

**MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
HELD AT
270 Washington Street, S.W.
Atlanta, Georgia
December 9 and 10, 1997**

CALL TO ORDER

The Board of Regents of the University System of Georgia met on Tuesday, December 9 and Wednesday, December 10, 1997 in the Board Room, room 7007, 270 Washington Street, S.W., seventh floor. The following Committees of the Board of Regents met in succession on Tuesday, December 9: the Committee on Finance and Business Operations; the Committee on Real Estate and Facilities; the Committee on Education, Research, and Extension; and the Committee on Organization and Law. The Chair of the Board, Regent S. William Clark, Jr., called the Board meeting to order at 9:00 a.m. on Wednesday

December 10. Present on Wednesday, in addition to Chair Clark, were Regents Thomas F. Allgood, Sr., Shannon L. Amos, David H. (Hal) Averitt, Juanita P. Baranco, Kenneth W. Cannestra, J. Tom Coleman, Jr., Hilton H. Howell, Jr., George M. D. (John) Hunt III, Charles H. Jones, Donald M. Leebern, Jr., Elridge W. McMillan, Edgar L. Rhodes, and Glenn S. White.

INVOCATION

The invocation was given on Wednesday, December 10 by Regent Donald M. Leebern, Jr.

ATTENDANCE REPORT

The attendance report was read on Wednesday, December 10 by Secretary Gail S. Weber, who announced that Regents Shannon L. Amos, Juanita P. Baranco, and Elridge W. McMillan had asked for and been given permission to be absent on Tuesday, December 9 and that Regents A. W. "Bill" Dahlberg and Edgar L. Jenkins had asked for and been given permission to be absent on Wednesday, December 10.

SPECIAL GUEST

Chair Clark recognized Senator Nathan Dean and welcomed him to the meeting.

APPROVAL OF MINUTES

Motion being properly made and duly seconded, the minutes of the Board of Regents meeting held on November 12, 1997 were unanimously approved as distributed.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

The Committee on Finance and Business Operations met on Tuesday, December 9, 1997 at 1:00 p.m. in the Board Room. Committee members in attendance were Chair Kenneth W. Cannestra, Vice Chair Glenn S. White and Regents Thomas F. Allgood, Sr., J. Tom Coleman, Jr., George M. D. (John) Hunt III, Edgar L. Jenkins, Charles H. Jones, and Donald M. Leebern, Jr. Chair Cannestra reported to the Board on Wednesday that the Committee had reviewed three items, one of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Amendments to Fiscal Year 1998 Budget

Approved: The Board approved the following consolidated amendment to the fiscal year 1998 budget of the University System of Georgia, as presented below:

UNIVERSITY SYSTEM OF GEORGIA					
FISCAL YEAR 1998 BUDGET AMENDMENT REPORT					
SUMMARY					
FOR THE MONTH OF DECEMBER 1997					
	ORIGINAL	APPROVED	REQUESTED	AMENDED	
BY BUDGET	BUDGET	AMENDMENT	AMENDMENT	BUDGET	
		S	S		
Operating	\$3,197,544,095	\$ 15,813,357	\$ 7,212,347		\$3,220,569,799
Capital	149,262,649	2,237,806	2,395,503		153,895,958
Auxiliary Enterprises	264,943,337	7,895,573	11,924,036		284,762,946
Student Activities	42,881,116	3,623,684	1,235,673		47,740,473

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

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

1. Amendments to Fiscal Year 1998 Budget (Continued)

Operating - Clayton College & State University requested a 7.18% increase (\$939,805) in nonpersonal services to reflect the receipt of private funds for Equipment Technology and Construction Trust matching purposes. Waycross College requested a 7.29% increase (\$136,968) in nonpersonal services to reflect utilization of University System Foundation funding for the Post-secondary Readiness Enrichment Program. The Center for Rehabilitation Technology requested a 6.28% increase (\$89,539) in nonpersonal services, as lapsed personal services funds are to be used for supplies and operating expenses.

Auxiliary - The Georgia Institute of Technology requested a 20.03% increase (\$10,978,744) to reflect funds' carrying forward being greater than anticipated due to construction and renovation projects' being postponed during the Olympics. Of this \$10 million, \$6.7 million represents prior years' surplus of funds from the general operations of auxiliary services. The other \$4.2 million represents prior years' renewal and replacement reserve surplus.

Capital - The Georgia Institute of Technology requested a 12.31% increase (\$2,175,645) to reflect the utilization of interest income from endowments and Institute of Bioengineering and Biosciences project funds. These private funds are being utilized for the Board-approved North Campus Utilities Extension Project. Atlanta Metropolitan College requested a 206.67% increase (\$31,000) to reflect investment income being greater than anticipated.

Student Activities - The following institutions requested increases, as funds' carrying forward from prior years are greater than anticipated:

Georgia Institute of Technology:	13.45% (\$662,088)
Georgia Southern University:	6.07% (\$185,793)
Albany State University:	48.12% (\$123,072)

2. Information Item - First Quarter Financial Report, Fiscal Year 1998

The First Quarter Financial Report for the University System of Georgia for the period ending September 30, 1997 is on file with the Office of Capital Resources. The report provides tables which compare actual and budgeted revenues and expenditures through September 30, 1997 for educational and general funds, auxiliary enterprise funds, and student activity funds. In addition, the report contains charts which compare September 1997 financial data with data from September 1996.

3. Information/Discussion Item: Mandatory Student Fee Study

Last April, as part of the presentation on tuition and fees, the Board of Regents asked the Central Office staff to undertake a study on the variability in mandatory students fees within the University System of Georgia. A proposed study plan and approach were presented to the Committee on Finance and Business Operations in July 1997. To assist in this study, the Chancellor's Office engaged Coopers & Lybrand's Higher Education practice. Coopers & Lybrand was asked to meet two study objectives, as follows:

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

3. Information/Discussion Item: Mandatory Student Fee Study (Continued)

- To identify the causes of variability in the fee structures maintained by the individual campuses within the system
- To review the role that the Central System Office plays in reviewing campus fee proposals on behalf of the Regents

The fees included in the review were student activities, athletics, parking and transportation, health services and housing. Housing, while not a mandatory fee, was included in the study because of its relevance to the policy initiative approved by the Board at the October meeting. The review does not include consideration of athletic fees at the University of Georgia, Georgia Institute of Technology, Georgia State University, or Augusta State University, since the intercollegiate athletic programs at these institutions are operated by separate athletic associations.

Several methods were employed to gather information for the project, including the following:

- Interviews with University System staff and members of the Board of Regents
- Site visits to five campuses, including the University of Georgia, the State University of West Georgia, Georgia Institute of Technology, Valdosta State University, and Atlanta Metropolitan College
- A survey of current institutional fee-setting practices and procedures
- A review of campus budgets submitted to the University System
- A review of relevant reports and other material (e.g., Board policies, 1997 University System of Georgia Budget Responsibility and Oversight Committee Study on Auxiliary Enterprises, fiscal year 1998 fee proposals and recommendations)

Coopers & Lybrand presented its findings and recommendations at the Committee meeting on Tuesday. Chair Cannestra reported to the Board on Wednesday that the study's preliminary findings showed that the differences between mandatory student fees at various institutions were reasonable and explainable and that there were no critical issues. He further stated that the information gathered in the course of the study would help the institutions fine-tune their fee policies and would help the Board make better decisions when institutions want to make increases in their fees. The study has provided a solid database of information which will allow institutions to look across the System to compare their fees with other institutions. Chair Cannestra complimented Senior Vice Chancellor for Capital Resources Lindsay Desrochers, Associate Vice Chancellor for Fiscal Affairs William R. Bowes, and the staff, as well as Coopers & Lybrand for their hard work on this study.

COMMITTEE ON REAL ESTATE AND FACILITIES

The Committee on Real Estate and Facilities met on Tuesday, December 9, 1997 at approximately 1:45 p.m. in the Board Room. Committee members in attendance were Chair J. Tom Coleman, Jr., Vice Chair Charles H. Jones, and Regents Thomas F. Allgood, Sr., Kenneth W. Canestra, George M. D. (John) Hunt III, Edgar L. Jenkins, Donald M. Leebern, Jr., and Glenn S. White. Chair Coleman reported to the Board on Wednesday that the Committee had reviewed ten items, eight of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Naming of Facilities, Columbus State University

Approved: The Board authorized the naming of the baseball clubhouse at Columbus State University the "Charles B. Morrow Clubhouse" to honor Mr. Charles B. Morrow.

President Frank Brown of Columbus State University requested that the baseball clubhouse be named the Charles B. Morrow Clubhouse to honor Mr. Charles B. Morrow. Examples of outstanding service rendered by Mr. Morrow are as follows:

- Supported development of the college's athletic program through enhancements to its baseball facilities
- Is the owner and president of the Columbus RedStixx Baseball Club and the Columbus Cottonmouths Hockey Club
- Served as former president of Fannie May Candies in Chicago
- Serves as chairman of the 1997 United Way campaign and the Chattahoochee Valley Sports Hall of Fame

2. Naming of Facilities, Abraham Baldwin Agriculture College

Approved: The Board authorized the naming of the agricultural building at Abraham Baldwin Agricultural College the "Chambliss Building" to honor Mr. Jesse George Chambliss, Jr.

