased out in 2001?
- What else needs to be done to get out the word?

Dr. Muyskens remarked that we are all very proud of PREP and that it has made the difference for many students who will be graduating from high school next year. However, will the institutions be ready to build upon that success as we go forward? He also stated that many students do not even know about the admissions changes, and those students have a real disadvantage. These are the questions the Board should consider at this point in the admissions process.

Dr. Muyskens reported that the staff have been monitoring the phase-in process carefully. At this time, the Office of Academic Affairs is working very closely with the presidents of all of the institutions to take stock of how things stand. The monitoring is at two levels, both ensuring that Georgia’s students have access to academic excellence and ensuring that the Board’s policy objectives are met. This is an incredibly daunting task, he said, and the closer we get to our target, the harder it will get.

In closing, Dr. Muyskens noted that Associate Vice Chancellor for Planning and Policy Analysis Cathie Mayes Hudson is largely responsible for the success of this initiative, and he thanked her and her staff for the efforts they have made toward accomplishing its goals. Dr. Muyskens remarked that his faith in young people is as strong today as it was when he taught at Hunter College. He is confident that if the System sets high standards for its students, they will meet them. In fact, the System owes it to them to set high standards, he said. However, it also must make absolutely certain that we provide the help that is necessary for those students who cannot get into the competition because they have barriers that prevent them from getting in. The policy is a balance between these two things. He stated that the System must succeed in this initiative and he is confident that it will.

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Chair Cannestra asked whether the Regents had any questions or comments.

Regent McMillan commented that when this initiative was approved in 1996, he was very pleased with the new admissions standards developed by the Board, despite having previously expressed concern and caution about what could happen as a result of such admissions changes. At this point in time, the Regents are on the right track, but one thing continues to nag him about the process, and it is the one thing the Board has very little control over. Despite the CPC, he is unsure that there has been an appreciable advance in the quality of the secondary curriculum throughout the State. High schools still have great numbers of teachers teaching out of field. While the Board does not have much control over this, the

Post-secondary Readiness Enrichment Program (“PREP”) is one of the best things the System has done to help students meet the new admissions requirements. He asserted that the Regents should be mindful of this as they go forward so that there is some provision that takes cognizance of the situation. While the Board’s admissions policy is on track, there is another level that needs to have an urgency about its business as well. Otherwise, the System ends up being the bad guy.

Chancellor Portch noted Governor Barnes’ new initiative is the Education Reform Study Commission (the “Commission”), on which Vice Chair Coleman is serving. Regent McMillan was asking the very questions that the Governor is asking and that the Commission is considering. So, the Chancellor was optimistic that there will be some new initiatives in place in time for the full implementation of the new admissions policy. He stated that he appreciated the press effort in helping the System get the word out about the implementation, but as Dr. Muyskens had said, more needs to be done. There are many high school principals and students who still do not know about the new policy. So, any help the System can get to communicate this message to the young people is very important. Some people involved in PREP are going into churches and community centers. At Albany State University, PREP students wore t-shirts that read “Year 2001: Freshman Index, HOPE= B Average in High School” on the back. For two weeks, those students saw that message on the back of the students sitting in front of them. Little things like that can make a real difference, he said. The Chancellor stated that he hoped that the Board could work in partnership with the Governor’s Office on the secondary school challenges. He then made a public offer to the school districts in the State that are having trouble filling CPC classes or cannot offer a class because they do not have qualified teachers to contact the University System to see what it can do with Global Learning Online for Business & Education (“GLOBE”), the Georgia Statewide Academic and Medical System (“GSAMS”), or the Internet to help them. For instance, Georgia Southern University and Valdosta State University are delivering courses in high schools to help prepare students for college. The Chancellor also asserted that the System should do more with the Post-secondary Options Program, which gets prepared students into college courses sooner. Chancellor Portch remarked that the program is far too small because schools are not putting students’ interest first but rather are worried about losing funding and losing their best students. He said that if the System can help the high schools in some way, the schools should contact him to develop a partnership.

Regent Jenkins asked whether the elements of flexibility in the admissions policy, such as pilot programs, the longer phase-in at some institutions, and presidential exceptions, create the risk of weakening the policy by creating too many exceptions.

## **UPDATE ON ADMISSIONS POLICY DIRECTIVE**

Dr. Muyskens said that around the State, people are concerned that the System will “blink.” So that the System does not do that, the Board has tried to create a balance between flexibility and policy. If it errs too much either way, the policy would be weakened, but the limited admissions and presidential exceptions are safety valves against making egregious decisions against certain students that would turn people against the policy. Dr. Muyskens stressed that the freshman index is the best design possible, but it is an imperfect tool that requires professional judgement. That judgement should remain the responsibility of admissions professionals. He was once concerned that the new state college sector might send the message that Regent Jenkins was talking about, and when those institutional missions were approved by the Board, the staff were very careful about the language used in the proposal. However, the Board needs the knowledge it can gain from those kinds of experiments. Each one is slightly different so that we can learn something else, and there is a sunset provision so that pilot programs will be phased out. Dr. Muyskens assured the Board that the staff is monitoring the implementation of the admissions policy very carefully, and if they feel that some of these strategies are sending the wrong message, then the Board will have to examine them closely. This midpoint is a good time to reflect on how it is going.

Chair Cannestra remarked that *The Trusteeship* recently had an interesting article about the consequences of remedial education. He found it interesting that Massachusetts has raised its admissions standards and moved its remedial education to community colleges, very much like the University System is doing, to raise expectations for students’ achievement in the state’s four-year institutions. The percentage of special admits, students who do not meet the minimum standards but who bring unique talents, has been lowered from 10% to 5%. This approach in Massachusetts seems to be working, because despite these changes, enrollment has remained steady. Notably, minority enrollment has increased throughout the system roughly proportionate to the population of minorities in the general population and among high school graduates. He said this is certainly something Georgia should strive for, though it seemed as though Massachusetts’ special admits policy is more stringent than ours.

Dr. Muyskens responded that the special admits policy in Massachusetts is not actually more stringent; rather, the article presented only the four-year sector data.

Chair Cannestra stated that regardless, the Board could definitely learn from this example. He noted that the article was very negative about remediation both because of its cost and its ill effects.

Regent White asked whether there is any data on the transferability from two-year to four-year institutions, for instance, how many students are transferring from two-year to four-year schools.

Dr. Muyskens replied that it is too early to know the full effects, because the transfers will begin next year. Of course, this is still being phased in and there are still complaints about transferability, but the System is far down the road to improving that. The process that has been put in place, however, has a two-year lag time that will be up next fall.

Regent White asked if there is a system in place to track this data.

Dr. Muyskens responded that there is.

## **UPDATE ON ADMISSIONS POLICY DIRECTIVE**

Chancellor Portch stressed that there has been no change in the original policy that the Board adopted in 1996. Moreover, presidents must write individual letters to the Chancellor on behalf of each presidential

exception. So, he felt this was another control on that exception to the policy. He said that there are only 1% of limited admits to the research universities and 4% to the regional universities, and these tend to comprise the largest percentage of the System enrollment. So, a higher percentage of Georgia students will likely be regular admissions than in Massachusetts. He said that Chair Cannestra's and Regent White's questions demonstrated the two sides of the coin: access and excellence. The Board so far has it right. Next year, the staff will hopefully report more on individual institutions where there appear to be some interesting emerging trends.

Chair Cannestra remarked that there is no doubt that the University System is on the right track.

Chancellor Portch stated that he believes this is the most important policy the Board has adopted, and it was extremely fitting that Dr. Muyskens' final presentation to the Board as Senior Vice Chancellor for Academic Affairs was on this matter, since he has been the "heart and soul" of this policy. The Chancellor thanked him for his leadership in this area.

Regent Leebern also thanked Dr. Muyskens on behalf of the Regents.

Chair Cannestra agreed and asked if there were any further questions or comments. Seeing that there were none, he then recessed the Board meeting for its Committee meetings. Following Committee meetings, the Board would be recessed until 9:00 a.m. Wednesday, October 13.

### **CALL TO ORDER**

The Board of Regents of the University System of Georgia met again on Wednesday, October 13, 1999 in the Music Rehearsal Hall of the Arts Complex at Macon State College. The Chair of the Board, Regent Kenneth W. Cannestra, called the meeting to order at 9:00 a.m. Present on Wednesday, in addition to Chair Cannestra, were Vice Chair J. Tom Coleman, Jr. and Regents Juanita P. Baranco, Connie Cater, Joe Frank Harris, Hilton H. Howell, Jr., George M. D. (John) Hunt III, Edgar L. Jenkins, Charles H. Jones, Donald M. Leebern, Jr., Martin W. NeSmith, Joel O. Wooten, Glenn S. White, and James D. Yancey.

### **INVOCATION**

The invocation was given on Wednesday, October 13, 1999 by Mr. Tim Vick, President of the Student Government Association at Macon State College.

### **ATTENDANCE REPORT**

The attendance report was read on Wednesday, October 13, 1999 by Secretary Gail S. Weber, who announced that Regents Thomas F. Allgood, Sr. and Elridge W. McMillan had asked for and been given permission to be absent on that day.



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

The Committee on Finance and Business Operations met on Tuesday, October 12, 1999 at approximately 2:30 p.m. in the Music Rehearsal Hall of the Arts Complex at Macon State College. Committee members in attendance were Chair Glenn S. White, Vice Chair Hilton H. Howell, Jr., and Regents Connie Cater, J. Tom Coleman, Jr., George M. D. (John) Hunt III, Charles H. Jones, Donald M. Leebern, Jr., and James D. Yancey. Chair White reported to the Board on Wednesday that the Committee had reviewed six items, four of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

### **1. Approval of the Health Benefits Administrative Services Only Contract With Blue Cross/Blue Shield**

Approved: The Board approved an 18-month extension of the contract between the Board of Regents and Blue Cross/Blue Shield of Georgia for the administration of its health benefits plan. The current cost of administration is \$12.15 per employee per month. The renewal rate, if approved, will be \$12.73, an increase of 4.8% for the first 12 months of the extension period. The Board will need to renegotiate the administrative fee with Blue Cross/Blue Shield for the period January 1, 2001 through June 30, 2001. Additionally, the contract extension includes a risk-sharing provision such that the Board agrees to pay \$4.39 per contract for any difference in average monthly claims between calendar year 1999 and calendar year 2000 with the maximum payable amount capped at \$200,000. The effective date of the renewal contract is January 1, 2000.

Modification: The Committee modified this agenda item such that the contract extension is approved with the understanding that modifications to the plan required to address the serious financial implications of recent increases in claims may be necessary and will be developed by the staff in concert with Commissioner Russ Toal of the Department of Community Health and reviewed with the Chair of the Committee on Finance and Business Administration on behalf of the Committee. (See Item 5, page 19.)

Background: The proposed rate increase for the contract period of 4.8% is less than last year's capped amount of 5.5%. As reported by Price Waterhouse Coopers, indemnity plans have been increasing nationally on average of 10% to 15% per annum. So this rate, even with the \$200,000 maximum risk-sharing payment factored, is far less than the national trend.

The State of Georgia is in the process of rebidding its indemnity healthcare plan, and there have been discussions with State officials regarding the potential involvement of the University System of Georgia in a Statewide contract.

### **2. Approval of the Dental Benefits Administrative Services Only Contract With Blue Cross/Blue Shield**

Approved: The Board approved an 18-month extension of the contract between the Board of Regents and Blue Cross/Blue Shield of Georgia for the administration of its dental benefits plan. The current cost of administration is \$1.57 per employee per month. The renewal rate, if

approved, will be \$1.65, an increase of 4.8% for the first 12 months of the extension period. The Board will need to renegotiate the administrative fee with Blue Cross/Blue Shield for the period January 1, 2001 through June 30, 2001. The effective date of the renewal contract is January 1, 2000.

**COMMITTEE ON FINANCE AND BUSINESS OPERATIONS**

**2. Approval of the Dental Benefits Administrative Services Only Contract With Blue Cross/Blue Shield (Continued)**

Modification: The Committee modified this agenda item such that the contract extension is approved with the understanding that modifications to the plan required to address the serious financial implications of recent increases in claims may be necessary and will be developed by the staff in concert with Commissioner Russ Toal of the Department of Community Health and reviewed with the Chair of the Committee on Finance and Business Administration on behalf of the Committee. (See Item 5, page 19.)

Background: The proposed rate increase for the contract period of 4.8% is less than last year's capped amount of 5.5%.

**3. Approval of Health Maintenance Organization Contracts**

Approved: The Board approved a one-year extension of four health maintenance organization (“HMO”) contracts at the rates shown below:

	<b>1/1/99</b>	<b>1/1/99</b>	<b>1/1/99</b>	<b>1/1/00</b>	<b>1/1/00</b>	<b>1/1/00</b>	<b>% Inc.</b>
	<b>Ind.</b>	<b>Emp. + 1</b>	<b>Family</b>	<b>Ind.</b>	<b>Emp. + 1</b>	<b>Family</b>	
<i>Kaiser</i>	\$186 01	\$272 06	\$558 10	\$186 01	\$272 06	\$558 10	0 0%
<i>Prudential HC</i>	\$112 50	\$207 01	\$451 18	\$152 80	\$218 27	\$482 57	7 2%
<i>Blue Choice</i>	\$160 00	\$210 00	\$120 00	\$172 76	\$260 21	\$166 02	8 6%
<i>United HC</i>	\$171 10	\$271 01	\$528 10	\$201 05	\$128 68	\$618 22	17 0%

Background: This is the renewal of four of the five HMO contracts that are currently in place in the University System. The Aetna/US Healthcare HMO contract was not recommended for renewal.

Aetna/US Healthcare: Aetna/US Healthcare served 109 University System employees during calendar year 1999. This represented 2% of the employees who participated in HMOs offered through the University System of Georgia during 1999. The contract with Aetna/US Healthcare was not recommended for renewal because requirements regarding service and quality were not met. Aetna/US Healthcare is currently not accredited by the National Committee on Quality Assurance.

Kaiser: Kaiser has not requested a rate increase for calendar year 2000. During calendar year

1999, Kaiser had 2,375 members from the University System of Georgia, or 44% of the number of University System employees who participated in HMO plan options.

Prudential HealthCare: Membership in Prudential HealthCare increased from 2,323 to 3,413, effective January 1, 1999. Prudential reduced its initial rate renewal proposal for calendar year 2000 from 12% to 7.2%.