President Harold Loyd of Abraham Baldwin Agricultural College requested that the agricultural building be named the Chambliss Building to honor Mr. Jesse George Chambliss, Jr. Examples of outstanding service rendered by Mr. Chambliss are as follows:

- Joined the college's faculty in 1944 and served for 35 years
- Founded the college's agricultural engineering and agricultural equipment technology programs
- Received the Carlton Award for Excellence in Teaching (1976), the Student Impact Award, the ABAC Pacesetter, Honorary Georgia FFA Degree, and was named an honorary alumnus
- Served as a member of the Kiwanis Club and other civic groups

COMMITTEE ON REAL ESTATE AND FACILITIES

3. Rental Agreement, Whitehall Forest, the University of Georgia

Approved: The Board declared approximately 10.63 acres in the Whitehall Forest, Athens-Clarke County, Georgia, no longer advantageously useful to the University of Georgia or other units of the University System of Georgia but only to the extent and for the purpose of allowing this land to be rented to the United States of America, Southern Research Station, Forest Service, Department of Agriculture.

The Board authorized the execution of a rental agreement between the Board of Regents, as landlord, and the United States of America, as tenant, covering 10.63 acres of land located in the Whitehall Forest, Athens-Clarke County, Georgia, for the period from January 1, 1998 through September 30, 2007 at an annual rental of \$1 with option to renew for ten years.

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

Background: The Board, on behalf of the University of Georgia, has leased this parcel since 1965. The last option period under the rental agreement has been exercised, and a new agreement is needed.

The Southern Research Station has made major investments in buildings, raised plant beds, watering systems, and ongoing research. The University of Georgia will have no associated operating costs.

The Southern Research Station conducts research, some of which is cooperative research, and maintains funding agreements with faculty of the School of Forest Resources.

The university feels it is highly advantageous to cooperate with this federal research partner, that it is mutually beneficial to both parties, and that this small parcel, which has been used for this purpose, makes this the most advantageous site.

4. Authorization of Project No. BR-40-9804, "Renovation of Nine Campus Buildings for ADA Compliance," Medical College of Georgia

Approved: The Board authorized Project No. BR-40-9804, "Renovation of Nine Campus Buildings for ADA Compliance," Medical College of Georgia, with a total project budget of \$1,505,000 to be funded from interest income.

This project is needed to bring nine buildings on campus into compliance with the Americans with Disabilities Act ("ADA").

The nine buildings that will be affected are Administration, Robert B. Greenblatt Library, School of Dentistry, Sander Research and Education, Hamilton Wing, Student Center, Alumni Center, Georgia Radiation Therapy, and Annex Building.

The project will include modifications to doors, ramps, stairs, entrances, restrooms, and offices to meet ADA accessibility requirements.

COMMITTEE ON REAL ESTATE AND FACILITIES

4. Authorization of Project No. BR-40-9804, "Renovation of Nine Campus Buildings for ADA Compliance," Medical College of Georgia (Continued)

There are no move-in costs or operating costs associated with the renovation.

Design services have been provided by the Medical College of Georgia's Facilities' Planning Department and are ready for bidding if the project is authorized.

Funding for the project is \$1,505,000 from the Medical College of Georgia's interest income.

5. Authorization of Project "Food Science Building Renovation - Phase I," the University of Georgia

Approved: The Board authorized Project "Food Science Building Renovation - Phase I," the University of Georgia, with a total project budget of \$2,050,000, using fiscal year 1997 appropriations designated for the Georgia Research Consortium - Traditional Industries.

The project, which is Phase I of III, will renovate approximately 17,241 gsf on the first floor of the Food Science and Technology Building to convert outdated processing and teaching areas focused on slaughtering into state-of-the-art processing areas that will service industry and students and to provide a meeting ground where researchers, teachers, outreach personnel, students, and industry personnel can interact and exchange ideas.

This building houses the Food Science and Technology Department of the College of Agricultural and Environmental Sciences. The goal of the three phases of planned renovation is to provide modern facilities, both new and renovated, for teaching, research, development of new food processing methods, and outreach to consumers and businesses.

Phase I will focus on a major renovation of the existing pilot plant and associated research laboratories on the first floor. These areas are dedicated to value-added processing of muscle and plant foods.

Phase II is projected to provide space for outreach facilities and targeted research initiatives in a building addition of approximately 13,500 gsf with an estimated construction cost of \$2.8 million.

Phase III is projected to renovate approximately 28,700 gsf of existing teaching, research, and office areas into state-of-the-art facilities. The estimated construction cost is \$4 million.

The construction cost of the Phase I renovation is \$1,650,000 (\$95.70 per square foot).

Funding for the Phase I project is \$150,000 in planning funds appropriated by the Legislature in the fiscal year 1997 budget and \$1,900,000 appropriated in the fiscal year 1997 supplemental budget.

Since the project was approved, the Central Office staff, in conjunction with the University of Georgia, will proceed with the selection of an architectural firm.

COMMITTEE ON REAL ESTATE AND FACILITIES

6. Rental Agreement, 260 14th Street, Georgia Institute of Technology

Approved: The Board authorized the execution of a rental agreement between Georgia Public Telecommunications Commission, as landlord, and the Board of Regents of the University System of Georgia, as tenant, covering 20,000 square feet of office space located at 260 14th Street, Atlanta, Georgia, for the period from December 15, 1997 through June 30, 1998 at a monthly rental of \$18,333.33 (\$220,000 per year/\$11 per square foot per year) plus \$8,333.33 per month (\$100,000 per year/\$5 per square foot per year) for operating costs with the option to renew on a year-to-year basis for five consecutive one-year periods for the use of the Georgia Institute of Technology Advanced Technology Development Center.

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

The office space is approximately 20,000 square feet on the fourth floor in the new Georgia Public Broadcasting facility located at 260 14th Street, N.W., located next to the Georgia Center for Advanced Telecommunications Technology ("GCATT") facility.

Background: Beginning in June 1996, the Advanced Technology Development Center ("ATDC") launched its business program based in the new GCATT building. The program serves companies in the converging industries of communications, computing, and new media.

Currently, four companies occupy space on the fourth floor of the GCATT building and nine companies occupy space at ATDC's other site on 10th Street. ATDC at the GCATT building is at capacity, and ATDC at 10th Street will soon be at capacity. Consequently, use of the Georgia Public Broadcasting space is required for serving the needs of ATDC business program companies.

There is no other available space on campus or in the University System facilities within the area that will meet the needs for ATDC and its business program.

The ATDC leases space to companies at rates which, in the aggregate, cover the cost of facilities, utilities, and services.

7. Establishment of Campus Student Housing, Clayton College & State University

Approved: The Board approved the investigation and development of a concept to construct a student housing complex at Clayton College & State University with the understanding that off-campus, purpose-built facilities are anticipated through a lease agreement with a private entity.

The result of this investigation will be reported to the Board as a "refined concept proposal" prior to the final development of terms and conditions.

Background: In October 1997, the Board passed a new student housing policy that requires each housing campus to prepare a comprehensive plan for student housing, together with a financial plan to support the housing program objectives.

COMMITTEE ON REAL ESTATE AND FACILITIES

7. Establishment of Campus Student Housing, Clayton College & State University (Continued)

Clayton College & State University has developed a comprehensive student housing plan that is consistent with the policy.

The campus has been approached by a private entity that is prepared to construct a student housing complex on land adjacent to the Clayton College & State University campus.

It appears that a student housing facility that is capable of accommodating between 350 and 400 students in approximately 90 apartment units could provide convenient, high-quality, and safe housing units at an affordable cost to the students via a lease arrangement that provides reasonable guarantees to the students, campus, and private entity.

Further discussions will be undertaken based on the Board's support of this concept.

8. Acquisition of Property, Georgia State University

Approved: The Board authorized the purchase of property for Georgia State University.

This item was discussed by the Committee on Real Estate and Facilities in Executive Session. After the Executive Session, Chair Coleman reported that the Committee had approved the request of President Carl V. Patton to acquire several parcels of land located in downtown Atlanta, Georgia for the purpose of building a classroom facility.

9. Information Item: Floyd College Master Plan

Floyd College ("Floyd") and the Office of Facilities proposed a master plan for future development of the campus, which President H. Lynn Cundiff presented to the Committee. Consultants reviewed five-year enrollment targets, the strategic plan, academic programs, support programs, and other variables. They met with the administration, faculty, senate, students, and community leaders to receive input and then presented 5-, 10-, and 15-year options for academic programs, facilities, parking/traffic patterns, student/pedestrian patterns, campus beautification, and a Bartow Center. Floyd provided feedback to the consultants, and the plan was modified several times. Based on the consultants' findings, the master plan recommendations included the following:

- Identify an off-campus site in Bartow County, which would close the two existing off-campus sites and merge them into one centralized center
- Move one division from Heritage Hall location back to the central campus
- Increase partnerships with other System institutions
- Identify sites for a library/technology addition, an aquatic teaching center, a physical plant facility (which is on the minors list), and recreational areas on the main campus

COMMITTEE ON REAL ESTATE AND FACILITIES

10. Information Item: Georgia Institute of Technology Master Plan

The Georgia Institute of Technology (“GIT”) and the Office of Facilities proposed a master plan for future development of the campus, which President G. Wayne Clough presented to the Committee. Consultants reviewed five-year enrollment targets, the strategic plan, academic programs, support programs, peer institutions, and other variables. They met with the administration, faculty, senate, students, and community leaders to receive input and then presented 5-, 10-, and 15-year options for academic programs, facilities, parking/traffic patterns, student/pedestrian patterns, campus beautification, land acquisition, and student housing. GIT worked closely with the consultants. The master plan recommendations included the following:

- Develop a significant number of new facilities, contingent upon funding
- Initiate a strong renovation and maintenance program
- Increase campus density, building coverage, and open space
- Change land uses, taking into consideration personal safety, program proximity, and ease of access
- Move parking structures to perimeter of campus and connect them to pedestrian pathways and transit system
- Reduce demand for on-campus parking
- Design safe and attractive parking facilities
- Initiate a strong capital campaign to fund and support new facilities

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

The Committee on Education, Research, and Extension met on Tuesday, December 9, 1997 at approximately 3:40 p.m. in the Board Room. Committee members in attendance were Chair Edgar L. Rhodes and Regents David H. (Hal) Averitt, A. W. "Bill" Dahlberg, and Hilton H. Howell, Jr. Chair Rhodes reported to the Board on Wednesday that the Committee had reviewed 13 items, 11 of which required action. Additionally, 76 appointments were reviewed and recommended for approval. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. University System of Georgia 2001 Admissions Policy

Approved: The Board adopted revised Section 402 of the Policy Manual, which incorporates the new admission standards which will be implemented in 2001 and which are being phased in until then. This policy was brought to the Board so that institutions can be certain of what the policy and detailed procedures will be as they phase in their 2001 admissions standards over the next few years. A few areas remain which will require further fine-tuning as more is learned about the interaction of the various policies during the next admissions cycles.

Background: In June 1995, the Board adopted an admissions policy direction which outlined the Board's vision and guiding principles and which was designed to result in students' entering the University System being prepared to succeed in college. It directed that this goal be reached by developing and implementing higher and consistent admissions standards and that the University System send the message that students must work hard and take solid academic course work in high school.

In May 1996, the Board approved the report of the Admissions Task Force's extensive report, which described what the new admissions standards would be and how they would be implemented. However, many details were left unspecified. Since then, several committees have been at work conducting detailed analysis and refining implementation procedures.

This work is now largely completed, and the staff has developed and solicited comments from institutions on a new Board policy on admissions and procedures, which will be implemented in 2001. This policy and these procedures maintain the Board's intent, including the following:

- Higher College Preparatory Curriculum requirements
- Freshmen Index (combination of grade point average and Scholastic Aptitude Test score)
- Standards vary by sector, allowing greater access to associate-level institutions
- Limited admissions category for students not meeting standards: percentage of such students lowest at research universities
- Encouragement of nontraditional freshmen (out of school for five years) to enter University System
- Minimum System requirements for transfer students, (which vary by sector) encouraging students to stay longer at original institution and be prepared for transfer success
- Phase-in of new standards until 2001
- Gradual phase-out of remedial role of universities

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

1. University System of Georgia 2001 Admissions Policy (Continued)

As all of the elements of the earlier reports were combined, it became clear in several instances that certain recommendations, such as a specific method of calculation or an identified process, needed refinement. In those cases, revisions have been proposed which maintain the Board's original intent of "raising the bar."

The resulting policy, which is on file at the Office of Human Resources, was constructed to include the key concepts contained in the Policy Direction, the Board-approved Task Force Report, and the reports of the various implementation committees. The procedures contain the detailed implementation guidelines and will be placed in the Academic Affairs Handbook, which is on file at the Office of Academic Affairs. Although it is possible that some minor adjustments will be made in the procedures by the Chancellor as new information becomes available, any changes in Board policy will require Board action. Each fall, beginning in 1998, the Chancellor will bring to the Board a report on the impact of the new admissions standards.

2. Establishment of an External Degree for the Existing Major in Administration and Supervision Under the Specialist in Education Degree, Georgia College & State University in Cooperation With Georgia Southwestern State University

Approved: The Board approved the request of President Rosemary DePaolo of Georgia College & State University to offer the existing major in administration and supervision under the specialist in education degree to Georgia Southwestern State University as an external degree. Georgia Southwestern State University will participate by teaching a portion of the program courses that will be located on their campus in Americus.

Program: The degree program is currently offered at Georgia College & State University. Georgia College & State University will be offering courses on the Georgia Southwestern State campus through the Georgia Statewide Academic and Medical System ("GSAMS"). Georgia Southwestern State University will teach four of the required courses on the Americus campus. The degree, curriculum, and admission requirements will be the sole responsibility of Georgia College & State University, and all requirements will be the same as those in place at that institution. Library resources will be available to students on the Georgia Southwestern campus through computer, interlibrary loan, and special arrangements by instructors.

Curriculum: The 55-quarter-hour program (36 semester hours) will be taught by regular full- and part-time faculty members at Georgia College & State University and Georgia Southwestern State University. In order to receive this degree and subsequent recommendation for certification, all students must satisfactorily pass the appropriate certification examination recognized by the State of Georgia.

Projected Enrollment: A cohort of 15 to 20 students will be admitted into the program.

Funding: Georgia College & State University will deliver the program via GSAMS to the Georgia Southwestern State University campus. Site monitors for all GSAMS classes, including examinations, will be provided by Georgia Southwestern State University. All line charges needed for GSAMS classes will be paid by Georgia Southwestern State University.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

2. Establishment of an External Degree for the Existing Major in Administration and Supervision Under the Specialist in Education Degree, Georgia College & State University in Cooperation With Georgia Southwestern State University (Continued)

Assessment: The Office of Academic Affairs will work with the two institutions to measure the success and continued effectiveness of the proposed program. In 2000, this program will be evaluated by the institutions and the System Office to determine the success of the program's implementation and achievement of the enrollment, quality, viability, and cost-effectiveness indicated in the proposal.

3. Establishment of Cooperative Doctoral Programs in Education, the University of Georgia in Cooperation With Fort Valley State University

Approved: The Board approved the request of Presidents Michael F. Adams and Oscar L. Prater that the University of Georgia ("UGA") be authorized to offer its doctoral education programs in educational leadership, adult education, and occupational studies in Middle Georgia in cooperation with Fort Valley State University ("FVSU"), effective December 10, 1997.

Abstract: The degree programs proposed through this collaboration will be the same as those currently offered at UGA. Collaboration between UGA and FVSU will make it possible for place-bound students in Middle Georgia to have increased access to doctoral-level programs in education. UGA will provide courses on-site via distance education technology and at FVSU sites in the Macon area. FVSU faculty will participate in the delivery of instruction by offering courses in student cognate areas and in statistics. UGA graduate faculty will comprise the majority of doctoral committee members. FVSU faculty will serve on committees, participate in advising, and take an active role in recruiting students into the program. FVSU and UGA will share resources for the delivery of instruction and for library and instructional support.

Objectives: To increase access to advanced graduate programs in educational leadership, adult education, and occupational studies for education professionals in Middle Georgia.

Description: The University of Georgia is already approved to offer all three degree programs that are part of this collaborative. Curricula will be equivalent to requirements for students pursuing the doctoral degree on the main campus of UGA. All procedures to be followed are explained in an agreement that has been approved by the two institutions, as follows: students must meet admission requirements of both institutions; the program will be offered on a three-year cycle, with students admitted at the beginning of each cycle; UGA policies concerning residency requirements (45 consecutive hours) will be followed, although residence credit may be earned on either the UGA or FVSU campus; instruction will be provided by regular appointed faculty members from UGA and FVSU; each institution will retain tuition for courses taught by that institution; each student's advisory committee will consist of five members jointly selected from the faculties of both institutions (the majority of the committee, including the major professor, must have membership on UGA's graduate faculty); and students will have access to library resources from both institutions. The programs in educational leadership, adult education, and occupational studies will be managed by the Departments of Educational Leadership, Adult Education, and Occupational Studies, respectively, within the College of Education at UGA. A joint administrative committee will be established to guide the implementation and operation of the programs.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

3. Establishment of Cooperative Doctoral Programs in Education, the University of Georgia in Cooperation With Fort Valley State University (Continued)

Need: There are no doctoral programs offered in the Macon area. For many years, the UGA College of Education has offered graduate courses in the area, creating a significant number of professionals with graduate degrees who could enter doctoral programs if they had access to appropriate course work and academic resources. UGA's Departments of Educational Leadership, Adult Education, and Occupational Studies estimate that approximately 350 to 400, 20 to 30, and 200 educators, respectively, in the Middle Georgia area might qualify for admission to these programs.

Projected Enrollment: Fifteen, ten to fifteen, and fifteen to twenty students are projected to enroll in the first cohorts in educational leadership, adult education, and occupational studies, respectively.

Funding: The two institutions have agreed on a projected budget. Additional funding has been appropriated by the Georgia General Assembly for initial startup of these programs.

Assessment: The Office of Academic Affairs will work with the two institutions to measure the success and continued effectiveness of the proposed programs. In 2000, these programs will be evaluated by the institutions and the System Office to determine the success of the programs' implementation and achievement of the enrollment, quality, viability, and cost-effectiveness indicated in the proposal.

4. Establishment of a Master of Public Health Degree, Armstrong Atlantic State University

Approved: The Board approved the request of President Robert A. Burnett to establish the master of public health degree, effective December 10, 1997.

Abstract: The master of public health degree will make available an educational opportunity for (1) persons interested in entering the field of public health or (2) experienced public health workers who wish to further their career opportunities.

Need: The Department of Health and Human Services, *Healthy People 2000: Objectives for the Nation*, the *1994 Chatham County Health Profile*, The Georgia Department of Human Resources, the Association for Schools in Public Health, and the National Association of County Health Officials provide a well-documented need for master of public health degree programs. The demand for public health care personnel is not only a global issue but is also apparent in Savannah, Georgia and surrounding counties. The *1994 Chatham County Community Health Profile*, which represents Savannah, describes significant health concerns in the Savannah area which require the attention of public health personnel in assessment and planning. A spring 1997 poll of the currently enrolled master of health science students in the health promotion/education emphasis area of study indicated that a majority (98%) of students would prefer a master of public health degree due to greater marketability and professional status. There are currently no master of public health programs within the University System of Georgia. The only other institution that provides a master of public health degree in the State of Georgia is Emory University.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

4. Establishment of a Master of Public Health Degree, Armstrong Atlantic State University (Continued)

Objectives: The objectives of the master of public health degree program are to provide the master of public health student with mastery of appropriate theory, content/knowledge, and application of skills in areas of public health specific to the student's interest as well as to provide the ability to plan, implement, and evaluate specific programs that influence behavioral change conducive to the positive health of the community.