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

### **3. Approval of Health Maintenance Organization Contracts (Continued)**

Blue Choice: The Blue Choice rate increase for calendar year 2000 is 8.6%. The recommended plan for next year includes a change in prescription drug copayment from \$5 generic/\$15 brand/\$10 mail order to \$10 generic/\$20 brand/\$20 mail order. The latter amounts are more in line with the current market. The proposed change is also meant to encourage employees to select generic versus brand prescription drugs. Drug costs nationally are trending between 17% to 22% increases annually. Along with the change in prescription drug copayment, the recommended Blue Choice plan includes an increase in the emergency room copayment from \$50 to \$75. This proposed change is more reflective of the current market. The emergency room copayment will be waived if the covered member is admitted to the hospital. There are 632 University System employees participating in the Blue Choice plan.

United Healthcare: United Healthcare requested a 17% increase for calendar year 2000 and was unwilling to modify this rate request based on their contract experience in calendar year 1999. While the United Healthcare contract is recommended for inclusion among the approved HMO contracts for next year, its relative higher cost compared to the other HMO agreements could cause a significant change in participation levels. There are currently 755 University System employees participating in the United Healthcare plan.

The decision to continue with these contracts is based on consultations with the various institutions that offer these healthcare options. Two of the plans, Kaiser and Prudential, are group model HMOs, while United HealthCare and Blue Choice are individual practice association plans. The National Committee on Quality Assurance currently certifies all four HMOs.

### **4. Approval of Unicare Renewal Contract**

Approved: The Board approved a one-year extension of a contract between the Board of Regents and Unicare for providing utilization review and case management services for the Board of Regents health indemnity benefits plan. The current cost of administration is \$2.90 per employee per month, and the renewal rate is \$3.05 per employee per month, an increase of 5%. The effective date of the renewal contract will be January 1, 2000.

### **5. Status of the University System of Georgia Self-Indemnity Health Insurance Plan**

Senior Vice Chancellor for Capital Resources Lindsay Desrochers reported to the Committee on the status of the System's self-indemnity health insurance plan with Blue Cross/Blue Shield in relation to Items 1 and 2 above. She noted that this plan is the System's largest healthcare plan, with a participation rate of 85%, or 43,000 employees and their family members. During the past fiscal year, the System saw increases in claims (12.5%) in excess of the premiums it was collecting, resulting in a deficit of funds in the plan reserves. With foresight, the Board

requested additional funds from the State to fund the employer share. The Board also raised the employee contribution to the plan by 12%. However, in recent months, there has been a very sharp upturn in claims. If this trend continues, it could result in a serious shortfall. This same trend is occurring in the State Merit system. The reasons for this are not yet determined. Central Office staff are working with Commissioner Russ Toal of the Department of Community Health, the State Auditor's Office, and the Mercer Company to research the sharp increase in claims with Blue Cross/Blue Shield. The Board will likely revisit its fiscal year 2001 operating budget and fiscal year 2000 supplemental budget requests at its November 1999 meeting and ask the State to help with this fiscal matter.

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

##### **6. Information Item: Fourth Quarter Financial Report**

Associate Vice Chancellor for Fiscal Affairs William R. Bowes presented to the Committee the fourth quarter financial report for the University System of Georgia for the period ending June 30, 1999, which is on file with the Office of Capital Resources. The report provides tables which compare actual and budgeted revenues and expenditures through June 1999 for the educational and general funds, auxiliary enterprise funds and student activity funds. In addition, the report contains charts which compare June 1999 financial data with June 1998 data. The annual financial report for fiscal year 1999, which will be completed and distributed later this year, will include all year-end adjustments.

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

The Committee on Real Estate and Facilities met on Tuesday, October 12, 1999 at approximately 3:10 p.m. in the Music Rehearsal Hall of the Arts Complex at Macon State College. Committee members in attendance were Chair Charles H. Jones, Vice Chair Donald M. Leebern, Jr., and Regents Connie Cater, J. Tom Coleman, Jr., Hilton H. Howell, Jr., George M. D. (John) Hunt III, Glenn S. White, and James D. Yancey. Chair Jones reported to the Board on Wednesday that the Committee had reviewed five items, four of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

### **1. Non-Exclusive Easement, the University of Georgia**

**Approved:** The Board declared an approximately 1.648 acre tract of land (approximately 2400' x 30') on the Bledsoe Farm, Georgia Experiment Station, Griffin, the University of Georgia ("UGA") no longer advantageously useful to UGA or other units of the University System of Georgia but only for the purpose of allowing this land to be used under the terms of a non-exclusive easement by Lamar Electric Membership Corporation.

The Board also authorized the execution of a non-exclusive easement with Lamar Electric Membership Corporation covering the above-referenced tract of land for the installation and maintenance of an electric power line.

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

**Background:** When the Bledsoe Farm was acquired by the Board of Regents in 1979, Lamar Electric Membership Corporation had an existing power line that crossed the property. The current location necessitates the use of travelers and laying pipe to irrigate the portion of the farm to the west of the power line. Relocation of the power line will permit use of a lateral move irrigation arm system to irrigate the farm. Relocation of the line is solely for the benefit of UGA. Lamar Electric Membership Corporation will not benefit from this relocation. The cost of approximately \$3,800 to relocate the line is, therefore, being funded by UGA from the proceeds of timber sales.

### **2. Conveyance of Interest in Property, Douglas, Georgia**

**Approved:** The Board declared the reversionary interest in approximately .88 acre of property in the City of Douglas to be no longer advantageously useful to the University System of Georgia, but only to the extent and for the purpose of allowing the release of the reversionary interest.

The Board authorize the release of the reversionary interest in the above-referenced property.

The legal details of the above-referenced transaction will be handled by the Office of the Attorney General.

The City of Douglas has requested release of the reversionary interest in the property.

**Background:** In July 1958, the Board conveyed the above-referenced property to the City of Douglas for use for airport purposes. The conveyance contains a provision that if the property is sublet, abandoned, or used for other than airport purposes, the title will automatically revert to the Board of Regents.

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

**2. Conveyance of Interest in Property, Douglas, Georgia** (Continued)

The property is currently used for airport purposes. The City of Douglas has been successful in developing an airport industrial park. Release of the reversion would permit the City of Douglas to make necessary improvements as part of the airport industrial park. The intent of the City of Douglas is to continue the use of this property begun in 1958 for long-term use for airport purposes.

**3. Resolution, 1999D General Obligation Bond Issue, Georgia State Financing and Investment Commission, University System of Georgia**

Approved: The Board adopted a resolution prepared by the Revenue Division of the Department of Law covering the issuance of 1999D General Obligation Bonds by the State of Georgia through the Georgia State Financing and Investment Commission for use in funding projects for the University System of Georgia. This resolution is on file with the Office of Capital Resources.

The Revenue Division of the Attorney General's Office prepared on behalf of the Board of Regents a resolution to cover the sale of 1999D General Obligation Bonds for the following projects:

Project No. I-9 \$11,666,000	School of Architecture Building Expansion Southern Polytechnic State University	
Project No. I-13 \$28,415,000	Student Learning Center University of Georgia	
Project No. I-32 \$19,755,000	Academic Facility, Phase I Gwinnett Center	
Project No. I-63 \$4,200,000	Food Science Addition University of Georgia	
Project No. I-64 \$4,110,000	Food Processing Technology Building (Governor's Traditional Industries Program) Georgia Institute of Technology	
Project No. I-61	Expansion of Coastal Georgia Center, Savannah, Georgia Southern University	\$2,340,000
Project No. I-52 \$600,000	Parking Deck (Design) Kennesaw State University	
Project No. I-65 \$350,000	Plan and Design PE Facility and Renovate Haynes Hall Middle Georgia College	

**COMMITTEE ON REAL ESTATE AND FACILITIES**

**3. Resolution, 1999D General Obligation Bond Issue, Georgia State Financing and Investment Commission, University System of Georgia** (Continued)

\$609,000	Project No. I-40	New Residence Hall (Design) Savannah State University	
\$4,250,000	Project No. I-60	Classroom Addition/Activity Center East Georgia College	
\$2,750,000	Project No. I-59	Renovation of University Center Valdosta State University	
\$5,000,000	Project No. I-62	Renovate Adamson Hall State University of West Georgia	
\$750,000		Renovation of School of Textile & Fiber Engineering (Governor's Traditional Industries Program) Georgia Institute of Technology	
\$1,800,000		Digital Conversion of the Georgia Public Television Stations (GPTV)	_____
\$86,595,000		TOTAL	

**4. Appointment of Architects, the University System of Georgia**

Approved: The Board appointed each first-named architectural firm listed below for the identified major capital outlay projects and authorized the execution of an architectural contract with each identified firm at the stated cost limitation shown for each project. Should it not be possible to execute a contract with the top ranked firm, the staff would then attempt to execute a contract with the other listed firms in rank order.

- Following current practice for the selection of architects, the following recommendations were made:

**Project No. I-52, "Parking Decks"**

**Kennesaw State University**

Project Description: Provide parking for 1,500 cars in approximately 525,000 gross square foot to alleviate a significant parking problem on campus.



Total Project Cost	\$15,000,000
Construction Cost (Stated Cost Limitation)	\$12,800,000
A/E (fixed) Fee	\$704,000

**COMMITTEE ON REAL ESTATE AND FACILITIES**

**4. Appointment of Architects, the University System of Georgia (Continued)**

Number of A/E firms that applied for this commission: 29

Recommended A/E design firms in rank order:

1. Smallwood, Reynolds, Stewart & Stewart, Inc., Atlanta, Georgia
2. O’Kon, Inc. Atlanta, Georgia
3. Stevens & Wilkinson, Inc., Atlanta, Georgia
4. Passantino and Bavier, Inc., Smyrna, Georgia

**Project No. I-40, “New Residence Hall”**

**Savannah State University**

Project Description: 140,400-gross-square-foot facility to provide approximately 300 to 360 beds in a suites-type arrangement. Facility will include study lounges, conference rooms, and laundry space. Demolition of two existing dormitories is included.

Total Project Cost	\$15,000,000
Construction Cost (Stated Cost Limitation)	\$12,500,000
A/E (fixed) Fee	\$850,000

Number of A/E firms that applied for this commission: 29

Recommended A/E design firms in rank order:

1. Goode Van Slyke Architecture, Atlanta, Georgia
2. Brown Design Associates, Atlanta, Georgia
3. Hansen Associates, Savannah, Georgia
4. Cullpepper McAuliffe & Meaders, Inc., Atlanta, Georgia

**5. Information Item: Major Repair and Renovation Pilot Project Report**

Last year, then Committee Chair J. Tom Coleman, Jr. asked the staff to evaluate major repair and renovation (“MRR”) project development and to enlist the services of an appropriate firm to do so. The goal is to establish standardizing guidelines and a model for the development of these types of projects. The consultants’ findings and final report were presented at this Committee meeting.

The Committee requested an update from the staff and the consultant team of Rosser International, Inc. in association with Alcon Associates, Inc. and H. J. Russell, Inc. to be presented in January 2000 on the progress of implementing MRR guidelines from the consultants’ study.

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

The Committee on Education, Research, and Extension met on Tuesday, October 12, 1999 at approximately 2:30 p.m. in room M122 of the Arts Complex. Committee members in attendance were Chair Juanita P. Baranco, Vice Chair Elridge W. McMillan, and Regents Thomas F. Allgood, Sr., Joe Frank Harris, Edgar L. Jenkins, Martin W. NeSmith, and Joel O. Wooten. Chair Baranco reported to the Board that the Committee had reviewed 13 items, 11 of which required action. Additionally, 180 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. Establishment of the Master of Science in Animal Science Degree, Fort Valley State University**

**Approved:** The Board approved the request of President Oscar L. Prater that Fort Valley State University ("FVSU") be authorized to establish the master of science in animal science degree, effective October 13, 1999.

**Abstract:** The Animal Science Unit in the College of Agriculture, Home Economics and Allied Programs at FVSU proposed to establish a master of science in animal science degree. The 36-semester-hour program is designed to teach students how to achieve and maintain Grade A dairy and/or meat processing status, develop a state-of-the-art processing facility, and develop effective quality control testing for animal byproducts. Research programs are coordinated through the Department of Agricultural Research within the college. Located at the Georgia Small Ruminant Research and Extension Center, the program will offer students enhanced scientific and technical knowledge in animal-related industries and associated agencies (i.e., breed associations, Monsanto, Cargill, Purina, Tyson, United States Department of Agriculture ("USDA"), Food and Drug Administration ("FDA"), National Science Foundation ("NSF"), Agricultural Research Service of USDA ("ARS"), National Institute of Health ("NIH"), Kellogg, etc.).

**Need:** FVSU has historically fulfilled a unique role in Georgia higher education by providing educational opportunities for individuals with a rural and agricultural focus. The proposed program will meet the needs of many county agents and vocational agricultural teachers who are seeking the credentials that formal graduate work will provide. The program will also expand opportunities for individuals to pursue careers in agribusiness, including areas of food safety, processing, marketing, and distribution. In USDA reports from 1985 to 1990, it was found that job opportunities for food and agricultural science graduates were only 8% of the total positions available; whereas, 92% of available positions were in processing, testing, distribution, and marketing of food after it is produced (Taylor and Bogart, 1988; Gillespie, 1997). The rapidly expanding field of food safety is currently increasing job opportunities for animal science graduates as well. To better prepare students to meet the requirements of these changes in market trends and employment opportunities, FVSU revised its undergraduate animal science program, shifting from predominantly production-based courses to a more science- and technology-based curriculum. This change was made to better prepare students for graduate study and to reflect changing employment trends towards agribusiness and food technology.

**Objectives:** The objectives of the graduate program are: 1) to increase the number of students currently under-represented in graduate education in animal science; 2) to prepare students for study toward a terminal degree at institutions of higher learning in Georgia; 3) to enhance the scientific and technical knowledge base of students for employment in animal-related industries and associated agencies; and 4) to prepare students for leadership roles in a technologically advanced society through the study of unique aspects of animal

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

## **1. Establishment of the Master of Science in Animal Science Degree, Fort Valley State University** (Continued)

science, such as animal biotechnology, cell biology, nutrition, and product technology, with an emphasis on small ruminants. Students will have the skills to provide technical support and facilitate the educational needs of commodity groups within the livestock industry.

Curriculum: The curriculum is designed for students to specialize in one of three major areas: animal nutrition, reproduction and cell biology, or animal products and technology. The foundation courses in the program include biometrics, physiological chemistry, and analytical techniques in biological sciences. Students will be required to take graduate-level courses, including a maximum of six credit hours that will be allotted to thesis research. The program will be delivered via traditional classroom instruction and distance education modalities.

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 15, 33, and 36.

Funding: Program costs will be met through redirection of funds, fund-raising initiatives, and tuition income. The university can provide both expertise and structure for the major at no cost by using courses, faculty, library, computer facilities, and equipment already in place. No new State funding will be sought for this proposal. A special initiative grant from the Georgia State Legislature will also be used to support the program.

Assessment: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2003, this program will be evaluated by the institution and the Central Office to determine the success of the program's implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness, as indicated in the proposal.

## **2. Establishment of the Master of Science in Conflict Management Degree, Kennesaw State University**

Approved: The Board approved the request of President Betty L. Siegel that Kennesaw State University ("KSU") be authorized to establish the master of science in conflict management degree, effective October 13, 1999.

Abstract: The College of Humanities and Social Sciences at KSU requested approval to establish a master of science in conflict management degree. The proposed program follows current models of conflict resolution, peace studies, or alternative dispute resolution ("ADR") programs. It is designed to train students to be conflict resolution practitioners in varied environments. The program builds upon the experience of the Department of Political Science and International Affairs with a 15-hour undergraduate certificate in alternative dispute resolution. The program prepares persons to analyze and research the organizational environment and design intervention procedures and strategies. It offers an 18-month weekend format convenient for working professionals and for persons who reside outside the metro-Atlanta area.

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

### **2. Establishment of the Master of Science in Conflict Management Degree, Kennesaw State University** (Continued)

**Need:** Recognition of the demand and need for such programs is evidenced by the Board of Regents initiative in 1995 to make the “University System of Georgia an exemplar and nationally recognized leader in the development of alternative dispute resolution for higher education.” The Georgia Supreme Court has established an Office of Dispute Resolution to assist Georgia courts in establishing alternative dispute resolution in the court system. Information from the Georgia Office of Dispute Resolution indicates that “14.74% of the total number of current registered neutrals hold master’s degrees and that 42.40% of the total are non-attorneys.” Private sector agencies are also moving to incorporate ADR in their organizational framework. Examples include Barnett Bank, TRW, WorldBank Group, Piedmont Hospital, Hooters, and the United Parcel Service. The Atlanta Society of Human Resource Management (“SHRM”) professionals indicates that “successful ADR programs are found in companies whose motives go beyond cost reduction. The companies that use ADR productively truly want to be fair to their employees and have a vision of a process that is judicious and fair.” Attorney General Janet Reno has called for all major federal agencies to “adopt programs to settle disputes in cheaper, quicker, and a more friendly manner” and promote the use of mediation and other neutrals to help parties negotiate settlements with the government.” Upon completion of the program, students will have sufficient didactic and field experience to gain employment at such agencies as the Equal Employment Opportunity Commission (“EEOC”), U.S. Postal Service, Mediation Centers, U.S. Institute for Environmental Conflict Resolution (“ECR”), and U.S. Association for Victim-Offender Mediation. A majority of students who earn the degree will likely remain in their present positions with enhanced skills and knowledge.

**Objectives:** The principal objectives of the master of science in conflict management are to provide students with the knowledge to understand the nature and theories of conflict within specified environments; to understand the “Alternative Dispute Resolution Continuum”; to develop and demonstrate the necessary negotiation skills for various types of conflict; to be able to evaluate and design conflict management programs for complex organizations; and to have both theoretical and practical conflict management experiences in one or more specified areas.

**Curriculum:** The proposed 36-semester-hour major will be offered by the College of Humanities & Social Sciences. It will consist of 24 hours of core courses focused on the foundations of conflict management, critical knowledge and skills of conflict management, and methods, evaluation and design. The remaining 12 hours in the degree focus on specified environments of conflict management. Specialization options include, but are not limited to, environmental sciences, human services, education, public affairs, business and labor relations, and government and international issues and settings. An internship and field study project are included in the curriculum.

In the internship, students will be placed in a work setting of the student’s interest. They will receive individual and ongoing supervision and evaluation and will create internship portfolios to share in a seminar conducted by faculty. The field study project will involve students in an in-depth literature review and study of an ongoing conflict situation in their chosen area. The field study is designed to provide students with experiences as observer, evaluator, and designer of appropriate intervention strategies. Support for field placement activity has been garnered from the Georgia Office of Dispute Resolution, The Consortium on Negotiation and Conflict Resolution, Resolute Systems, Inc., Magistrate Court of Cobb County, the Juvenile **COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION**

### **2. Establishment of the Master of Science in Conflict Management Degree, Kennesaw State**

### University (Continued)

Court of Cobb County, and the Superior Court of Cobb County. The program is expected to attract persons from public and private sector management, profit and nonprofit organizations, education, law, environmental sciences, healthcare, labor relations, law enforcement, and human services. Students will be admitted in cohort groups once each year.

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 15, 20, and 30.

Funding: Program costs will be met through redirection of funds, fund-raising initiatives, and tuition income. The university can provide both expertise and structure for the major at no cost by using courses, faculty, library, computer facilities, and equipment already in place. No new State funding will be sought for this proposal.

Assessment: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2003, this program will be evaluated by the institution and the Central Office to determine the success of the program's implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness, as indicated in the proposal.

### 3. Establishment of the Master of Science in Information Technology Management Degree, Columbus State University

Approved: The Board approved the request of President Frank D. Brown that Columbus State University ("CSU") be authorized to establish the master of science in information technology management degree, effective October 13, 1999.

Abstract: The Department of Computer Science requests approval to establish the Master of science in information technology management. It is designed to capitalize on CSU's current undergraduate programs in computer science and business: bachelor of science in computer science, bachelor of science in applied computer science, and bachelor of business administration in computer information systems. The graduate degree is designed to provide computing professionals with business and management skills while upgrading their computing skills. It will also provide business professionals with technical computing knowledge and expand their business skills in information technology management. The program proposal represents a partnership effort by the university's colleges of science and business and local information technology businesses.

Need: A study initiated by the University System of Georgia's Intellectual Capital Partnership Program ("ICAPP") initiative indicates that there will be at least 3,000 new information technology jobs created each year in Georgia for the next several years. According to this report, sustaining the growth of the technology industry in Georgia will depend on the availability of information technology professionals. Meeting this need will be crucial to support future economic growth within the State. The Columbus economy is driven by information processing companies. The three largest information processing companies, TSYS, AFLAC, and Blue Cross and Blue Shield of Georgia, employ more than 10,000 people in the Columbus area. Each **COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION**

### 3. Establishment of the Master of Science in Information Technology Management Degree, Columbus State University (Continued)

of these companies is experiencing rapid growth. Synovus and other companies consider it a top priority

to recruit managers who are well informed concerning information technology issues. Synovus has committed to work with CSU to choose an initial class of 25 students from within the company to matriculate through the program as a cohort. Synovus will underwrite the cost of developing the program and the tuition and fees for this initial group. Once the degree program is fully operational, other students will be accepted into the program.

Objectives: The master of science in information technology management will develop, through a core of information technology courses, skills and knowledge in the area of business information processing. Topics such as electronic commerce, Internet capabilities, and management of information technology will be stressed to give both computing and business professionals new insight and understanding of changing business systems. Students will be able to choose between concentrations in technical issues or management issues to fulfill the communications component of the program. The objectives of the program are to provide graduates with the knowledge and skills to utilize current information and communications technologies in the business applications environment; to provide students with the skills to make insightful business decisions concerning the future of information technology in business applications; to teach students how to use the Internet as a communication and research medium; to provide students with a working knowledge of electronic commerce and computer networks and infrastructures; and to impart advanced knowledge in either computer applications or business administration. Students will demonstrate the ability to apply knowledge of information systems through the completion of a research project.

Curriculum: The 36-semester-hour curriculum contains three important curricular ingredients: 1) a core addressing current issues in information technology management and communications with 2) a concentration consisting of either an information technology track focusing on processing-architecture-networking and security or an information technology business track focusing on accounting-economics-finance-marketing-decision systems and 3) a leadership and applied research component. The curriculum has a core of courses directly addressing the philosophy of the program, providing managers with an understanding of current information technologies and skills to manage within an information technology environment. Courses dealing with managing information technology resources, understanding information technology infrastructures, and electronic commerce are included. Every student will take two courses dealing with effective business communication, including a course on applied Internet research. After completion of the core, students will choose either a technical track or a management track. The technical track delivers courses in transaction processing, client-server networking architecture, and security. The management track emphasizes management skills relating to economics, finance, and marketing, as well as courses dealing with decision support using information technology.

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 25, 50, and 50.

Funding: Initial program costs will be underwritten by Synovus Corporation. After program start-up, costs will be met through redirection of funds, fund-raising initiatives, and tuition income. No new State funding will be sought for this proposal.

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

### **3. Establishment of the Master of Science in Information Technology Management Degree, Columbus 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 2003, this program will be evaluated by the institution and the Central Office to determine the success of the program's implementation and

achievement of the enrollment, quality, centrality, viability, and cost-effectiveness, as indicated in the proposal.

#### **4. Establishment of the Master of Science in Marriage and Family Therapy Degree, Valdosta State University**

Approved: The Board approved the request of President Hugh C. Bailey that Valdosta State University (“VSU”) be authorized to establish the master of science in marriage and family therapy (“MFT”) degree, effective October 13, 1999.

Abstract: VSU requested approval to establish a master of science in marriage and family therapy degree. The new program will expand and improve non-degree training in marriage and family therapy currently available at VSU.

Need: There is currently no public marriage and family therapy master’s program in Georgia. Over 40% of the presenting problems in mental health clinics are related to marriage and family concerns (American Association for Marital and Family Therapy, as cited in Bergen & Garfield, 1994). Agencies within the Georgia Department of Health and Human Services estimate that high levels of marital disruption (nearly 1 in 2), alcoholism and substance abuse, domestic violence, child and adolescent problems, and mental health disorders affect individuals, families, and communities in the geographical region served by Valdosta State University. There are few licensed marriage and family therapists (only 27 in the South Georgia region) available to address these concerns.

Objectives: The primary objective of the marriage and family therapy program at VSU is to train well-qualified MFT professionals to serve the needs of children and families in Georgia and to provide leadership in community efforts to address family and mental health needs, especially in South Georgia. A secondary objective is to offer continuing education opportunities for marriage and family therapists and other human service providers in the region. The program will train students to assume the professional identity and role of a marriage and family therapist; apply a systems/relational understanding to the assessment and treatment of mental health and emotional problems; consider the relevance of ethnicity, race, gender, culture, and socioeconomic status, when developing treatment plans and interventions; demonstrate knowledge of the professional and scholarly literature relevant to marriage and family therapy; demonstrate clinical competency in the practice of marriage and family therapy; and practice according to the American Association for Marriage and Family Therapy’s (“AAMFT”) code of ethics.

Curriculum: Marriage and family therapy focuses on the social, cultural, and family context of emotional problems and mental health disorders. The new program will meet the national standards of the Commission on Accreditation for Marriage and Family Therapy Education (“COAMFTE”). It will include 42 credits of didactic instruction and 18 credits of supervised experience for a total of 60 semester credit hours. Supervised experience in the marriage and family therapy program will include 500 clock hours of face-to-

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

#### **4. Establishment of the Master of Science in Marriage and Family Therapy Degree, Valdosta State University (Continued)**

face, direct client contact, at least 250 of which are with couples or families present. The clinical experience will be obtained through work at the Marriage and Family Therapy Clinic and supervised weekly by AAMFT-approved supervisors. No more than six student trainees will be assigned to one

supervisor. A full-time student requires two years to complete the program.

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 18, 36, and 36.

Funding: The program will be established through the reallocation of existing funds. Funds for renovating the clinical facility will be appropriated through redirection and institutional foundation support.

Assessment: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2002, the institution and the Central Office will evaluate this program in terms of quality, viability, centrality to both institutions, and cost-effectiveness.

##### **5. Establishment of the External Bachelor of Applied Science at Gainesville College, Southern Polytechnic State University**

Approved: The Board approved the request of President Lisa A. Rossbacher that Southern Polytechnic State University (“SPSU”) be authorized to establish the external bachelor of applied science at Gainesville College (“GC”), effective October 13, 1999.

Abstract: SPSU and GC will collaborate on the delivery of courses leading to the bachelor of applied science degree to be awarded by SPSU. The program offering has the support of the presidents and deans at both institutions. It is projected that the collaboration will permit students to move smoothly from one educational sector to another and enhance opportunities for higher education in the Gainesville area. Qualified students who have earned an associate of applied science or associate of applied technology will be admitted into the program. Through innovative cooperation between the two institutions, faculty will be available to offer this program on the campus of Gainesville College. A memorandum of understanding detailing the operational aspects of the program is on file in the Office of Academic Affairs.

Need: The Georgia Department of Labor currently identifies 237 manufacturing firms in Hall County with an average monthly employment of 16,486. A recent survey conducted by Professors Jeff Turk and John Hamilton from GC indicated a strong interest in an external bachelor of applied science program by students currently enrolled in the associate of applied science program at GC. These students also indicated a strong preference for evening courses offered on the Gainesville College campus. By offering the bachelor of applied science program, SPSU and GC will be addressing the need to provide Georgians with increased access to educational opportunities.

Objectives: The objectives of the program are to offer post-associate degree courses leading to the bachelor of applied science through a collaborative external degree program at GC. By offering the bachelor of applied science degree on the GC campus, students gain access to baccalaureate education and there is an

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

##### **5. Establishment of the External Bachelor of Applied Science at Gainesville College, Southern Polytechnic State University (Continued)**

opportunity for a seamless articulation to occur among technical institutions, associate-degree-granting institutions and senior institutions. The program is targeted toward those individuals who have been awarded an associate of applied science or an associate of applied technology degree.



Funding: Program costs will be met through redirection of funds, fund-raising initiatives, and tuition income. The institutions can provide both expertise and structure for the major by using existing faculty, library, computer facilities, and equipment already in place. No new State funding will be sought for this proposal.

Assessment: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2003, this program will be evaluated by the institution and the Central Office to determine the success of the program's implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness, as indicated in the proposal.

## **6. Establishment of the Bachelor of Applied Science in Technology Management Degree, Georgia Southwestern State University**

Approved: The Board approved the request of President Michael L. Hanes that Georgia Southwestern State University ("GSSU") be authorized to establish the bachelor of applied science in technology management degree, effective October 13, 1999.