Curriculum: The master of public health program will be housed in the Department of Health Science, which is located in the School of Health Professions. The master of public health program will be delivered at the graduate level with courses offered in the evening due to the large nontraditional student population. The 40-semester-hour curriculum includes course work in public health planning and evaluation, research methods, and a public health practicum. Following completion of the practicum, the student will present the practicum in a written and oral format. A written and oral comprehensive assessment is required. Armstrong Atlantic State University was accredited by Southern Association of Colleges and Schools to grant graduate degrees in 1996. The Council on Education for Public Health ("CEPH") is the agency to be used for accreditation. Armstrong Atlantic State University has planned the curriculum to meet the standard criteria set by CEPH.

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 35, 38, and 40.

Funding: No additional funding is required to support the program. The institution will utilize internally redirected funds from the master of health service degree, which will be phased out.

Assessment: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2000, this program will be evaluated by the institution and the System Office to determine the success of the program's implementation and achievement of the enrollment, quality, viability, and cost-effectiveness indicated in the proposal.

5. Establishment of a Master of Health Services Administration Degree, Armstrong Atlantic State University

Approved: The Board approved the request of President Robert A. Burnett of Armstrong Atlantic State University to establish the master of health services administration degree, effective December 10, 1997.

Abstract: The master of health services administration degree will make available an educational opportunity for (1) persons interested in entering the field of health services administration or (2) experienced health services administration professionals who wish to further their career opportunities.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

5. Establishment of a Master of Health Services Administration Degree, Armstrong Atlantic State University (Continued)

Need: Both the Bureau of Labor Statistics and the Pew Commission provide a documented need for master of health services administration programs. It is recognized that a master's-level degree in health services administration is the standard credential for most generalist positions in this discipline. According to the *Armstrong Atlantic State University Data Digest*, the Department of Health Science has had a five-year increase of 748% in quarter hours generated and a five-year increase of 256% in the number of majors in the health services administration emphasis. A needs assessment administered March 1997 in the Brunswick area by Southeast Georgia Regional Hospital yielded results which would add 30 new graduate students to the proposed program. Armstrong Atlantic State University currently delivers courses in health services administration to the Medical College of Georgia via GSAMS.

Objectives: The objectives of the master of health services administration degree are to provide the master of health services administration student with mastery of the knowledge and skills for the effective administration of health service organizations across the continuum of care. Specifically, the student will understand the basic organizational, financial, legal, and managerial components of health services as they relate to a dynamic and evolving health care delivery system.

Curriculum: The 40-semester-hour degree curriculum includes courses such as health care concepts and delivery systems, health care administration, epidemiology, health care financial management, quantitative methods, strategic marketing and planning, health care economics, health care informatics, and organizational theory and behavior. Students have the option of selecting a health administration track or long-term care track. Armstrong Atlantic State University has been approved by the Southern Association of Colleges and Schools as a Level III institution offering master's degrees in 1996. The Accrediting Commission on Education for Health Services Administration ("ACEHSA") is the accrediting body for programs of this type. A consultant from ACEHSA has evaluated the proposal.

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 43, 45, and 45.

Funding: No additional funding is required to support the program. All funds to support the program are to come from redirection of internal resources from the Department of Health Science.

Assessment: The Office of Academic Affairs will work with the campus to measure the success and continued effectiveness of the proposed program. In 2000, this program will be evaluated by the institution and the System Office to determine the success of the program's implementation and achievement of the enrollment, quality, viability, and cost-effectiveness indicated in the proposal.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

6. Nominees for Membership on the Peabody Board, the University of Georgia

Approved: The Board approved the request of President Michael F. Adams of the University of Georgia that the following nominees be named to the membership of the Peabody Board for the term of 1997 to 2000. The University of Georgia is the administrative agent for the Peabody Board. The Peabody Board receives, screens, and selects individuals or entities deserving recognition for their radio and/or television programs. The awards are considered the highest accomplishment of the broadcast world and the “goal of every writer, producer, and performer in radio and television.” The Board consists of the Chancellor of the University System and 12 other outstanding American citizens who have demonstrated in a notable degree their interest in public affairs and are prepared to evaluate, in an impartial and detached manner, the contributions of radio stations and chains in connection with the awards. The vacancies on the board occurred because of the death of Ms. Nancy Woodhull and the expiration of the term of Ms. Holly Echols.

Ms. Sonia Manzano: Ms. Manzano is an actress/writer for the Children’s Television Workshop, New York. She has been an influential role model for children since the 1970s, when she was selected as a representative in the PBS children’s program *Sesame Street*. Ms. Manzano is committed to the positive portrayal of Latinos in broadcast television; has been honored by the Association of Hispanic Arts, the Congressional Hispanic Caucus in Washington, D.C., and the Committee for Hispanic Children and Families; and was twice nominated for an Emmy Award as “Outstanding Performer in a Children’s Series.”

Mr. William F. Woo: Mr. Woo is currently the Lorri I. Lokey Visiting Lecturer in Professional Journalism at Stanford and Distinguished Visiting Professor of Journalism at the University of California at Berkeley. Mr. Woo has served as a director of the American Society of Newspaper Editors and is National Commissioner of the Commission on White House Fellows. He has won a number of awards, including the Lifetime Achievement Award of the Asian-American Journalists Association (1990), the Distinguished Service Medal from the University of Missouri (1991), and the Distinguished Service Award of the Eliza Parrish LoveJoy Society (1991).

7. Termination of the Associate of Science in Health Information Technology Degree, Medical College of Georgia

Approved: The Board approved the request of President Francis J. Tedesco of the Medical College of Georgia to terminate the associate of science in health information technology degree, effective December 10, 1997.

In accordance with its recently revised mission statement, the Medical College of Georgia is in the process of discontinuing all of its associate-level programs. The Medical College of Georgia has been working with several two-year colleges that wish to offer these programs. Currently, Darton College, Middle Georgia College, DeKalb College, and Macon State College offer health information technology programs. The elimination of the Medical College of Georgia’s program will not affect the supply of associate-degree graduates.

All faculty who have taught in this program will be redirected into the teaching programs at the bachelor’s and master’s-degree level. In addition, there are no students currently enrolled in the program. Thus, no faculty or students will be negatively affected by this request.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

8. Termination of the Major in General Business Under the Existing Bachelor of Business Administration Degree, Augusta State University

Approved: The Board approved the request of President William Bloodworth, Jr. of Augusta State University to terminate the major in general business under the existing bachelor of business administration, effective December 10, 1997.

In order to respond to the needs of the business community and in line with the vote of School of Business faculty, Augusta State University requested the elimination of the major in general business. Students who would have majored in this program will be advised to major in such fields as accounting, finance, management, or marketing. No students will be adversely impacted by this change.

9. Termination of the Major in Reading Education Under the Existing Master of Education Degree, Augusta State University

Approved: The Board approved the request of President William Bloodworth, Jr. of Augusta State University to terminate the major in reading education under the existing master of education degree, effective December 10, 1997.

Augusta State University recommended that the major in reading education under the existing master of education program be terminated. The degree program remained on the curriculum inventory until no students were enrolled in the program. The demand for this major has decreased substantially, because reading has been incorporated in the curriculum instruction of the elementary school teacher. This change will not adversely impact faculty or students.

10. Termination of the Major in Reading Education Under the Existing Education Specialist Degree, Augusta State University

Approved: The Board approved the request of President William Bloodworth, Jr. of Augusta State University to terminate the major in reading education under the existing education specialist degree, effective December 10, 1997.

Augusta State University recommended that the major in reading education under the existing education specialist degree be terminated. The degree program remained on the curriculum inventory until no students were enrolled in the program. The demand for this major has decreased substantially because reading has been incorporated in the curriculum instruction of the elementary school teacher. This change will not adversely impact faculty or students.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

11. Administrative and Academic Appointment and Personnel Actions, Various System Institutions

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

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

(A) GEORGIA STATE UNIVERSITY

SAPOSNIK, RUBIN: PROFESSOR EMERITUS, DEPARTMENT OF ECONOMICS, SCHOOL OF POLICY STUDIES, EFFECTIVE DEC 15, 1997.

(B) MEDICAL COLLEGE OF GEORGIA

MAY, BELLA J.: PROFESSOR EMERITA, PHYSICAL THERAPY DEPARTMENT, SCHOOL OF ALLIED HEALTH SCIENCES, EFFECTIVE JAN 1, 1998.

(C) UNIVERSITY OF GEORGIA

BERRIGAN, JOSEPH RICHARD J.: PROFESSOR OF HISTORY EMERITUS, DEPARTMENT OF HISTORY, FRANKLIN COLLEGE OF ARTS AND SCIENCES, EFFECTIVE JAN 1, 1998.

LILLARD, DORRIS ALTON: EMERITUS PROFESSOR OF FOOD SCIENCE, DEPARTMENT OF FOOD SCIENCE AND TECHNOLOGY, COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES, EFFECTIVE DEC 1, 1997.

PIPER, LINDA JANE: ASSOCIATE PROFESSOR OF HISTORY EMERITA, DEPARTMENT OF HISTORY, FRANKLIN COLLEGE OF ARTS AND SCIENCES, EFFECTIVE JAN 1, 1998.

SHOTTS, EMMETT B. JR.: PROFESSOR EMERITUS OF MEDICAL MICROBIOLOGY/PARASITOLOGY, DEPARTMENT OF MEDICAL MICROBIOLOGY AND PARASITOLOGY, COLLEGE OF VETERINARY MEDICINE, EFFECTIVE DEC 1, 1997.