Abstract: GSSU's Schools of Business Administration and Computer Information Science proposed the establishment of a bachelor of applied science in technology management degree. The program was developed in response to a request from the business community in Southwest Georgia, two-year institutions, technical schools in the area, and the rising demand for a skilled labor force to manage the use of technology in the production of goods and services. Georgia Southwestern State University projects that the bachelor of applied science in technology management will aid in increasing the number of Georgians who hold a baccalaureate degree.

Need: Skilled professionals who can manage in an environment with a rapidly changing technology base are in short supply. The U.S. Bureau of Labor Statistics occupational projections for year 2006 show that technology-related occupations are expected to increase by approximately 188% from 1996 to 2006. All of these occupations require at least a bachelor's degree.

In Southwest Georgia, there is a shortfall of managers to guide businesses as they move toward electronic commerce, marketing, sales and communication, and automation in manufacturing, automotive technology, machine tool design, and industrial maintenance. The number of jobs available in business and technology related fields indicates this shortage. According to the number of job listings at GSSU's Career Services, approximately 40% of the number of jobs available (1,114 jobs out of 2,873) require a bachelor's degree in business and technology-related fields.

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

### **6. Establishment of the Bachelor of Applied Science in Technology Management Degree, Georgia Southwestern State University** (Continued)

Intellectual Capital Partnership Program (“ICAPP”) studies indicate that our State is preparing itself to support a strategic initiative to enhance technology training that provides an interface between businesses, professions, and computer applications. The bachelor of applied science in technology management degree program seeks to enhance every sector of Georgia’s workforce and empower users of emerging technologies. According to the University of Georgia Selig Center for Economic Growth, the average life time earnings for an individual with a bachelor’s degree will increase by \$603,355 compared to \$207,310 for associate degree holders (Georgia Business and Economics Conditions, Volume 58, Number 3, May-June 1998, Selig Center for Economic Growth). This evidence suggests that associate of applied science graduates, who later attain a degree, obtain better jobs, have higher job satisfaction, and are qualified for more opportunities for promotion. Support for the program has been garnered from Columbus Technical Institute, Albany Technical Institute, Macon Technical Institute, Darton College, Middle Georgia Technical Institute, and South Georgia Technical Institute.

**Objectives:** The objectives of the Bachelor of applied science in technology management are to improve the quality of the labor force in Southwest Georgia; increase opportunities for associate of applied science degree graduates; offer students in-depth knowledge in technology management; and provide the basic analytical tools required by managers, including fundamental concepts and principles from such areas as accounting, marketing, organizational behavior, finance, managerial strategies, international business, and information systems. In addition to acquiring skills for navigating and creating an electronic presence on the Internet, students will develop an understanding of the current practices and opportunities in electronic publishing, distribution, and collaboration.

**Curriculum:** The bachelor of applied science in technology management has been designed to provide an articulated program of study that begins in technical institutes and two-year institutions and culminates in a baccalaureate degree. The program is designed for students who began their education in technical programs at area institutions. Qualified applicants from non-technical programs will be granted admission; however, the program requires a significant technical component. The curriculum can be described in terms of the following: 1) 42 semester hours of (Areas A-E) the core curriculum; 2) 21 semester hours are technical in nature and earned through a technical institute or a two-year institution; 3) 18 semester hours in Area F; and 4) 39 semester hours of upper division technology management courses are completed at Georgia Southwestern that will enhance the employability skills of the students. The program is designed to attract both traditional and nontraditional students. The program will be delivered via traditional classroom format, WebCT, and the Georgia Statewide Academic and Medical System (“GSAMS”).

**Projected Enrollment:** It is anticipated that for the first three years of the program, student enrollment will be 14, 24, and 31.

**Funding:** Program costs will be met through redirection of funds, fund-raising initiatives, and tuition income. The university can provide both expertise and structure for the major by using existing faculty, library, computer facilities, and equipment already in place. No new State funding will be sought for this proposal.

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

### **6. Establishment of the Bachelor of Applied Science in Technology Management Degree, Georgia Southwestern 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 2003, this program will be evaluated by the institution and the Central Office to determine the success of the program's implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness, as indicated in the proposal.

## **7. Skidaway Governance, Skidaway Institute of Oceanography**

Approved in Concept: The Board approved in concept the establishment of a board of overseers for the Skidaway Institute of Oceanography, effective October 13, 1999. On behalf of the Committee, Chair Juanita P. Baranco requested that the agenda item be revisited at the November 1999 Board meeting to clarify the following issues: governance, Board of Regents role, local representation, and the prescribed number of members with terms of service.

Abstract: The board of overseers is to be appointed by the Chancellor.

The tasks of the Board of Overseers include the following:

Advice to the Chancellor on the following:

- The appointment of a director of the institute
- Timing of that appointment
- Budget and accountability issues
- Development opportunities for the University System property on Skidaway

Guidance to the Director of the Institute and the Sr. Vice Chancellor for Academic Affairs on the following:

- Major policy and operational decisions of the Institute
- Collaboration with System institutions
- Partnerships with local government, business and industry
- Managing the University System property on Skidaway

Review of institute budgets and accountability reports.

Service as a resource for long-term strategies for a coherent and comprehensive University System plan for coastal research.

Advocacy for and promotion of the institute.

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

### **7. Skidaway Governance, Skidaway Institute of Oceanography (Continued)**

#### Board Membership

##### Institutional Representation:

University of Georgia, Provost and Vice President for Academic Affairs  
Georgia Institute of Technology, Provost and Vice President for Academic Affairs  
Georgia Southern University, Provost and Vice President for Academic Affairs  
Armstrong Atlantic State University, Vice President for Academic Affairs  
Savannah State University, Vice President for Academic Affairs

##### Local Representation (Economic Development and Coastal Research):

Director of SEDA or designee  
UGA Director of the School of Marine Programs [UGA marine research, extension and Sea Grant activities]  
Director of the Coastal Resources Division of the Georgia Department of Natural Resources  
Representatives from local related industries

Rationale: While the institute is functioning effectively under current informal consultative arrangements with the University System institutions and formal reporting lines to the Office of the Chancellor, several task forces and external consultants have urged that a stronger governance structure be created. Of paramount importance is the creation of a structure that will foster collaborative relationships among the University System institutions on the Skidaway campus and will support a coherent and expansive approach to Coastal research. The new opportunities for development of the property adjacent to the institute call for a more formal structure with broad representation.

### **8. Establishment of the Gainesville College Resident Center, Gainesville College**

Approved: The Board approved the request of President Martha T. Nesbitt that Gainesville College ("GC") be authorized to establish an institutional resident center, effective October 13, 1999.

Abstract: GC requested approval to establish a resident center on its campus. A resident center is a site where a student can earn resident credit for degree completion. The resident center would be hosted by GC and provide regional commuting students an opportunity to obtain their bachelor's degree in selected programs of study offered by participating senior institutions.

Justification: The population growth that has occurred throughout the GC service area has created a regional demand for more advanced educational opportunities. The college has responded to this opportunity by working with regional baccalaureate colleges to provide upper-level undergraduate and graduate courses. GC currently hosts approximately 51 courses per academic year, and the number of courses is anticipated to double within the next two years. For GC to respond to the educational needs of the region, it must develop an operational infrastructure that can function effectively.

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

### **8. Establishment of the Gainesville College Resident Center, Gainesville College (Continued)**

Purpose: The resident center will be located on the GC campus. North Georgia College & State University (“NGCSU”) would serve as the lead senior institution due to its proximity and current external course offerings on campus. At present, GC hosts over 300 students from NGCSU in ten separate baccalaureate programs. In addition, GC provides NGCSU with office space for its faculty. The college has also entered into discussions with Southern Polytechnic State University for the external offering of a bachelor of applied science degree. All University System institutions would have an opportunity to participate. Degree programs offered through the resident center will be submitted for Board review and approval. Funds to operate the resident center would be provided by members of the consortium delivering programs through the center.

### **9. Merger of the Departments of Early Childhood, Elementary Education, and Reading Education With Middle Grades and Secondary Education to Form the Department of Curriculum and Instruction, State University of West Georgia**

Approved: The Board approved the request of President Beheruz N. Sethna that the College of Education be authorized to merge the Departments of Early Childhood Education, Elementary Education, and Reading Education with Middle Grades and Secondary Education to form the Department of Curriculum and Instruction, effective October 13, 1999.

Abstract: The State University of West Georgia (“SUWG”) proposed to merge the Departments of Early Childhood Education, Elementary Education, and Reading Education with Middle Grades and Secondary Education to form the Department of Curriculum and Instruction. The two departments believe that a merger is required due to a similarity in mission. The selection of the name, Curriculum and Instruction, by the faculty was based on the fact that many departments with programs for P-12 classroom teachers (i.e., early childhood, elementary, middle grades, reading, and secondary education) identify the scope of these teacher preparation programs using the name Curriculum and Instruction. The Dalton State College external degree program will be housed within the merged unit. It is suggested that the comprehensive title is broad and easily communicated to and understood by individuals at other universities. Faculty specializing in these areas have a stronger programmatic linkage, share expertise, and collaborate on shared instructional and research interests. There will be a net savings due to the elimination of the one department chair position. The funds will be redirected to address other instructional and operational needs in the college. Based on feedback from faculty and administrators, the proposed change will have no negative impact on existing organizational units.

### **10. Revised Institutional Statutes, East Georgia College**

Approved: The Board approved the request of President Jeremiah J. Ashcroft to revise the institutional statutes of East Georgia College, effective October 13, 1999.

Abstract: The revision of the statutes reflects a through review and brings the statutes into line with current Board of Regents policies and procedures. The statutes also clarify faculty involvement in governance, committee responsibilities, and committee membership.

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

### **10. Revised Institutional Statutes, East Georgia College (Continued)**

These changes were approved by the general faculty of East Georgia College. They have been reviewed by the Office of Legal Affairs and were found to be consistent with the current organization and administrative process at East Georgia College. The revised statutes are on file in the Office of Academic Affairs of the Board of Regents.

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

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

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

(A) GEORGIA STATE UNIVERSITY

MANNIS, EDITH K.: ASSOCIATE PROFESSOR EMERITA, DEPARTMENT OF PUBLIC ADMINISTRATION & URBAN STUDIES, SCHOOL OF POLICY STUDIES, EFFECTIVE NOV 1, 1999.

(B) UNIVERSITY OF GEORGIA

DAVIS, L. HARLAN: PROFESSOR EMERITUS, ASSOCIATE VICE PRESIDENT EMERITUS AND DIRECTOR EMERITUS, DEPARTMENT OF AGRICULTURAL AND APPLIED ECONOMICS, COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES, EFFECTIVE OCT 1, 1999.

ELLIS, MARIE CAROL: LIBRARIAN IV EMERITUS, LIBRARIES, SR VP FOR ACAD AFFAIRS & PROVOST, EFFECTIVE NOV 1, 1999.

GILSTRAP, MAX MILFORD: ASSISTANT PROFESSOR EMERITUS, LIBRARIES, SR VP FOR ACAD AFFAIRS & PROVOST, EFFECTIVE NOV 1, 1999.

LUCHSINGER, ARLENE EDITH: LIBRARIAN IV EMERITUS, LIBRARIES, SR VP FOR ACAD AFFAIRS & PROVOST, EFFECTIVE NOV 1, 1999.

(C) GEORGIA SOUTHERN UNIVERSITY

WALSHAK, MARY LYNN: EMERITUS PROFESSOR, LIBRARY, EFFECTIVE APR 2, 2000.

(D) VALDOSTA STATE UNIVERSITY

MCKAY, CUBA S.: ASSOCIATE PROFESSOR EMERITA, EFFECTIVE OCT 2, 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

DAVIS, ELIZABETH T.: ASSOCIATE PROFESSOR, SCHOOL OF PSYCHOLOGY, COLLEGE OF SCIENCES, LEAVE FROM AUG 17, 1999 TO MAY 16, 2000, WITH PAY.

LIU, SHAW C.: PROFESSOR, SCHOOL OF EARTH & ATMOSPHERIC SCIENCES, COLLEGE OF SCIENCES, LEAVE FROM DEC 1, 1999 TO JUL 1, 2000, WITHOUT PAY.

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

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

APPROVAL OF LEAVES OF ABSENCE (CONTINUED):

(A) GEORGIA INSTITUTE OF TECHNOLOGY (CONTINUED)

MCGEE, OLIVER G. III: ASSOCIATE PROFESSOR, SCHOOL OF AEROSPACE ENGINEERING, COLLEGE OF ENGINEERING, LEAVE FROM AUG 1, 1999 TO MAY 17, 1999, WITHOUT PAY.

QUIRK, STEPHEN: ASSISTANT PROFESSOR, SCHOOL OF CHEMISTRY & BIOCHEMISTRY, COLLEGE OF SCIENCES, LEAVE FROM OCT 1, 1999 TO JUN 30, 1999, WITHOUT PAY.

VAN CAPPELLEN, PHILIPPE S.: ASSOCIATE PROFESSOR, SCHOOL OF EARTH & ATMOSPHERIC SCIENCES, COLLEGE OF SCIENCES, LEAVE FROM DEC 1, 1999 TO JUN 30, 2000, WITHOUT PAY.

(B) GEORGIA STATE UNIVERSITY

ROUSE, JACQUELINE A.: ASSOCIATE PROFESSOR, DEPARTMENT OF HISTORY, COLLEGE OF ARTS & SCIENCES, LEAVE FROM AUG 16, 1999 TO AUG 10, 2000, WITH PAY.

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

(A) COASTAL GEORGIA COMMUNITY COLLEGE

CLENDENIN, JOHN B.: ASSISTANT PROFESSOR, DEPARTMENT OF BUSINESS ADMINISTRATION, DIVISION OF BUSINESS AND INDUSTRY, FROM TENURE TRACK TO NONTENURE TRACK, EFFECTIVE OCT 1, 1999.

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

(A) GEORGIA INSTITUTE OF TECHNOLOGY

ALEXANDER, NEAL T.: PRIN RESEARCH ENGINEER, SENSORS & ELECTROMAGNETIC APPLICATIONS LABORATORY, GEORGIA TECH RESEARCH INSTITUTE, AS NEEDED FOR PERIOD BEGINNING SEP 2, 1999 AND ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

MCGILL, DAVID J.: PROFESSOR, SCHOOL OF AEROSPACE ENGINEERING, COLLEGE OF ENGINEERING, AS NEEDED FOR PERIOD BEGINNING AUG 17, 1999 AND ENDING JAN 1, 2000, AT LESS THAN HALF TIME.

MILLER, THOMAS M., JR.: PRIN RESEARCH ENGINEER, ELECTRONIC SYSTEMS LABORATORY, GEORGIA TECH RESEARCH INSTITUTE, AS NEEDED FOR PERIOD BEGINNING SEP 23, 1999 AND ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

ROPER, ROBERT G.: ASSISTANT DEAN ACADEMIC AND PROFESSOR, SCHOOL OF EARTH & ATMOSPHERIC SCIENCES, COLLEGE OF SCIENCES, AS NEEDED FOR PERIOD BEGINNING OCT 1, 1999 AND ENDING MAY 15, 2000, AT LESS THAN HALF TIME.

WANG, JAMES T.: PROFESSOR, SCHOOL OF CIVIL ENGINEERING, COLLEGE OF ENGINEERING, AS NEEDED FOR PERIOD BEGINNING AUG 17, 1999 AND ENDING DEC 18, 1999, AT LESS THAN HALF TIME.

WILSON, CHARLES S.: SR RES TECH, SYSTEMS DEVELOPMENT LABORATORY, GEORGIA TECH RESEARCH INSTITUTE, AS NEEDED FOR PERIOD BEGINNING NOV 1, 1999 AND ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

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

(B) GEORGIA STATE UNIVERSITY

BRIESKE, THOMAS J.: PROFESSOR, DEPARTMENT OF MATHEMATICS & COMPUTER SCIENCE, COLLEGE OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING AUG 23, 1999 AND ENDING MAY 10, 2000, AT LESS THAN HALF TIME.

CARNET, SANDRA H.: PUBLIC RELATIONS SPEC, (NTT) AS NEEDED FOR PERIOD BEGINNING NOV 1, 1999 AND ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

CUMMINGS, GORDON S.: PART-TIME ASSOC PROFESSOR, DEPARTMENT OF PHYSICAL THERAPY, COLLEGE OF HEALTH SCIENCES, AS NEEDED FOR PERIOD BEGINNING FEB 15, 2000 AND ENDING MAY 11, 2001, AT LESS THAN HALF TIME.

HIGDON, JANET: ADM SPECIALIST-CURRICULUM, COLLEGE OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING OCT 4, 1999 AND ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

JOHNSON, REGINA A.: ACADEMIC PROFESSIONAL, DEPARTMENT OF EARLY CHILDHOOD EDU., COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1999 AND ENDING DEC 30, 1999, AT LESS THAN HALF TIME.

PARKO, JOSEPH E., JR.: ASST PROFESSOR EMERITUS, (NTT) DEPARTMENT OF PUBLIC

ADMINISTRATION & URBAN STUDIES, SCHOOL OF POLICY STUDIES, AS NEEDED FOR PERIOD BEGINNING AUG 23, 1999 AND ENDING MAY 10, 2000, AT LESS THAN HALF TIME.

(C) MEDICAL COLLEGE OF GEORGIA

HILLER, MARIE: ADMIN SPECIALIST IV, AS NEEDED FOR PERIOD BEGINNING OCT 1, 1999 AND ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

(D) UNIVERSITY OF GEORGIA

BISHOP, GALE A.: PART-TIME INSTRUCTOR, GEORGIA CENTER FOR CONTINUING EDUCATION, VICE PRESIDENT FOR SERVICE, AS NEEDED FOR PERIOD BEGINNING NOV 1, 1999 AND ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

FRANKLIN, JEAN A.: COUNTY SECRETARY, COLLEGE OF FAMILY AND CONSUMER SCIENCES, AS NEEDED FOR PERIOD BEGINNING OCT 1, 1999 AND ENDING SEP 30, 2000, AT LESS THAN HALF TIME.

LAHIFF, JAMES MICHAEL: ASSOC PROFESSOR EMERITUS, DEPARTMENT OF MANAGEMENT, COLLEGE OF BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING OCT 1, 1999 AND ENDING MAY 9, 2000, AT LESS THAN HALF TIME.

MITCHELL, SAM M.: PT-TIME SR PUB SERV ASSOC, COLLEGE OF VETERINARY MEDICINE, AS NEEDED FOR PERIOD BEGINNING MAR 25, 1999 AND ENDING MAR 25, 1999, AT LESS THAN HALF TIME.

ROGERS, LINDSEY SWANSON JR.: ASSOC PROFESSOR EMERITUS, DEPARTMENT OF GERMANIC & SLAVIC LANGUAGES, FRANKLIN COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING AUG 19, 1999 AND ENDING AUG 10, 2000, AT LESS THAN HALF TIME.

SANDERS, DONNA S.: EDUCATIONAL PROGRAM SPEC, SCHOOL OF HEALTH & HUMAN PERFORMANCE, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING AUG 1, 1999 AND ENDING OCT 15, 1999, AT LESS THAN HALF TIME.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

### 11. 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)

SWINDLE, KATHRYN LAFAYE: EDUCATIONAL PROGRAM SPEC, COLLEGE OF FAMILY AND CONSUMER SCIENCES, AS NEEDED FOR PERIOD BEGINNING OCT 1, 1999 AND ENDING SEP 30, 2000, AT LESS THAN HALF TIME.

WHATLEY, MARGARET A.: CNTY EXTNSN PROG ASST IV, (NTT) COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING OCT 7, 1999 AND ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

(E) ARMSTRONG ATLANTIC STATE UNIVERSITY

ADAMS, JOSEPH VERNARD: DEAN ACADEMIC EMERITUS, DEPARTMENT OF PSYCHOLOGY, COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1999 AND ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

ANDERSON, DONALD D: DEAN & REGISTRAR EMERITUS, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1999 AND ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

BREWER, JOHN GILBERT: PROFESSOR EMERITUS, DEPARTMENT OF CHEMISTRY & PHYSICS, COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1999 AND ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

FINDEIS, JOHN: ASST PROFESSOR EMERITUS, DEPARTMENT OF MATHEMATICS, COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING AUG 1, 1999 AND ENDING MAY 12, 2000, AT LESS THAN HALF TIME.

FORD, ELIZABETH JANE: ASSISTANT PROFESSOR, DEPARTMENT OF PHYSICAL EDUCATION, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING AUG 1, 1999 AND ENDING MAY 12, 2000, AT LESS THAN HALF TIME.

WHITE, VIRGINIA: PROFESSOR EMERITUS, DEPARTMENT OF LANGUAGES, LITERATURE & PHILOSOPHY, COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING AUG 1, 1999 AND ENDING MAY 12, 2000, AT LESS THAN HALF TIME.

(F) COLUMBUS STATE UNIVERSITY



ANGERMULLER, SARAH E.: ASSISTANT PROFESSOR, DEPARTMENT OF NURSING, COLLEGE OF SCIENCE, AS NEEDED FOR PERIOD BEGINNING AUG 23, 1999 AND ENDING MAY 31, 2000, AT LESS THAN HALF TIME.

KLEIN, RONALD D.: PROFESSOR, DEPARTMENT OF BUSINESS ADMINISTRATION, ABBOTT TURNER COLLEGE OF BUSINESS, AS NEEDED FOR PERIOD BEGINNING AUG 23, 1999 AND ENDING MAY 31, 2000, AT LESS THAN HALF TIME.

WALLS, D. GLEN: PROFESSOR, DEPARTMENT OF EDUCATIONAL FOUNDATIONS, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING AUG 23, 1999 AND ENDING MAY 31, 2000, AT LESS THAN HALF TIME.

(G) FORT VALLEY STATE UNIVERSITY

MCCORMICK, PAULETTE: INSTRUCTOR, DEPARTMENT OF DEVELOPMENTAL STUDIES, AS NEEDED FOR PERIOD BEGINNING AUG 18, 1999 AND ENDING DEC 14, 1999, AT LESS THAN HALF TIME.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

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

(G) FORT VALLEY STATE UNIVERSITY (CONTINUED)

STEELE, HARRIET C.: DEPARTMENT HEAD ACADEMIC, DEPARTMENT OF DEVELOPMENTAL STUDIES, AS NEEDED FOR PERIOD BEGINNING SEP 1, 1999 AND ENDING DEC 14, 1999, AT LESS THAN HALF TIME.

(H) GEORGIA SOUTHWESTERN STATE UNIVERSITY

CARROLL, ANDREW D.: PROFESSOR, SCHOOL OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING AUG 2, 1999 AND ENDING JUL 28, 2000, AT LESS THAN HALF TIME.

MIDDLEBROOKS, BRUCE A.: PROFESSOR, SCHOOL OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING AUG 2, 1999 AND ENDING JUL 28, 2000, AT LESS THAN HALF TIME.

NORTON, JACK: ASSISTANT PROFESSOR, DEPARTMENT OF ENGLISH & FOREIGN LANGUAGES, SCHOOL OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING AUG 2, 1999 AND ENDING JUL 28, 2000, AT LESS THAN HALF TIME.

(I) KENNESAW STATE UNIVERSITY

GOLDEN, BEN R.: PROFESSOR EMERITUS, DEPARTMENT OF BIOLOGICAL & PHYSICAL SCIENCES, COLLEGE OF MATHEMATICS AND SCIENCE, AS NEEDED FOR PERIOD BEGINNING AUG 16, 1999 AND ENDING MAY 13, 2000, AT LESS THAN HALF TIME.

ZOGHBY, MARY: PROFESSOR EMERITUS, DEPARTMENT OF ENGLISH, COLLEGE HUMANITIES & SOCIAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING AUG 16, 1999 AND ENDING MAY 13, 2000, AT LESS THAN HALF TIME.

(J) STATE UNIVERSITY OF WEST GEORGIA

HARTHERN, ALVIS T.: PART-TIME PROFESSOR, DEPARTMENT OF SPECIAL EDUCATION AND SPEECH LANGUAGE PATHOLOGY, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING AUG 16, 1999 AND ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

(K) ABRAHAM BALDWIN AGRICULTURAL COLLEGE

STRICKLAND, HELEN L.: ASSOCIATE PROFESSOR, DIVISION OF HUMANITIES, AS NEEDED FOR PERIOD BEGINNING AUG 9, 1999 AND ENDING JUN 31, 2000, AT LESS THAN HALF TIME.

(L) BAINBRIDGE COLLEGE

FAIRCLOTH, WAYNE R.: PART-TIME INSTRUCTOR, DIVISION OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 3, 2000 AND ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

(M) GEORGIA PERIMETER COLLEGE

ANDERSON, THOMAS J.: PART-TIME INSTRUCTOR, DEPARTMENT OF MUSIC (CLARKSTON), DIVISION OF FINE ARTS (CLARKSTON), AS NEEDED FOR PERIOD BEGINNING AUG 23, 1999, AND ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

MCGARITY, WILLA M.: PART-TIME ASSOC PROFESSOR, DIVISION OF NURSING (CLARKSTON),

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

**13. Information Item: Service Agreements (Continued)**

AS NEEDED FOR PERIOD BEGINNING AUG 23, 1999 AND ENDING JUN 30, 2000, AT LESS  
THAN HALF TIME.

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

**11. 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 (CONTINUED)

ROSS, SHARON C.: PART-TIME PROFESSOR, DEPARTMENT OF MATHEMATICS (CLARKSTON), DIVISION OF MATH/COMPUTER SCIENCES (CLARKSTON), AS NEEDED FOR PERIOD BEGINNING SEP 1, 1999, AND ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

(N) FLOYD COLLEGE

BLALOCK, CHARLES L.: PART-TIME ASSOC PROFESSOR, DIVISION OF NATURAL SCIENCES, MATHEMATICS & PHYSICAL EDUCATION, AS NEEDED FOR PERIOD BEGINNING SEP 2, 1999 AND ENDING MAY 16, 2000, AT LESS THAN HALF TIME.

DILLARD, PHILIP E.: PART-TIME PROFESSOR, DIVISION OF SOCIAL AND CULTURAL STUDIES, AS NEEDED FOR PERIOD BEGINNING SEP 3, 1999 AND ENDING MAY 16, 2000, AT LESS THAN HALF TIME.

THOMAS, JOHN C.: PART-TIME INSTRUCTOR, DIVISION OF SOCIAL AND CULTURAL STUDIES, AS NEEDED FOR PERIOD BEGINNING AUG 16, 1999 AND ENDING MAY 16, 2000, AT LESS THAN HALF TIME.

(O) GAINESVILLE COLLEGE

PAUL, JOEL H.: PROFESSOR, DIVISION OF SOCIAL SCIENCE, AS NEEDED FOR PERIOD BEGINNING AUG 23, 1999 AND ENDING MAY 6, 2000, AT LESS THAN HALF TIME.

TAYLOR, BILLY JOEL: ASSISTANT PROFESSOR, DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE, AS NEEDED FOR PERIOD BEGINNING AUG 23, 1999 AND ENDING MAY 6, 2000, AT LESS THAN HALF TIME.

(P) MIDDLE GEORGIA COLLEGE

CLAXTON, HARRIETT J.: PART-TIME INSTRUCTOR, DIVISION OF HUMANITIES, AS NEEDED FOR PERIOD BEGINNING AUG 23, 1999 AND ENDING MAY 6, 2000, 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

FIELDER, DANIEL C.: PROFESSOR EMERITUS, SCHOOL OF ELECTRICAL AND COMPUTER ENGINEERING, COLLEGE OF ENGINEERING, AS NEEDED FOR PERIOD BEGINNING AUG 17, 1999 AND ENDING MAY 6, 2000, AT LESS THAN HALF TIME.