(D) GEORGIA SOUTHERN UNIVERSITY

DUNCAN, EDWARD A.: LIBRARIAN-ASSISTANT PROFESSOR EMERITUS AND HEAD CATALOGING LIBRARIAN EMERITUS, LIBRARY, EFFECTIVE MAR 1, 1998.

(E) ARMSTRONG ATLANTIC STATE UNIVERSITY

ADAMS, JOSEPH VERNARD: PROFESSOR OF PSYCHOLOGY EMERITUS, DEAN OF COLLEGE OF ARTS AND SCIENCES EMERITUS, DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES, COLLEGE OF ARTS AND SCIENCES, EFFECTIVE JAN 1, 1998.

(F) GEORGIA COLLEGE & STATE UNIVERSITY

SPEIR, EDWIN G., JR.: PRESIDENT EMERITUS OF GEORGIA COLLEGE & STATE UNIVERSITY AND PROFESSOR EMERITUS OF ECONOMICS, DEPARTMENT OF ECONOMICS & FINANCE, J. WHITNEY BUNTING SCHOOL OF BUSINESS, EFFECTIVE DEC 10, 1997.

(G) STATE UNIVERSITY OF WEST GEORGIA

SAPP, JANE G.: ASSOCIATE PROFESSOR EMERITA, LIBRARY, EFFECTIVE DEC 10, 1997.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

CONFERRING OF EMERITUS STATUS (CONTINUED):

(H) MACON STATE COLLEGE

HANCOCK, OPHELIA H: EMERITA ASSOCIATE PROFESSOR OF READING DEPARTMENT OF LEARNING SUPPORT AND DEVELOPMENTAL STUDIES, EFFECTIVE DEC 10, 1997.

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 STATE UNIVERSITY

DRESSEL, PAULA L.: PROFESSOR, DEPARTMENT OF SOCIOLOGY, COLLEGE OF ARTS & SCIENCES, LEAVE FROM JAN 1, 1998 TO DEC 31, 1998, WITH PAY.

(B) UNIVERSITY OF GEORGIA

FERGUSON, DUNCAN C.: PROFESSOR, DEPARTMENT OF PHYSIOLOGY & PHARMACOLOGY, COLLEGE OF VETERINARY MEDICINE, LEAVE FROM JAN 1, 1998 TO JUN 30, 1998, WITHOUT PAY.

HELLERSTEIN, WALTER: PROFESSOR, SCHOOL OF LAW, LEAVE FROM AUG 20, 1998 TO MAY 7, 1999, WITH PAY.

KARNOK, KEITH J.: PROFESSOR, DEPARTMENT OF CROP & SOIL SCIENCES, COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES, LEAVE FROM JAN 1, 1998 TO JUL 1, 1998, WITH PAY.

RUHUMBIKA, GABRIEL: PROFESSOR, DEPARTMENT OF COMPARATIVE LITERATURE, FRANKLIN COLLEGE OF ARTS AND SCIENCES, LEAVE FROM AUG 20, 1998 TO MAY 7, 1999, WITH PAY.

SCOTT, LOUIS O.: ASSOCIATE PROFESSOR, DEPARTMENT OF BANKING & FINANCE, COLLEGE OF BUSINESS ADMINISTRATION, LEAVE FROM JAN 1, 1998 TO JUN 30, 1998, WITHOUT PAY.

(C) ARMSTRONG ATLANTIC STATE UNIVERSITY

FOX, PATRICIA A.: ASSISTANT PROFESSOR, (NTT) DEPARTMENT OF LANGUAGES, LITERATURE & DRAMATIC ARTS, COLLEGE OF ARTS AND SCIENCES, LEAVE FROM JAN 2, 1998 TO JUN 11, 1998, WITH PAY.

(D) GEORGIA COLLEGE & STATE UNIVERSITY

BENNETT, ELIZABETH L.: ASSOCIATE PROFESSOR, DEPARTMENT OF BIOLOGICAL & ENVIRONMENTAL SCIENCES, COLLEGE OF ARTS & SCIENCES, LEAVE FROM JAN 1, 1998 TO JUL 1, 1998, WITH PAY.

(E) ATLANTA METROPOLITAN COLLEGE

HARPER-BROWNE, CHARLYN A.: PROFESSOR, DIVISION OF SOCIAL SCIENCE, LEAVE FROM JAN 2, 1998 TO JAN 1, 1999, WITHOUT PAY.

(F) DEKALB COLLEGE

BRIDGES, VONTELLA R.: LIBRARIAN-ASST PROFESSOR, (NTT) LIBRARY (SOUTH), LEAVE FROM SEP 29, 1997 TO JUN 30, 1998, WITHOUT PAY.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

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

(A) MEDICAL COLLEGE OF GEORGIA

CALLE, ROBERTO A.: ASSISTANT PROFESSOR, DEPARTMENT OF MEDICINE, SCHOOL OF MEDICINE, FROM TENURE TRACK TO NONTENURE TRACK, EFFECTIVE JAN 1, 1998.

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 STATE UNIVERSITY

ANDREWS, VICTOR L.: PROFESSOR EMERITUS, DEPARTMENT OF FINANCE, COLLEGE OF
BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING JAN 2, 1998 AND ENDING
DEC 31, 1998, AT LESS THAN HALF TIME.

BOIS, CAROLD D.: INSTRUCTOR, CONTINUING ED, AS NEEDED FOR PERIOD BEGINNING JAN 20,
1998 AND ENDING DEC 18, 1998, AT LESS THAN HALF TIME.

CHESHIRE, BARBARA W.: PROFESSOR EMERITA, COUNSELING CENTER, AS NEEDED FOR PERIOD
BEGINNING JAN 1, 1998 AND ENDING DEC 31, 1998, AT LESS THAN HALF TIME.

PILCHER, LORENE C.: RESEARCH PROFESSOR, DEPARTMENT OF EARLY CHILDHOOD EDU.,
COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JAN 5, 1998 AND ENDING
JUN 15, 1998, AT LESS THAN HALF TIME.

SMITS, STANLEY J.: PROFESSOR, DEPARTMENT OF MANAGEMENT, COLLEGE OF BUSINESS
ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING JAN 2, 1998 AND ENDING APR 15,
1998, AT LESS THAN HALF TIME.

(B) UNIVERSITY OF GEORGIA

BENTON, YVONNE J.: ASST CONFERENCE COORD, AS NEEDED FOR PERIOD BEGINNING JAN 2,
1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

GOFF, RUBY P.: ASST CONFERENCE COORD, COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL
SCIENCES, AS NEEDED FOR PERIOD BEGINNING DEC 11, 1997 AND ENDING JUN 30, 1998,
AT LESS THAN HALF TIME.

GRUNER, CHARLES R.: PROFESSOR EMERITUS, DEPARTMENT OF SPEECH COMMUNICATION,
FRANKLIN COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 6,
1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

HOLDEN, JOAN S.: ASST CONFERENCE COORD, COLLEGE OF AGRICULTURAL AND
ENVIRONMENTAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING DEC 11, 1997 AND ENDING
JUN 30, 1998, AT LESS THAN HALF TIME.

(C) AUGUSTA STATE UNIVERSITY

STEWART, BARBARA B.: INSTRUCTOR, (NTT) DEPARTMENT OF DEVELOPMENTAL STUDIES, AS
NEEDED FOR PERIOD BEGINNING SEP 15, 1997 AND ENDING JUN 13, 1998, AT LESS THAN
HALF TIME.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

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

(D) STATE UNIVERSITY OF WEST GEORGIA

BAUM, JAMES KENNETH: ASOP EMERITUS, DEPARTMENT OF MIDDLE AND SECONDARY GRADES EDUCATION, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JAN 2, 1998 AND ENDING JUN 13, 1998, AT LESS THAN HALF TIME.

(E) DALTON COLLEGE

JUMP, BILLY J.: DIVISION CHAIRPERSON-PROF, DIVISION OF SCIENCE & MATHEMATICS, AS NEEDED FOR PERIOD BEGINNING FEB 1, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

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

(A) AUGUSTA STATE UNIVERSITY

BROWN, ALBERT M.: ASSOCIATE PROFESSOR, DEPARTMENT OF MATHEMATICS & COMPUTER SCIENCE, SCHOOL OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING SEP 15, 1997 AND ENDING JUN 13, 1998, AT LESS THAN HALF TIME.

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

GEORGIA INSTITUTE OF TECHNOLOGY	12
GEORGIA STATE UNIVERSITY	5
MEDICAL COLLEGE OF GEORGIA	7
UNIVERSITY OF GEORGIA	20
GEORGIA SOUTHERN UNIVERSITY	3
ALBANY STATE UNIVERSITY	1
ARMSTRONG ATLANTIC STATE UNIVERSITY	1
COLUMBUS STATE UNIVERSITY	1
GEORGIA COLLEGE & STATE UNIVERSITY	2
STATE UNIVERSITY OF WEST GEORGIA	3
ATLANTA METROPOLITAN COLLEGE	1
DALTON COLLEGE	3
DARTON COLLEGE	1
DEKALB COLLEGE	1
EAST GEORGIA COLLEGE	1
SOUTH GEORGIA COLLEGE	1

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:

Georgia State University		The University of Georgia	
Allied Health	1	Communication Sciences	7R
Nursing	5	Counseling and Human Dev.	2
Nutrition and Lab. Technol.	2	Pharmacy	4
Physical Therapy	1	Recreation and Leisure	2
Social Work	6	Social Work	2
Speech & Audiology	1		
Medical College of Georgia		Augusta State University	
Allied Health Sciences	5R	Nursing	1
Health Info. Mgmt.	1R		
Medical Technology	1	Kennesaw State University	
Medicine	4	Nursing	4
Neurology	12		
Nursing	6, 1R	North Georgia College & State Univ.	
Occupational Therapy	1	Nursing	2R
Ophthalmology	1	Physical Education	1
Physical Therapy	1, 2R	Physical Therapy	4R
Physician's Assistant	2, 1R		
Psychiatry	2	Darton College	
Radiology	1R	Nursing	2R
Surgery	1		
		TOTAL	89

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 payment as indicated:

Purpose	Agency	Duration	Amount
Georgia State University			
Assist with Georgia Deaf/ Blind project	Georgia Dept. of Labor	7/1/97 - 6/30/98	\$ 214,903
Assist with Project Healthy Grandparents-Family Support	Georgia Dept. of Human Resources	10/1/97 - 9/30/98	\$ 150,000
Assist with HIV/AIDS Services & Training for State of Georgia	Georgia Dept. of Human Resources	9/30/97 - 9/30/98	\$ 300,767
Assist with Terrorism & Emergency Management	Georgia Emergency Mgmt. Agency	4/1/97 - 12/31/97	\$ 29,844
Train Skilled Credentialed Early Intervention Specialists	Georgia Dept. of Human Resources	10/1/97 - 9/30/98	\$ 600,000
Assist in Nutrition Education for New Americans of Immigrant Ancestry	Georgia Dept. of Human Resources	10/1/97 - 9/30/98	\$ 185,025
University of Georgia			
Survey nematode and seedling diseases in cotton	Georgia Commodity Comm. Cotton	1/1/98 - 12/31/98	\$ 20,000
Study enhancing the value of Georgia cottonseed meal to poultry industry	Georgia Commodity Comm. Cotton	1/1/98 - 12/31/98	\$ 21,000
Provide fiscal year 1998 operating support	Georgia Council for the Arts	7/1/97-6/30/98	\$ 34,308
Produce training catalog and slide set for certifying pesticide applicators	Georgia Dept. of Agriculture	8/1/97 - 6/30/98	\$ 4,500
Provide diagnostic services relative to livestock disease	Georgia Dept. of Agriculture	7/1/97 - 6/30/98	\$ 60,000
Assist in management of Rogers Correctional Institution Swine Farm	Georgia Dept. of Corrections	7/1/97 - 6/30/98	\$ 102,548
Assist in management of Rogers Correctional Institution Dairy Farm	Georgia Dept. of Corrections	7/1/97 - 6/30/98	\$ 263,696
Assist with Safe and Drug-Free Schools Survey	Georgia Dept. of Education	9/15/97 - 6/30/98	\$ 25,000
Assist with school nutrition	Georgia Dept. of Education	9/30/97 - 1/31/98	\$ 20,000

director's conference			
Assist with food and nutrition education plan	Georgia Dept. of Human Resources	10/1/97 - 9/30/98	\$ 569,693
Assist with Agricultural Pollution Prevention program	Georgia Dept. of Natural Resources	1/1/98 - 12/31/99	\$ 271,502
Assist with Georgia State Patrol Promotional Testing Project	Georgia Dept. of Public Safety	10/15/97 - 9/30/98	\$ 86,069
Develop computerized information system for emergency management	Georgia Emergency Management Agency	7/1/96 - 3/31/99	\$ 20,400
Provide state government regional training	Georgia Office of Planning and Budget	7/1/97 - 6/30/98	\$ 150,000
Assist Georgia's Child Development Association initiative	Georgia Childcare Council	11/1/97 - 9/30/98	\$ 20,000
Assist in Learning to Learn	Georgia Public Broadcasting	5/23/96 - 6/30/99	\$ 223,908
Assist in Better All Together IV Education conference	Governor's Council on Development Disabilities	9/30/97 - 9/1/98	\$ 55,000
Assist with Georgia Comprehensive Passenger Safety Education program	Governor's Office of Highway Safety	10/1/96 - 9/30/97	\$ 46,000

TOTAL AMOUNT THIS MONTH	\$ 3,474,163
TOTAL AMOUNT FY 98 TO DATE	76,866,968
TOTAL AMOUNT FY 97 (TO DECEMBER)	15,436,832
TOTAL AMOUNT FY 97	20,173,291

COMMITTEE ON ORGANIZATION AND LAW

The Committee on Organization and Law met on Tuesday, December 9, 1997 at approximately 4:05 p.m. in the Board Room. Committee members in attendance were Regents Thomas F. Allgood, Sr. and Donald M. Leebern, Jr. as well as ex-officio member Chair S. William Clark, Jr. Other Board members in attendance were Regents David H. (Hal) Averitt, Hilton H. Howell, Jr., George M. D. (John) Hunt, and Edgar L. Rhodes. Chair Clark reported to the Board that the Committee had six applications for review. Three of the applications were denied, and three were continued. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. In the matter of Ijaz A. Awan at Savannah State University, concerning denial of promotion, that the application for review be continued.
2. In the matter of Charles Uzes at the University of Georgia, concerning a grievance, that the application for review be denied.
3. In the matter of Jeana Brenemon at Albany State University, concerning financial aid, that the application for review be denied.

4. In the matter of Kelly Lord at the University of Georgia, concerning readmission following scholastic dismissal, that the application for review be continued.
5. In the matter of Dorothy Davis-Murchison at Savannah State University, concerning denial of promotion, that the application for review be continued.
6. In the matter of Charlotte Doughty at the Georgia Institute of Technology, concerning elimination of her position, that the application for review be denied as moot.

CHANCELLOR'S REPORT TO THE BOARD

After the Committee reports, Chair Clark turned the meeting over to Chancellor Portch for his report to the Board. The Chancellor thanked Chair Clark and commented how the Regents all know he likes props. So, on this morning, he wanted to present each Regent with a little Christmas gift, his or her very own grocery bag, courtesy of the Post-secondary Readiness Enrichment Program at Floyd College in Rome. He explained that the program had received a national foundation award of nearly \$1 million to add a community service component to the program. In Rome, they decided to color and send messages on grocery bags. Many of the messages were about stopping violence and about the family. At other locations, the students adopted parks for cleanup and beautification. At other sites, they read to nursing home patients, conducted canned food drives for local soup kitchens, and sponsored a fund-raiser swim-a-thon and hoop-a-thon to send young children to a YWCA camp. He remarked that this was a particularly good element of the program in that it tries to instill values in the young participants and that it is never too soon to start talking to young people about the importance of community service.

The Chancellor said that the messages the students were sending were positive and that he also had a message for the Regents. His message was that the future of America is bright. He explained that he had been meeting a number of the young people on the campuses and that every indication points to the fact that they are outstanding students. Since he last reported to the Board, the Chancellor has had a full and rich agenda. He went from Dalton to Waycross, from Carrollton to Americus, from Southern Polytechnic State University to the Georgia Institute of Technology ("GIT"), from Macon to Columbus, from Savannah State University to Armstrong Atlantic State University. He commented that he had truly inaugurated Barbara Losty and duly roasted Regent Dahlberg. He sat in Dowell Elementary School, and he visited Tom Cousins' model program for youngsters at East Lake Golf Club. He encouraged the Regents to see for themselves the efforts in East Lake.

Chancellor Portch reported that he had given the keynote address at the Southern Education Foundation's annual conference; addressed the Atlanta public school board meeting; spoken at a BellSouth Foundation meeting; given a welcome to the attendees of two-year colleges annual technology conference, cohosted by DeKalb College; given the keynote address to the Georgia Educational Research Association; and been involved on invited panels for the College Board in Chicago and the Association of Governing Boards in Washington. The Chancellor stated that he had met with System presidents; with a delegation from Lorraine, France; with the European ambassador; with the new pre-kindergarten director; with the new president of the American Association of Higher Education; and individually with many key members of the legislature, largely in their home districts. He said that this had been a fun time; the mood was good, the spirit of innovation abounds, and the national envy of Georgia continues.

Most of all, the Chancellor was energized by three dinners he had with students. A few weeks before the meeting, he and his wife Barbara were entertained in the Grand Old Windsor Hotel in Americus by Georgia Southwestern State University's madrigal group. He commented to Regent Leebern that the group left them wanting more of its talent, its energy, and its engaging sense of humor.

The Chancellor also had dinner with the Academy students at West Georgia. He exclaimed that the students were a bright group. He posed to them the questions of how the university today was different than in their parents' day and, more importantly, how would it be different for their children. It was a lively debate about how technology is going to change the very nature of the university yet how very important the human touch will always be. He commented on how socially mature as well as intellectually mature these students are. **CHANCELLOR'S REPORT TO THE BOARD**

Chancellor Portch had a similar conversation with a group of GIT students as part of their executive roundtable program, which brings students, faculty, and business leaders together over dinner. He gave

them two case studies: one related to technology and one related to home-school admissions. Again, he was impressed by the intelligence and energy of the students. He remarked that he felt better about the possibility that social security will still be there for his generation!

The Chancellor then recounted some recent successes. Scott Hershovitz, a University of Georgia ("UGA") senior from Duluth who has served as Chief Justice of the Student Judiciary, has been named a Rhodes Scholar, one of just 32 selected from the United States for 1998. He is UGA's seventeenth Rhodes Scholar and the second in only two years.

The Georgia Economic Developers Association has declared Columbus State University/the University System of Georgia and Total System Services, Inc. winners of its award for outstanding achievement in college/university education.

In addition, Dr. Evelyn Dandy continues to garner national attention for her work in the Dewitt Wallace-Reader's Digest Pathways to Teaching program. She recently testified in front of the U.S. House of Representatives Government Reform and Oversight Committee. She was also interviewed for a story about the Pathways to Teaching program for the *ABC Evening News* with Peter Jennings, which would air later in December.