HARMER, DON S.: PROFESSOR, SCHOOL OF PHYSICS, COLLEGE OF SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1999 AND ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

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

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

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

GEORGIA INSTITUTE OF TECHNOLOGY	28
GEORGIA STATE UNIVERSITY	55
MEDICAL COLLEGE OF GEORGIA	8
UNIVERSITY OF GEORGIA	35
GEORGIA SOUTHERN UNIVERSITY	3
VALDOSTA STATE UNIVERSITY	1
ALBANY STATE UNIVERSITY	2
ARMSTRONG ATLANTIC STATE UNIVERSITY	3
AUGUSTA STATE UNIVERSITY	4
COLUMBUS STATE UNIVERSITY	3
FORT VALLEY STATE UNIVERSITY	5
GEORGIA SOUTHWESTERN STATE UNIVERSITY	2
NORTH GEORGIA COLLEGE & STATE UNIVERSITY	8
SAVANNAH STATE UNIVERSITY	1
STATE UNIVERSITY OF WEST GEORGIA	7
ABRAHAM BALDWIN AGRICULTURAL COLLEGE	1
ATLANTA METROPOLITAN COLLEGE	2
BAINBRIDGE COLLEGE	1
COASTAL GEORGIA COMMUNITY COLLEGE	1
DALTON STATE COLLEGE	1
DARTON COLLEGE	3
EAST GEORGIA COLLEGE	2
GEORGIA PERIMETER COLLEGE	9
MIDDLE GEORGIA COLLEGE	1

PROMOTION OF FACULTY: THE BOARD APPROVED THE FOLLOWING NUMBER OF FACULTY PROMOTIONS:

GEORGIA SOUTHERN UNIVERSITY	1
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**COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION**

**12. 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>			
Allied Health	4, 2R	<b>Augusta State University</b>	
Kinesiology and Health	1	Health Services	3
Nursing	5,	<b>Columbus State University</b>	
15R		Respiratory Therapy	1, 5R
Physical Therapy	1, 9R	<b>Georgia College &amp; State University</b>	
Social Work	19	Clinical	5
<b>Medical College of Georgia</b>			
Allied Health	13,	<b>Kennesaw State University</b>	
27R		Nursing	6,
Dentistry	2, 4R	15R	
Medicine	22,	<b>North Georgia College &amp; State University</b>	
5R		Nursing	7
Hospitals and Clinics	3, 1R	Physical Therapy	1R
MCG Research Institute	1,	<b>Dalton State College</b>	
11R		Nursing	16
Nursing	19,	Medical Lab. Technology	1
4R		Radiologic Technology	10
<b>University of Georgia</b>			
Pharmacy	5, 1R	<b>Darton College</b>	
Recreation and Leisure	1	Nursing	1
Social Work	6	Occupational Therapy Assistant	1
<b>Georgia Southern University</b>			
Allied Health	1R	<b>Floyd College</b>	
Family & Consumer Sci.	2	Human Services	2,
Leadership	2	9R	
Nursing	2, 1R	Nursing	3R
Recreation & Sport Mgmt.	1	Physical Therapy Assistant	2R
<b>Valdosta State University</b>			
Nursing	15	<b>South Georgia College</b>	
		Nursing	2
<b>Armstrong Atlantic State University</b>		<b>Total</b>	<b>299</b>
Nursing	2		
Physical Therapy	2		

R = Renewal

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

**13. 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 payments as indicated:

<b>Purpose</b>	<b>Agency</b>	<b>Duration</b>	<b>Amount</b>
<b>Georgia State University</b>			
Study impact of welfare reform on women with children	Georgia Dept. of Human Resources	12/1/98 - 11/30/99	\$246,660
Fulfill mental health education grant	“ ” “ ”	6/30/99 - 6/29/00	\$50,832
Develop ”best practices” portfolio of developmentally appropriate practices	Georgia Office of School Readiness	7/1/99 - 6/15/00	\$425,000
Conduct Georgia vocational staff development	North Georgia RESA	3/31/99 - 6/30/00	\$50,000
Conduct research and analysis assistance to GDITT	Georgia Dept. of Trade and Tourism	6/21/99 - 6/30/00	\$35,000
Perform new reimbursement contract	Georgia Dept. of Medical Assistance	6/15/99 -12/1/99	\$205,000
<b>Medical College of Georgia</b>			
Support statewide Area Health Education Centers	Georgia Dept. of Medical Assistance	7/1/99 - 6/30/00	\$1,600,000
<b>University of Georgia</b>			
Conduct teen father program	Georgia Children’s Trust Fund Comm.	7/1/99 - 6/30/00	\$30,996
Conduct Garnett Ridge Parent Advocacy Program	Georgia Dept. of Human Resources	10/1/99 - 9/15/00	\$60,000
Conduct healthy family program	“ ” “ ”	10/1/99 - 9/15/00	\$75,000
Conduct research on environmental stress on Sapelo Island	Georgia Dept. of Natural Resources	5/1/99 - 9/30/00	\$25,000
<b>Purpose</b>	<b>Agency</b>	<b>Duration</b>	<b>Amount</b>
<b>University of Georgia (Continued)</b>			
Establish fish and wildlife research unit	“ ” “ ”	7/1/99 - 6/30/00	\$29,000
Monitor offshore drilling	Georgia Environmental Protection Division	7/1/88 - 10/31/99	\$249,522

Support pre-kindergarten program	Georgia Office of School Readiness	7/1/99 - 6/30/00	\$60,621
Provide housing and meals	DeKalb Technical Institute	2/21-26/99	\$1,089
<b>Georgia Southern College</b>			
Conduct "Partners in Flight/Swainson Warblers"	Georgia Dept. of Natural Resources	7/1/99 - 8/31/99	\$3,000
Conduct Maritime Forest Restoration Initiative	" " " "	8/1/99 - 7/31/00	\$18,050
<b>Floyd College</b>			
Provide computer training	Floyd County	8/18-19/99	\$2,925

<b>TOTAL AMOUNT - OCTOBER</b>	<b>\$ 3,167,695</b>
<b>TOTAL AMOUNT FY 2000 To DATE</b>	<b>\$14,364,092</b>
<b>TOTAL AMOUNT FY 99 (TO OCTOBER)</b>	<b>\$13,526,330</b>
<b>TOTAL AMOUNT FY 99</b>	<b>\$31,358,479</b>

## **COMMITTEE ON ORGANIZATION AND LAW**

The Committee on Organization and Law met on Tuesday, October 12, 1999 at approximately 3:50 p.m. in the room M122 of the Arts Complex. Committee members in attendance were Chair Elridge W. McMillan and Regents Juanita P. Baranco, Joe Frank Harris, Edgar L. Jenkins, Martin W. NeSmith, and Joel O. Wooten. Regent Baranco reported to the Board on Wednesday that the Committee had ten applications for review. Nine appeals were denied, and one was granted. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. In the matter of Dr. Isaac Crumbly at Fort Valley State University, concerning his salary for fiscal year 2000, that the application for review be denied.
2. In the matter of Kathleen Allison Coleman at Valdosta State University, concerning a waiver of in-state tuition, that the application for review be granted.
3. In the matter of Latrelle Peterson at Georgia Southern University, concerning denial of her reinstatement, that the application for review be denied.
4. In the matter of James Thomasson at North Georgia College & State University, concerning his suspension, that the application for review be denied.
5. In the matter of Jeanette Tillman at the University of Georgia, concerning a grievance, that the application for review be denied.
6. In the matter of Sarah Larson at Georgia Perimeter College, concerning a grievance, that the application for review be denied.
7. In the matter of Grant Johnson at Georgia Perimeter College, concerning a personnel decision, that the application for review be denied.
8. In the matter of Yvonne Cutter at Savannah State University, concerning termination of employment, that the application for review be denied.
9. In the matter of Liam Quinlan at the University of Georgia, concerning denial of credit for a mathematics course, that the application for review be denied.
10. In the matter of John Crumpton at the Medical College of Georgia, concerning reinstatement to the School of Dentistry, that the application for review be denied.



## 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.

Our campus visits give us a great opportunity to take stock. Macon State College is a classic example of what we have been trying to achieve. Just over five years ago, there was no Regent from Macon; now there are two. Five years ago, there were no bachelor's degrees; now there are six, with 619 students enrolled and already 18 graduates. Five years ago, the grounds were functional; now they are beautiful. Five years ago, there was no sign of other institutions; now both Fort Valley State University and Georgia College & State University are present, saving the taxpayers \$71,000 a month in lease costs. Five years ago, there were 14 buildings; now there are 15, with 3 more in the works. Five years ago, this institution was in Macon; now it is of Macon. When the bell sounded for new leadership, we found it in a nontraditional way. That was a good day for Macon and for Georgia.

Leadership does matter. In the last month, I have visited Gainesville College, Georgia College & State University, Macon State College, Savannah State University, and the University of Georgia to visit with all constituencies to take stock of how the president is leading after approximately two years in office. Why two years in office? The literature suggests this is an opportune moment in the presidency — long enough to have a track record, long enough for the honeymoon to be over, soon enough that advice may even be taken! Any Regent involved in the searches for these presidents, pat yourself on the back. We done good. Each has unique challenges, but each is responding as others are responding to them.

I am particularly pleased that each of these presidents has put together a strong team. You will recall that a couple of years ago, I expressed that one of our next needs was to build strength throughout each campus, not just at the presidential level. Based on my visits to five campuses this month, that is indeed happening.

Being a president has its moments. Witness last month. A little hurricane rolls around. To evacuate or not evacuate? We let our presidents make those calls and to have in place their emergency procedures. They responded well. Just as pleasing was the response of campuses not impacted. They opened their doors — and hearts — to evacuees. Just a few examples:

- Valdosta State University hosted 200 students from the Florida School for the Deaf and Blind.

- Abraham Baldwin Agricultural College (“ABAC”): Nearly 600 evacuees were housed on campus in four separate buildings nearly all arriving between 11:00 p.m. and daybreak. Students gave their beds to the elderly, provided snacks, offered pet care. Yes, at ABAC, the students took over and had a wonderful incidental learning experience.

## CHANCELLOR'S REPORT TO THE BOARD

- Fort Valley State University became Savannah State University West, hosting three busloads and other evacuees from their sister campus.

We also saw that leadership both matters and isn't always easy with President Adams' eloquent commitment to the University of Georgia's having a rich educational environment. That is, after all, what admissions is about at selective institutions. We are respectful of the courts and of the views of judges. I know both were carefully considered. Indeed, many options were explored as a result of such advice. In the end, though, the president had to make a timely decision for the class of 2000, and he did so. His message? The University of Georgia will be a welcoming place for qualified students with diverse backgrounds. He acted on the advice of Mark Twain: "When confronted with a difficult choice, do the right thing. You will please a few and amaze the rest!"

Our institutions are doing many right things. For example:

- Georgia Perimeter College is providing humanitarian services and exploring future educational ties through a cultural exchange between Georgia Perimeter College and Tegucigalpa, Honduras. Five members of Georgia Perimeter College's nursing faculty are to provide training to 60 nurses from three Honduran hospitals.
- North Georgia College & State University is planning to provide seminars and workshops to assist Appalachian businesses and community agencies in using web-based technology for financing, marketing and commerce. North Georgia won a \$246,000 grant to establish the "North Georgia Appalachian Development Center" from the Appalachian Regional Commission.
- ABAC is reaching out to prepare young, low-income students for college through GEAR UP, a collaborative effort between the college, Irwin County Board of Education, Irwin Electric Membership Corporation, and Irwin County Family Connection. The U.S. Department of Education approved a five-year grant of \$1,213,012 to the GEAR UP program, which promotes rigorous academic coursework and enhances the curriculum of the Irwin County middle and high schools.
- The State University of West Georgia is helping prepare tomorrow's teachers to be technology-proficient educators. It received a \$173,882 grant through the Improving America's Schools Act of 1994. This grant is to prepare tomorrow's teachers as technology-proficient educators. Collaborating with the College of Education in the grant activities are the College of Arts and Sciences and the Educational Technology Center, Armstrong Atlantic State University, Bremen City Schools, Carrollton City Schools, Fayette County Schools, and CB&T Bank.

Georgia Southwestern State University and Georgia Southern University also received this grant.

## CHANCELLOR'S REPORT TO THE BOARD

- Gainesville College is serving students by focusing on retention. It recently received the first Terry O'Banion Shared Journey Award for its presentation, "An Extra Reach to Students: Best Practices in Retention," at the first annual national conference of the National Council for Student Development. The award will be given annually for the presentation of outstanding two-year college programs that put students first.

I am proud, as I know you are, of these and many other campus accomplishments. I am also proud of a couple of other achievements which reflect the results of leadership setting the tone:

- Many of you, especially on the Audit Committee, will remember some less-than-stellar financial audits at Albany State University. I recently reviewed the latest audit. It showed much progress and had no significant findings. While it is important that this progress be sustained and enhanced, I think kudos are due to President Shields and Vice President Dyer.
- Many of you will also recall our concern with the co-op program at Georgia Tech being impacted by semester conversion. I am very pleased to report that the program only saw a minor drop in its enrollment. Attitude has so much to do with success. President Clough was determined that the program would continue to prosper and raised private funds to assist. Program Director Tom Akins said to me: "We have the largest and best co-op program of any public university in America under the quarter system. We will have the largest and best co-op program under the semester system." I believe him.

Another area where our leadership is being recognized nationally is teacher preparation. Frankly, this Board was at least a year ahead of its time in focusing on the issue. Secretary of Education Riley now has this as his major focus and so do both the American Council on Education and the Association of American State Colleges and Universities. Secretary Riley invited 100 university presidents to a summit in Washington last month on this topic (in the middle of the hurricane!). I was asked to present. Presidents Adams, Sethna, and Siegal were also present.

Incidentally, there is life after presidency. My tie today was given to me by former President Sherman Day. Included was a note that he and his wife were on their way to Chinatown in San Francisco for a year to work with poor immigrants. This is a special couple.

Also, our economic development activities are drawing attention. I was asked back to Wisconsin to conduct a seminar for their Board of Regents on this topic. Later this month, I will be doing the same in Indiana. I was mildly amused by the *Wisconsin State*

*Journal's* description: "Portch, in an English accent lightly coated with a Southern drawl...!"

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

My research showed the strength and weaknesses of both states. Wisconsin was one of the national leaders in creating new manufacturing jobs; Georgia was a laggard. Yet, manufacturing was the slowest growth area of the American economy (2%). Georgia was one of the national leaders in creating new service jobs; Wisconsin was a laggard. Yet, service "industries" grew the fastest (47%). So, Georgia is indeed growing the jobs of tomorrow.

My topic title was "The Inverse Field of Dreams Theory." In other words, in the not-so-distant past, you built it (industrial parks, roads, utilities) and they came. Today, you need to have the players — skilled workforce — first, then the ballpark.