The Chancellor reported that former UGA swimmer Lisa Ann Coole, a two-time NCAA champion who had a 3.62 grade point average as a biology major, was named the 1997 NCAA Woman of the Year. She is now studying at the University of Illinois to become a veterinarian.

Georgia State University announced that its University Village has reached its capacity of 2,000 students and now has a waiting list. Chancellor Portch thanked the Regents, who had taken a risk to provide that housing as part of the Olympic initiative.

GIT is number one in the nation in winning 12 career awards for 1997. The next closest institution was MIT, with nine awards. Career awards are given to young science and engineering faculty who have demonstrated great promise in both teaching and research endeavors.

The Medical College of Georgia and its architectural firm are the proud recipients of the 1997 design award in the "unbuilt" category for the design of its new children's medical center. Judge Merlin Lickhalter stated, "This project transmits exuberance and excitement. This is a real design at the right scale in which technology and tender loving care seem to come together naturally." The Chancellor reported that the center is slated to be completed in June 1998.

South Georgia College's mobile nursing clinic, Nightingale, was featured in an August 7, 1997 article in the *Los Angeles Times*. The article told the story of nursing students from the South Georgia College-Waycross College cooperative nursing program joining with nursing students from Georgia State University and Albany State University to provide badly needed health care to migrant workers in South Georgia.

CHANCELLOR'S REPORT TO THE BOARD

Finally, Chancellor Portch reported that John Welsh of Armstrong's English department won the *Savannah Morning News* competition for the messiest desk in Savannah. Peach State public radio found the story so amusing that they included Welsh in the *Georgia Gazette*.

The Chancellor remarked that he was very proud of the achievements of the various institutions and faculty members.

All of the campuses held "Taxpayer's Day" this fall to say thank you to the citizens and elected representatives for all they do. Chancellor Portch explained that these events have ranged from open houses with activities for all ages (Bainbridge College) to an electronic town hall meeting (State University of West Georgia). He asserted that the System's successes and accountability should combine to create a very positive environment for the upcoming 40 days with its partners in legislation. While the System undoubtedly has areas for continued improvement and will pledge to its partners to work on these, the Chancellor contended that he has every reason for optimism as 1997 comes to a close. The Governor and the legislature have demonstrated their deep commitment to education. Chancellor Portch expressed his gratitude for the support of the citizens, the legislature, the Board, and the institutions.

INTRODUCTION OF PRESIDENT

After his report, the Chancellor introduced the new president of Savannah State University (“SSU”). He reminded the Regents that many of them had traveled with him in the last academic year to introduce Dr. Carlton E. Brown to his new campus. In the previous week, both the Chancellor and Regent McMillan had visited SSU. He commented that President Brown had responded magnificently to a challenging situation and that President Brown had Vice President Joseph P. (Pete) Silver to help him. During his visit, Chancellor Portch had the opportunity to read a monograph about the very first president of SSU. He did not realize that SSU had always been such a lively institution and challenging environment. He said that the Regents took a very bold step last year in making an unusual appointment and that they were getting a great return on their investment. He then introduced President Brown to the Board.

President Brown thanked the Chancellor and the Regents. He expressed that he was overjoyed with the response that his administration had received from the Savannah community as well as SSU students and faculty. He said that SSU has named some very difficult agendas, including rebuilding the infrastructure of the institution, which has already begun. SSU wants to more directly address its needs to simultaneously implement the new admissions standards and increase dramatically the enrollment. Part of that effort will require that SSU address the problem of retention. SSU is trying to build a better sense of community and a deeper level of involvement of all of the constituent groups in the processes of the institution. Dr. Brown stated that this would require some restructuring of how SSU goes about doing its business, making sure that it takes the time to be very inclusive and systematic in rebuilding the structures that are necessary for the full involvement of students, faculty, staff, and alumni in the affairs of the institution.

Dr. Brown expressed that with SSU’s new academic program, including the degree in African and African-American studies, he felt SSU will be able to revitalize and reconnect itself with the community as well as attract an entirely new group of students. SSU is poised to continue to pursue accreditation for its new graduate programs in social work and public administration. SSU is also attempting to readdress the academic standards themselves in an effort to raise them to another level. Again, SSU has received enormous response from the community to assist in that effort also.

Vice President Silver has been a great assistant and partner, said Dr. Brown. He expressed his appreciation to the Board for allowing Dr. Silver to accompany him to Savannah.

In conclusion, President Brown stated that he feels SSU is poised to regain its rightful stature as the next century approaches. He then thanked the Board and stepped down.

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

At approximately 9:35 a.m., Chair Clark convened the meeting of the Strategic Planning Committee as a Committee of the Whole, and he turned the chairmanship of the meeting over to Regent Leebern.

Chair Leebern explained that this was the third session of the Committee’s year-long focus on teacher preparation and that Dr. James L. Muyskens, Senior Vice Chancellor for Academic Affairs, would be leading a presentation and discussion about the question: what happens when you graduate from a teacher education program and begin teaching? He further stated that Dr. Muyskens would be joined by a faculty member, a representative from the Professional Standards Commission (the “Commission”), and a school superintendent. Then, Chair Leebern introduced Dr. Muyskens.

Dr. Muyskens thanked Chair Leebern and commented that there has been a great deal of discussion beyond the Board about this issue. He expressed that he was pleased that Dr. Barbara Christmas, Executive Director of the Professional Association of Georgia Educators (“PAGE”), was present at the meeting. He also said that he was grateful to have so many people from around the State working with the Board on this initiative. He explained that the Board’s project is to examine the role of the University System of Georgia in educating the State’s teachers. This session would be the last session of the fact-finding component of the initiative, the purpose of which is to establish a base on which to develop some principles and recommendations. He reminded the Board that at the October meeting, it had examined who the teachers are and how they get there. At the November meeting, the Board learned what happens when a person enters a teacher education program. So, the focus of this day’s meeting was what happens when a student graduates and enters the teacher workforce. He said that education does not end when a person gets a diploma. Rather, it continues. Therefore, the Board would focus on the System’s responsibility to continue working with its education graduates. He explained that this responsibility would optimally include helping graduates transition into teaching, providing role models (mentors) for those new teachers, and providing and encouraging professional development.

Dr. Muyskens reminded the Board that at its October meeting, one of the issues brought up by the Board was that teachers often come into teaching prepared for and enthusiastic about teaching a particular subject but find themselves assigned to teach a different subject. The Board would be looking at that issue again at this meeting. Also at the October meeting, the issue of attrition was introduced. Many new teachers drop out of teaching within their first few years, and the Board would also be examining why this occurs and the rate at which it occurs. Dr. Muyskens explained that Dr. Richard Ingersoll, Sociology Professor at the University of Georgia (“UGA”), would speak to the Board about the first of these issues, out-of-field teaching .

Dr. Ingersoll is an expert on the Schools and Staffing Survey, the largest and most comprehensive data source available on the staffing, occupational, and organizational characteristics of schools, and he is therefore also an expert on the topic of out-of-field teaching. Dr. Muyskens said that following Dr. Ingersoll would be Dr. Tom Hall, Director of Technology and Support Services at the Professional Standards Commission. He reminded the Board that Dr. Margaret M. (Peggy) Torrey, Executive Secretary of the Commission, had made a presentation to the Committee at its October meeting. Dr. Hall would be discussing the second issue, the number of teachers who drop out in the first five years of teaching.

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Dr. Ingersoll thanked Dr. Muyskens and explained that he would be addressing the problem of out-of-field teaching in high schools. He clarified that by this, he means teachers assigned to teach subjects in which they have little education and background. He explained that he came into this research because he once taught high school, first in Canada and then in Delaware and Pennsylvania. When he moved to the United States, he was shocked to find that teaching was very different here than in Canada. In his experience, Dr. Ingersoll found teaching to be a better job in Canada than in the United States. He wondered whether he had just had bad luck and gotten jobs in particularly bad schools and what it was like in other schools across the nation. Eventually, he quit teaching high school and earned his doctorate degree so that he might do research on this very matter. About a year and a half ago, he was approached by the National Commission on Teaching and America’s Future, of which Georgia is one of the 12 partner states, to put together a report of data about many aspects of teaching and schools, including teacher education, out-of-field teaching, teacher turnover, teachers’ salaries, and working conditions. Several weeks ago, he was asked to bring some information that would compare the United States’ and Georgia’s public school teachers to present it to the Board of Regents.

Dr. Ingersoll explained that on this day, he would be discussing a few of the data indicators about out-of-field teaching that had been included in the Regents’ briefing books. He reminded the Board that the data are from the Schools and Staffing Survey, which is the largest source of information on teachers and teaching in the United States. He said that the survey’s size is an advantage because it allows researchers to get more accurate information. The difficulty, however, lies in how to define a qualified teacher. What kind of training and how much of it deems a teacher to be qualified? Dr. Ingersoll explained that he decided to adopt what he referred to as a “minimalist approach.” He chose to focus on the number of teachers at the high school level in core academic subjects who do not even have a college minor in the fields they teach. He stressed that having a college minor is no guarantee that a person is a qualified teacher, but he considers it to be a minimum prerequisite. Dr. Ingersoll discovered that millions of students are being taught by teachers who do not even have minors in the subjects they are currently teaching.