Wisconsin has the players but loses them to Georgia because of free agency! They graduate approximately nine high school graduates to Georgia's six. They graduate two college graduates to Georgia's one. Advantage Wisconsin. But then, they lose half of one of those two to elsewhere. And elsewhere is very often Georgia, which is the nation's leading net importer of college graduates, flocking to Georgia because it's growing the industries of the mind: knowledge workers. This is the biggest heist since Georgia stole the Braves from Wisconsin! Wisconsin's challenge? To remake its economy to the jobs of the future so as to prevent the brain drain. Georgia's challenge? To grow more of its own graduates so we become less dependent on imported knowledge workers.

A tale of two states. A tale that brings us back to Macon, Georgia. A tale just beginning where Macon State College is focusing on producing graduates to serve the economic needs of this region. And in so doing, having that wonderful byproduct of improving the quality of life in the region. That's why we are here. That's why what we do matters. Thank you, Mr. Chairman.

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

Chair Cannestra next 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 explained that at this meeting, the Committee would be continuing its discussion of the benchmarking initiative. First, the Chancellor would be providing an overview of the project. Then, there would be a panel discussion of the final stages of the development of a request for proposals (“RFP”). The panelists were Dr. Madlyn Hanes, Senior Advisor to the Chancellor; Dr. Beheruz N. Sethna, Acting Senior Vice Chancellor for Academic Affairs Designate; and Dr. Lindsay Desrochers, Senior Vice Chancellor for Capital Resources. Chair Leebern encouraged the Regents to advise the panelists because this would be the last meeting before the Board launches its RFP. After the panel discussion, President Rosemary DePaolo of Georgia College & State University (“GCSU”) would be providing an example of how her institution has already started to use benchmarking. Chair Leebern then turned the floor over to the Chancellor.

Chancellor Portch thanked Chair Leebern and said that this was an important juncture in this multi-year project. The Board has previously discussed the necessity to get outside expertise on this initiative because of its scale and the importance of credibility. The Chancellor stated that everything the Board does should be tied to its strategic plan. The vision statement states that the University System of Georgia will be characterized by “a constitutional Board of Regents that establishes clear policies and review procedures to promote the continuing improvement of every unit and of the System as a coordinated whole, that encourages initiative and innovation throughout the System, that requires full accountability for all, and that insures responsible stewardship” (“Access to Academic Excellence for the New Millennium,” 1995). This is why the Board is embarking on its benchmarking initiative, explained Chancellor Portch. Moreover, at least two of the principles from the same document directly speak to this effort:

- Guiding principle no. 27: Use the best management practices of continuous strategic planning and quality improvement...
- Guiding principle no. 28: Develop reliable, broad-based data and draw on effective advice...

Therefore, benchmarking is at the core of the strategic plan that the Board developed five years ago. Chancellor Portch then summarized the key goals of this initiative: to engage all levels of the University System — from the Board of Regents to the smallest institutional unit — in continuous improvement; to embrace assessment and accountability through measurement against national and aspirational peers regarding effectiveness and efficiency; and to examine and implement “best practices” that encourage initiative and innovation and improve quality.

The Chancellor added that there is no need to “reinvent the wheel” if there are others in the System or the nation who provide good examples. However, until the Regents know what they need to focus on, they will not know how to do achieve these goals. Chancellor Portch remarked that the benefits of this initiative are going to be long-term. The Board will sets its sights high and will create a template for ongoing assessment and review as well as for how to report this progress to the Board and for providing feedback to the presidents. He stressed that the feedback element of this process would be extremely important, because ultimately, the action will be at the institutional level. Assessing the best practices and framing this as a healthy exercise are key, he asserted. This process is an extremely complex, inclusive, and ambitious undertaking. In reality, it should be thought of as a two-year project just to get to the point where it is **STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”**



beginning to show results and then it will be an ongoing process. Once the template has been established, it can continue to be used. This year, the Board will hire consultants to help it frame the initiative and to select the appropriate groups to compare the System institutions with, to help identify the correct measures, and do the first run of the data. Having done that, the Board will know how to engage the institutions in the second year of the initiative. The data and the Regents' discussions will raise questions for the institutions to wrestle with and answer. The purpose of this meeting's panel discussion would be to aid in the development of the RFP. The staff needed the Regents' input at this juncture, so they valued the Regents' comments at this meeting. The panel members have been assigned by the Chancellor to lead this project, and they will learn from the Board's discussion. The Chancellor then introduced Dr. Hanes, who is providing leadership in working with potential partners and the institutions on putting together this process. Dr. Sethna would be posing some academic questions about benchmarking, and Dr. Desrochers would be addressing administrative issues.

Dr. Hanes greeted the Regents. She said that the panelists had looked forward to this conversation and the opportunity to share with the Board where the System is and what can be learned from this benchmarking process. This is a large, complex project, especially considering that the System is becoming fully involved and is being compared to national counterparts. Dr. Hanes' first Board meeting was the September 1999 meeting, and she said that there was a very good discussion on benchmarking. At this meeting, the panel would submit for the Regents' consideration an approach to benchmarking that will set the process into motion. First, she would be reviewing the central elements of a benchmarking study, and then Dr. Sethna and Dr. Desrochers would be discussing the implications and benefits of benchmarking for the academic and administrative areas of institutions, respectively. Dr. Hanes remarked that they have excellent examples to bring to the table that will give the discussion a third dimension and breathe life into the initiative. There are two central questions to be answered regarding benchmarking. The first is "With whom do we want to compare ourselves?" The second is "On what basis do we want to make that comparison?" At the heart of the process is the selection of appropriate comparitors and the selection of appropriate strategic indicators to bring measurement to this process. To get a best fit for establishing comparator groups, the consultants should match as deliberately as they can institutions or groupings of institutions on the following criteria: central elements of institutional mission, characteristics of the student population, array of degrees and programs offered, funding mix, and environmental context of the campus. There will be challenges in getting the best fits, but what the Board would hope to get from it would be appropriate comparator groups for each of the research universities, for regional and state universities as a group, for the two-year colleges as a group, and for the Board of Regents Central Office. It might be important to compare the Central Office with other offices serving similar functions to appreciate such matters as staffing patterns and organizational structure.

The next bit of work is the selection of strategic indicators, explained Dr. Hanes. These would include inputs such as faculty salaries, staff salaries, tuition/fee levels and revenue totals, expenditure data by functional categories, State appropriations, and per student expenditures. Dr. Hanes noted that some of this data is collected on a regular basis and the Board and staff have access to this information, but collecting some of the other data will present challenges. Examples of strategic indicators related to processes include faculty-student ratios, availability of technology, and student perceptions and ratings. The System surveys students periodically and asks their opinion about the quality of instruction they are receiving, which will be useful in this category. Finally, strategic indicators that speak to outcomes include research contracts and grant funds, foundation support and endowments, retention and graduation rates, and employer satisfaction. **STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"**

Dr. Hanes stated that employer satisfaction may be most challenging to measure because the data may not be readily available in comparator groups. Nonetheless, she would like to ask how well our graduates perform in and contribute to the workforce. That can say as much about the programs that prepare them

as even the general education core that complements those programs.

Dr. Hanes explained that, using the comparator groups that the consultants help to identify and the strategic indicators to focus on, analysis will suggest optimum ranges of performance. From this, the staff will begin to identify rather quickly issues or problems in need of attention or at least explanation in those areas where the System or institutions fall outside those optimum ranges. From this, the staff will also focus on a search for best practices that are particularly relevant to the System's circumstances. Dr. Hanes closed by saying that many of the best practices may be found within the System institutions. She then turned the floor over to Dr. Sethna.

Chancellor Portch interjected that if the Regents had any other suggestions for strategic indicators, they should share them with the staff to be relayed to the consultants.

Dr. Sethna stated that he would be examining the academic perspective of benchmarking in his new role as Acting Senior Vice Chancellor for Academic Affairs Designate as well as in his role as once and future president of State University of West Georgia ("SUWG"). He said that it is very important that as the staff look at lots of data on several levels, they define appropriate ranges. In any statistical computation, there is a wide range that is within sampling error and there are outliers at the tails of the distribution. That is how the Board should focus its attention. Once the consultants define ranges for various statistics, the Regents must remember that not all outliers are bad. In fact, in many cases, certain institutions should be outliers. For example, in the area of technology expenditures per student, institutions such as Clayton College & State University and Southern Polytechnic State University ("SPSU") should be outliers among their peer groups. They should be investing a larger amount of money for technology per student. Similarly, considering the mission of an institution such as GCSU, which has made a name for itself for being the public liberal arts institution in the System, one would expect to see a larger expenditure in terms of faculty per student. If there is an institution that outlines in its mission "educational excellence in a personal environment," it should be an outlier in terms of tenure-track faculty per student. So, outliers are good in some cases, when they are mission-driven. Having said that, Dr. Sethna noted that the Board will need to look for good explanations where they see some things that are out of the norm. For example, if the appropriate range of a department in a particular field of study is 16 to 20 faculty members and there are some departments with only 4 or 5 faculty members, then the Board will have to ask some tough questions and will need to understand why this happens and in fact put pressure on the presidents to reconsider the time-honored traditions of certain departments. For instance, in his first year as president of SUWG, Dr. Sethna combined the physics department with another similar department. He made some enemies because he said that the department was too small to have its own chair. However, that is the kind of appropriate pressure that should be put on presidents as a result of the benchmarking exercise.

Next, Dr. Sethna looked at an output measure, student satisfaction. He said that institutions who have a good faculty-student ratio should also have a higher level of student satisfaction in terms of access to faculty and so on. These are the kinds of uses that should be made of the information gained from benchmarking. In closing, Dr. Sethna said that such studies are of enormous interest in academic improvement. However, it would be worth very little if it is just a snapshot in time. He hopes the System will develop a continuous improvement tool to fix problems on an ongoing basis.

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Chancellor Portch noted that Dr. Sethna had talked about using ranges versus averages, and he asked Dr. Sethna to explain that in more detail.

Dr. Sethna explained that in any statistical sampling, an average itself is just a statistical figure. What the Regents need to examine is the normal distribution in which the bulk of observations fall into the hump of the curve. Even in the manufacturing industry, one would look at the mean plus or minus one, two, or

three standard deviations. The consultants will help the staff do that. In effect, a statistic that lies slightly above or below the average may not be significantly different from that average. So, a range is the appropriate thing to examine, rather than just one fixed number.

The Chancellor added that the Board does not want to give the institutions incentive to be average.

Dr. Sethna agreed. The Board also would not want all institutions to gather around the same averages. That would go against its respect for their individual missions. He then turned the floor over to Dr. Desrochers.

Dr. Desrochers remarked that she too was speaking from two perspectives: as Senior Vice Chancellor for Capital Resources and as a former vice president of an institution. She said that the staff are trying to establish a systematized way to have data-driven analysis that help them make improvements at the System level, at the sector level, and at individual institutions. They need to focus on the sectors and develop appropriate mid-level indicators that can help institutions with further analysis as to causes and determination as to appropriateness. As a Senior Vice Chancellor, Dr. Desrochers already examines an institution's cost per equivalent full-time student. She considers tuition levels and makes comparisons with some comparable groups around the country. She also looks at the number of faculty and staff to the extent that she has data. However, the staff are looking into a way to do this in a more organized fashion. For example, during the meeting of the Committee on Real Estate and Facilities on Tuesday, a question came up regarding the major repair and renovation ("MRR") study that was performed to develop guidelines for developing better projects. A Committee member asked, "What is the appropriate amount of investment an institution should be making in maintenance and operation on the campus?" There is not an easy answer to this question, but it is quite possible that by developing a good comparator group of institutions for each sector, the staff might be able to calculate an appropriate optimal range. Then, where they see outliers, they can pose the question "Why?" It may be good or bad that an institution is an outlier. It may be good because it may be that the institution has found a best practice, a more cost-effective way of handling MRR. Perhaps MRR is outsourced or the institution has found some other more efficient means of managing it. So, the process will help identify some good and bad practices that can then feed back to institutions to help them. It may be that an institution is simply in an unusual circumstance, such as a high or low labor cost market. The staff need to have a sense of the range in order to ask those questions and feed them to the institution to get an explanation. As a vice president of an institution, Dr. Desrochers had to do a fair deal of reduction on one particular campus in terms of budget. A thorough management review showed that the institution had too many accountants around campus and many shadow systems. The staff want to delve into the matter of whether there is duplication of effort on campus to get an analysis as to causes. There are many other areas to which this applies.

Chancellor Portch asked the Regents whether they had any questions or comments.

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Regent Cannestra asked whether it would be beneficial to try to group the strategic indicators, for example, a group having to do with academic excellence, another group having to do with facilities administration, another group having to do with financial management, etc. That way, persons in those fields would have the appropriate indicators. He said that mixing them up loses sight of their purposes. He felt that the group on academic excellence would be the most beneficial.

Dr. Desrochers said that we can get lost in too much detail. Instead, we need to identify the critical indicators that are related to the strategic interests and policies of the Board. There is a set of indicators in each category that Dr. Hanes listed that is more specifically related to the initiatives of the Board.

Dr. Sethna remarked that we should pay attention to the categories of inputs, processes, and outcome measures, which Dr. Hanes had discussed.

Dr. Hanes added that there are many ways to carve things. These categories create a clear way to communicate across the System very readily.

Regent Cannestra noted that once the data is collected, those who are looking for other ways to slice it can just take the data and do it themselves.

Regent Baranco expressed a concern that when benchmarking the Central Office and benchmarking the individual institutions, there may be some issues involving authority. She asked how the Board might potentially resolve such issues.

Dr. Desrochers responded that it is certainly an interesting question, because the Central Office is constructed around the division of authority between the Central Office and the institutions. There is also a balance between the Central Office and other agencies of the State that have other functions, such as the State Controller or the State Auditor. Each state is fairly unique in its university system arrangements because of those balances.

Chancellor Portch said that it is possible to offset some staffing deficiencies by delegating additional authorities. So, the Board must consider what authority is delegated to the presidents at what level, because that also impacts this relationship.

Regent Baranco stated that this is precisely what she meant because it seems this would be creating a system where there is more delegating of authority.

The Chancellor said this should be consciously done.

Dr. Hanes reiterated that benchmarking is a very healthy process. It is very hard for any system office to step back and examine its processes and how time is actually spent. She stressed that it is not all about organizational structure. She has worked in the Central Office only one month, and she could already tell that people cross lines all the time. She said this is perfectly fine, but if you look at how time is being spent, you might decide that some things could be delegated and time could be refocused.

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Dr. Desrochers stated that in discussions about benchmarking, Dr. Hanes had suggested that as an exercise, Dr. Desrochers jot down a list of the functions of the Central Office. Hours later, she had a very long list that just kept getting longer. Nonetheless, it was a useful exercise.

Regent Yancey remarked that most of the Regents have probably been involved in benchmarking in their businesses to some degree. He was concerned that often the process becomes much too detailed. As Dr. Desrochers had said, you get into discussions and hours later you are bogged down in details and do not get around to what it is you really set out to accomplish. As a new member of the Board, he did not know how to take the vision statement of the Board and put it into a strategy for the System. He did not even know what tactics to use to get to that strategy. He said that somewhere in the process, understanding the tactics and the strategy would be very beneficial to the benchmarking exercise.

Regent Jenkins stated that ultimately, the Board is looking at the quality of the product. He noted that employer satisfaction fell under the category of outcomes. He asked, “What about employer choice?” If the Board is measuring the Georgia Institute of Technology (“GIT”) against the Massachusetts Institute of Technology, is it appropriate to ask employers which graduate they would select? How would graduates of System institutions stack up against graduates from outside the System in the job market?

Regent Cannestra noted that when Lockheed Martin was recruiting on the aircraft side of the business, there were preferred institutions from which the employer hired. He said that most major employers probably have preferred institutions from which to draw their employees.

Dr. Hanes said that gathering such data would be very straightforward, but she did not think this has been done before in the System.

Regent Cannestra added that businesses could also be asked which institution they go to if they do not meet their requirements at the first institution. He said that this data is likely available but has not been gathered before.

Dr. Hanes stated that in some high-tech industries, there is probably more data now about this very subject than ever before and they could probably report that information very directly.

Regent Cannestra said that the staff must be very careful when they ask that question, because it may be that there is one preferred institution for one type of employee and another preferred institution for another type of employee. For instance, at Lockheed Martin, if they want a good engineer, they may look to GIT, but if they wanted someone to manage the factory floor, they might look to SPSU. So, you have to be careful in asking the question.

Chancellor Portch added that it is important to also consider who in a company to ask. The chief executive officer might give a different answer from the human resources director.

Dr. Sethna noted that not all college graduates go directly into the job market. The benchmarking study should also take into consideration graduate schools. This will be a good project for the consultants.

Regent Jenkins asked how institutions hire their professors. Would they take a University of Georgia (“UGA”) student versus one from North Carolina State University?

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Chair Leebern stated that we should also ask employers why they choose the institutions they do.

Dr. Hanes agreed that this would provide insight into their reasoning.

Chair Leebern asked how much the mission of an institution plays into the benchmarking process.

Chancellor Portch interjected that this was a good segue into the next presentation. He remarked that one of the most important things the Board has already heard is that benchmarking should be part of a regular, user-friendly process. That is why the System performs student satisfaction surveys, to measure whether it is actually continuously improving. When all is said and done, what is done at the System level is going to be helpful to the individual institutions, but they will have to do some of their own benchmarking activities. The System is fortunate to have a president who has already leapt into benchmarking because of the new mission given to GCSU. As an English major who has some passing interest in data-informed decisions, the Chancellor was proud to introduce another English major who is heavily using data to inform her decision making. He introduced President DePaolo.

President DePaolo greeted the Board and said that she was not going to brag about GCSU at this meeting. In fact, she would be sharing some problem areas that the institution faces. She thanked the Regents for the opportunity to present what GCSU is doing with benchmarking. It has been an extraordinarily positive experience for the institution. She was excited about participating in the larger Systemwide benchmarking project, particularly since it will be an ongoing process. Because its special mission drove GCSU's benchmarking, what the institution has done might not be absolutely congruent with what the rest of the System will be doing. Nevertheless, it has been an extremely effective analytical tool to help the school assess where it is and where it is going. In essence, there was a problem for which benchmarking was a tool to give the school some measures, which in turn enabled it to make some decisions resulting in some solutions. The problem was a great one. In 1996, the Board designated GCSU as the State's public liberal arts institution. While that was a great honor for GCSU, it created the problem of what it means to change from being one kind of university to another kind of university with a very different mission. There are many different kinds of liberal arts universities, and an institution can go in almost any philosophical direction with the kind of liberal arts university it is going to become. She wanted the university to get beyond that identity crisis and start moving it forward. The tool that got the institution beyond square one was benchmarking. It gave the school a way to focus on key indicators that are common to all good liberal arts universities, and it gave the school concrete goals and definable directions.

The panel had mentioned that a consultant would be hired to help benchmark the entire University System. However, GCSU did not need a consultant, because the job was easier. GCSU had a natural set of comparator institutions available through the Council of Public Liberal Arts Colleges ("COPLAC"). The member institutions are very much what the Board has designated GCSU to be. COPLAC consists of approximately a dozen colleges that are all basically similar. Most of them have been designated the public "ivy league" institution in their state, they are selective, and it is a great achievement to gain membership to COPLAC. So, this is something to which GCSU aspires. The COPLAC schools have certain institutional characteristics, such as a certain size and certain foci. Using a variety of data sources and using the COPLAC schools as its comparitors, GCSU looked at numerous indicators, many of which Dr. Hanes had also discussed. At this point, a mass of data has been collected. President DePaolo wanted to give the Regents a sampling of the data to demonstrate the kind of approach that is being taken at GCSU.

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GCSU focused on the indicators characteristic of the COPLAC schools and its liberal arts mission. It learned where the school fits already and, most importantly, what it still has to work on. In terms of its mission, curriculum, and size, GCSU discovered that it is in line with the COPLAC schools. However,

there were some areas that she quickly realized were real problems for GCSU and that it needed to work on. The first problem area was freshman retention, which measures how many of the freshmen who enroll in the fall are still enrolled the following fall. The average COPLAC freshman retention rate is 76%. GCSU's freshman retention rate was only 68%, and it was decided that the college needed to work to narrow that gap. At the beginning of the academic year, there was a university-wide meeting with all faculty and staff in attendance. She shared with them all of the data that had been collected. It was a long and strenuous meeting. However, when she showed them the data on freshman retention, the faculty responded that they needed to work on this problem. It was much more powerful and significant than if she had approached them as their president and said that they should do this. GCSU also looked at four-year graduation rates as a key indicator. Again, the COPLAC average (52%) was higher than the GCSU rate (36%). This was stunning to learn, said President DePaolo. She cautioned that when you use data like these, you have to take a lot of other matters into consideration. If you look at Systemwide data, for a variety of reasons, GCSU does not do very well on four-year graduation rates. However, it does much better on five-year graduation rates. She noted that this was not an excuse, but rather a consideration that we need to keep in mind when doing a Systemwide analysis and to try to determine why this is so.

Another key indicator in GCSU's benchmarking exercise was the percentage of students living on campus. She noted that the COPLAC average is 43%. She stressed that this is key, because in order to be a good liberal arts university, you have to create a good residential environment, because learning happens not just inside the classroom, but outside the classroom as well. She noted that 70% of students at Mary Washington College live on campus, which made it an outlier. In line with what Dr. Sethna had said about outliers, this was probably attributable to the housing and rental rates in Fredericksburg, Virginia, which make campus housing much more appealing. On the other hand, the College of Charleston has only 22% of its students living on campus, the same percentage as GCSU. President DePaolo said that this is not a number she wants to emulate. She visited the College of Charleston, and the fact that it has so many of its 10,000 students living in the historic district has created serious problems for a positive relationship with the town. Another key indicator in the benchmarking process was the faculty-student ratio. She stressed that it is very important to have close faculty-student interaction to have an intensive liberal arts experience. The COPLAC average ratio of students to teachers was 17 to 1. At GCSU, the ratio is 21 to 1. President DePaolo noted that this represents a real improvement over the last few years at GCSU, but it could be better. She also looked at academic reputation as measured by *U.S. News and World Report*. She said that of the COPLAC schools that are ranked regionally rather than nationally, the average reputation score was 3.3. GCSU received a score of 3.1, but President DePaolo stressed that GCSU is not finished yet. This simply shows what the university still needs to work on.

As a result of examining all of these data, GCSU also looked at solutions. President DePaolo stated that it looked at its resources both external and internal, realizing that it had a lot more control over the internal resources. They examined a variety of factors in the internal resources to try to see where they could shift resources along with the shift in mission. The COPLAC average ratio of students to executive administrative staff was 140 to 1. GCSU has a ratio of only 60 to 1. President DePaolo remarked that this indicates that there are simply too many administrators. She explained that historically, GCSU tended to be very generous in the way it handed out administrative titles. It stopped doing that partially in reaction to seeing these data, **STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"**

and this was considered to be a problem that could be fixed. Another area that was examined was the ratio of students to professional staff, and this ratio, she said, should be reversed. The COPLAC average is one professional staff member to every 67 students. The GCSU ratio is one staff member for every 153 students. She remarked that this means there are not enough professional staff to give the students the kinds of services they need. However, taking both the administrative and professional staff data together

gives us a suggestion of how and where to start shifting resources.

Finally, benchmarking enabled GCSU to start making changes and finding solutions to issues, said President DePaolo. For instance, because of the graduation data, GCSU has initiated a December graduation and has changed its advising practices to help students graduate in a more timely fashion. Because of the information on students living on campus, GCSU has hired a housing consultant to help it examine how to renovate its current housing to make it more attractive to students and how to build additional beds on campus in order to get closer to the range of the COPLAC schools. GCSU has set for itself a goal of 40% in this area. Finally, because of the data on retention, GCSU's retention task force became incredibly energized. Working with the rest of the institution, the task force has initiated a variety of new initiatives on campus, including a freshman experience program, a freshman convocation, cluster courses, and learning circles. In fact, the entire university has responded to all of these data, but particularly to the data on retention. The university has started to think about how to change the ambiance of the campus, everything from the classroom to the cafeteria, so that it is more accommodating to students and is the kind of place they will want to stay. For GCSU, benchmarking has been an extraordinarily effective analytical tool. It has helped the university to set goals, and it has taught the university a great deal about itself. President DePaolo said that she has no doubt that benchmarking is what has helped guide the institution in moving from tier three to tier two in the *U.S. News and World Report* rankings in two years' time. She remarked that benchmarking will continue to guide GCSU as it works to move up to tier one. In closing, President DePaolo invited the Regents to the campus to see what is going on and to examine some of the other key indicators they think GCSU might need to consider. She then asked if there were any questions.

Regent Baranco asked for clarification on which key indicator drove the decision to establish a December graduation date.

President DePaolo explained that the fact that four-year graduation rates were low indicated that some students become bored and disaffected when there is only one graduation date per year. Therefore, GCSU added a second graduation during the year.

Regent Baranco commented that there are many financial issues involved, particularly with the faculty-student ratios, and that it seemed GCSU has some very creative solutions. However, some problems will also come back to the Board. She remarked that this had been an excellent presentation.

Regent Jones asked what percentage of GCSU's students would be considered nontraditional.

President DePaolo responded that it would be a very small percentage. GCSU is a very traditional university on the main campus. There are some nontraditional students, but GCSU attracts mostly students who want the traditional college experience.



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

Regent Cannestra mentioned that he had an interesting article to share. In the October 7, 1999 issue of *The Atlanta Journal/Constitution*, it was reported how many students in Georgia colleges and universities benefit from the HOPE Scholarship Program. He said that if 100% of Georgia students enter with the HOPE Scholarship and approximately two-thirds of those students lose their scholarship over time, he found it hard to believe that at any one time, there could be more than 50% of the students on the scholarship. As it turns out, 54% of Georgia students get help from HOPE. However, there is a tremendous discrepancy among the individual institutions. At Berry College, 82% of Georgia students have the HOPE Scholarship. The top public institutions are Bainbridge College (“BC”) with 76% and UGA with 63%. SUWG has 48%, and GCSU has 43%. Wesleyan University has 75%. He wondered how this is possible and what is going on statistically.

Chancellor Portch said this is another illustration of why the Board needs to really examine the data. BC is a good example. It has a Department of Technical and Adult Education (“DTAE”) mission as well. So, a good proportion of its students are DTAE students, the DTAE does not require a B average to retain the scholarship. Also, the more selective an institution, the higher the percentage is likely to be because the students are already selected from the highest freshman index pool.

Regent Cannestra said that it does not seem to make sense mathematically, so the Board would need to examine why.

The Chancellor stated that it also comes back to the fact that the data helps you ask questions, nothing more. If you look at graduation and retention rates, one of the beauties of HOPE is that it rewards good performance. “How do you maintain a good performance?” he asked. “Don’t take too many classes at any one time,” he answered. That affects the four-year graduation rates, so the Regents must take that into consideration as they look at the data, because HOPE is actually slowing graduation. However, if it is actually increasing the graduation rates over time as a result, then it is a very good thing. It is important not to leap to conclusions from a single piece of data. Rather, the Regents should use it to ask the right questions. When we do that at the institutions, sometimes the institutions will come back with very good answers, and other times they will just change something.

Regent Cannestra noted that in the articles he read, he learned that there is only one University System of Georgia institution that has an undefeated football team, and he asked the Chancellor if he knew which school it was.

Chancellor Portch responded that it was Fort Valley State University.

Regent Cannestra commended the institution.

Chair Leebern thanked the panelists and President DePaolo for their outstanding presentations to the Board. He then recessed the meeting of the Strategic Planning Committee as a Committee of the Whole. With motion properly made, seconded, and unanimously adopted, the Board was reconvened in its regular session.

## **UNFINISHED BUSINESS**

Vice Chair Coleman thanked his fellow Regents for their notes of sympathy and their acts of kindness

upon the passing of his wife in the preceding month. He said that the Regents have become much like another family to him in his 4.5 years on the Board and he appreciated their interest and sympathy.

### **NEW BUSINESS**

On behalf of the Board of Regents, Chair Cannestra expressed the Board's deep appreciation of the leadership of Senior Vice Chancellor for Academic Affairs James L. Muyskens in the Office of Academic Affairs and in the strategic planning initiative. The Board looks forward to watching him serve successfully as Chief Executive Officer and Dean of Faculty at the Gwinnett Center.

Chair Cannestra then thanked President Bell and his staff, faculty, and volunteers for the outstanding visit to Macon State College and the enjoyable stay in Macon. He also thanked Regents Jones and Cater for hosting the Board in Macon.

### **PETITIONS AND COMMUNICATIONS**

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

### **ADJOURNMENT**

There being no further business to come before the Board, the meeting was adjourned at approximately 11:00 a.m. on October 13, 1999.

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

s/  
Kenneth W. Cannestra  
Chair, Board of Regents  
University System of Georgia