Next, Dr. Ingersoll turned the Board’s attention to the data itself, as presented in a Power Point presentation. He explained that the data on the first graph reflected the percentages of teachers in the different core academic subjects in high school who do not even have college minors in their subjects and that the data reflected that information for both the United States and Georgia. In the subject of English, Dr. Ingersoll noted that just over one-fifth of teachers who teach some English in both the State and the nation as a whole do not have at least a minor in English or even a related field, such as literature, reading, communications, journalism, etc. He then showed how it appears that in science, there are slightly lower percentages of out-of-field teaching (18% in both the U.S. and the State). However, he said, that was deceiving, because of the broadness of the category. For instance, it could be quite a stretch for a biology major to teach physics, but they are lumped together in the same category. So, further down on the graph, Dr. Ingersoll had subdivided the sciences as well as social studies. He pointed out that in physical science (i.e., physics, chemistry, geology, space science, etc.), well over half of those who teach any physical science course do not have at least a minor in one of those physical sciences (66% in Georgia). He explained that he would expect the Regents to think this might be an exaggeration and that these teachers must have some course work in these fields. Dr. Ingersoll conceded that some of them surely do; for instance, a math teacher may have formerly been a surveyor or an accountant. He stressed that in Georgia, however, principals are not supposed to assign teachers to teach subjects in which they do not have at least 20 quarter hours of college credit. So, he said, some of these out-of-field teachers may be considered qualified, but he reminded the Committee that he adopted a minimalist approach. He stressed that a college minor is not that many credit hours.

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For the next graph, Dr. Ingersoll explained, he had raised the standards a little, this time defining a qualified teacher as a teacher with both a minor in the subject area and a teaching certificate. As a result, the numbers of out-of-field teachers increased dramatically. He explained that this illustrates that there is definitely a problem. No matter how it is measured, it is apparent that there are many high school teachers teaching subjects for which they do not have even basic levels of training. He stressed that in each of the core academic fields in any given year, several million high school students are taught by teachers who lack basic training in the subject.

Dr. Ingersoll stated that since he performed this research several years ago, this kind of information has captured a great deal of attention. The issue has been in the media a great deal, and many national panels and commissions have debated the topic. However, in his opinion, the data have been greatly misunderstood. The misunderstanding, he said, has to do with the key question: why is there so much out-of-field teaching going on in our classrooms? He said that many believe that the teachers are at fault for their lack of education and training. This is incorrect, according to Dr. Ingersoll. His next chart depicted the basic education and training levels of teachers in the State and the United States. The graph illustrated that virtually all teachers in the nation and in Georgia have a baccalaureate degree. Moreover, half the teachers in the State (47% in the U.S.) have a master's or higher-level graduate degree. Additionally, almost all teachers have a teaching license or certificate (96% in Georgia and 94% in the nation). So, he concluded, the source of out-of-field teaching does not lie in the amount of education or training that teachers have achieved. The source of out-of-field teaching, he contended, lies in the lack of correspondence between the subjects that teachers have done their course work in and the subjects that they are ultimately assigned to teach.

Dr. Ingersoll posed the question: why is there so much mismatch? The second mistaken theory that most people have, he explained, is that the cause of out-of-field teaching is teacher shortages. He explained that this theory is partly true and partly untrue. He explained that enrollment has gone up, but so have hiring and retirements. He stressed that many schools report that they have trouble filling their positions and that they therefore mismatch teachers and subjects. However, Dr. Ingersoll explained that the vast amount of hiring is not due to increases in student enrollment. Rather, the majority of hiring occurs to replace those teachers who have left, and the majority of those who leave teaching are not retiring. His next chart illustrated the top reasons why public school teachers leave their jobs. A substantial number of teachers (30% in the U.S. and 20% in Georgia) leave due to school staffing actions, such as layoffs, school closings, transfers within the district, program reorganizations, etc. Retirement, in contrast, accounts for a much smaller number (14% in the U.S. and 8% in Georgia). The majority of teachers leave either for another career (24% in the U.S. and 27% in Georgia) or because they are dissatisfied with their jobs (18% in the U.S. and 32% in Georgia). Dr. Ingersoll further explained that the data show that schools where salaries are lower, schools where there are more discipline problems, and schools where teachers have little say in the way things are run have significantly higher turnover rates. "What does this mean for out-of-field teaching?" Dr. Ingersoll asked. He conceded that administrators often have problems staffing all of their classrooms with qualified teachers and that this leads to out-of-field teaching, but he stressed that this is not due to teacher shortages in the conventional sense that there is some sort of a shortage of willing and able persons out there. Rather, he contended, the staffing problems are caused by the fact that too many people prematurely leave teaching. In other words, the staffing problems are not due to shortage but rather the problem of retention.

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In conclusion, Dr. Ingersoll said that the conventional wisdom is that out-of-field teaching is due to a deficit in qualified teachers or in the training they receive. The solutions to those types of problems are rather obvious, he asserted. If the problem is training, then have more training. If the problem is lack of teachers, then increase recruitment. These are the two things that most states have done or are contemplating doing. Moreover, President Clinton has proposed both of these strategies at the federal level. These are probably very worthwhile things to do, he commented, but the data suggest that these alone will not solve the problem of underqualified teachers in the classroom. It is good to recruit more teachers and to give them more education and training, but it does not solve the problem if in a few years, many of those teachers quit or move on or are asked to teach in fields for which they are not qualified. With that, Dr. Ingersoll thanked the Board and stepped down.

Regent Baranco commented that Dr. Ingersoll had not addressed specific subject areas where there may be actual shortages, like math, science, and foreign languages. She said that she understood that there were true teacher shortages in those fields, and she asked whether in his research, Dr. Ingersoll had determined this to be the case.

Dr. Ingersoll replied that when principals are asked what subjects they have difficulty assigning to qualified teachers, their answers most often specify math, science, and special education. However, as economists assert, an imbalance of supply and demand can be dealt with in two ways: 1) increase supply (recruitment) and 2) decrease demand. He stressed that if retention were increased and turnover were decreased, then demand would be decreased as a result. In answering the question directly, he conceded that there are fields in which it is more difficult to find qualified people.

Chancellor Portch clarified Dr. Ingersoll’s comment by saying that there would probably not be a shortage if there were 100% retention.

Dr. Ingersoll stressed that if the reasons teachers are leaving were remedied or cut back, then there would not need to be as much hiring.

Regent Baranco clarified that Dr. Ingersoll’s data did not just reflect high schools and said that in high schools, she still suspected there would be shortages in the critical needs areas.

Dr. Ingersoll agreed that it would probably be good to have special recruitment and training in those areas.

Regent McMillan commented that it was frustrating that although they have not had this particular data to base it on, everyone in education has known this for a long time. He explained that 43 years ago, he graduated from college, and though he was qualified to teach high school, he was assigned to teach seventh grade. Regent McMillan said that he got the worst class and the assignments that nobody else wanted, including coaching basketball. He noted that he taught Walt Frazier to play basketball. On the issue, though, he said that maybe they were approaching it improperly. He felt that it is a public policy issue, and he said that maybe the public policy arena ought to come into play. The Southern Association of Colleges and Schools (“SACS”) requires colleges to have a certain percentage of teachers in field with terminal degrees in every department. He did not know if SACS also required this of public schools, but he said that he feels this problem will continue and that this is why teachers leave. He then apologized for not asking a question but rather making a speech.

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Dr. Muyskens commented that the great thing about these presentations is that the Regents are so eager. He explained that he did not want to discourage discussion but that he wanted to remind the Board that Dr. Hall also had some data on Georgia with regard to this particular issue.

Regent Cannestra expressed that he was a bit leery of the statistics that Dr. Ingersoll had presented. He said that certainly nuclear, electrical, and chemical engineers have solid backgrounds in math and science, and he asked Dr. Ingersoll where they would be included in his statistics.

Dr. Ingersoll explained that any person with a background in mathematics, math education, engineering, or physics was considered qualified to teach math in his study.

Regent Leebern asked whether things have improved over the last few years with regard to the problems presented in Dr. Ingersoll’s studies.

Dr. Ingersoll expressed that he was sorry to report that over time, there has been virtually no change in levels of out-of-field teaching. From the 1980s to the 1990s, there has been little change in those statistics.

Regent Jones asked what kinds of things contributed to teacher dissatisfaction.

Dr. Ingersoll said that the primary complaint from teachers has to do with student discipline problems. Although salaries are an issue, they are not the biggest source of dissatisfaction. Another issue that is important to teachers is having a say in the way the school is run. He said that teachers have no control over what they will be assigned to teach.

Regent Clark asked Dr. Ingersoll if he had any recommendations for how to deal with these problems.

Dr. Muyskens interjected that Dr. Ingersoll had wanted to make some suggestions, but Dr. Muyskens had asked him not to offer them yet, because the Board is only examining the problems at this point. From January through July, the Committee will be looking for solutions. He asked that the Regents be patient, and then, he introduced Dr. Hall.

Dr. Hall said that he was pleased to represent the Professional Standards Commission and to report his information to the Board. He explained that there were a few brief points that he wanted to make. He emphasized that his data were Georgia-specific and that it had been gathered through Social Security number tracking of all public school teachers in Georgia from one year to the next in their appearance in the workforce with employment files provided by the Georgia Department of Education. He also stressed that his data spanned three years, 1989 to 1991, and that the volume of teachers involved in turnover was depicted in his Power Point presentation.

At the end of the first year, new teachers leave at a rate of 17% in Georgia, stated Dr. Hall. By the end of the third year, attrition is up to 28%, and by the end of the fifth year, attrition is up to 35%. He commented that as high as that figure may seem, it is good compared to the nation’s figures. However, the numbers are growing, and dealing with turnovers in local school systems is expensive and time-consuming. As a side remark, Dr. Hall said that according to a reputable ten-year-old study from North Carolina, the teachers who leave teaching are generally the best and the brightest.

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In looking at disciplines involved in the five-year attrition study, Dr. Hall explained that attrition impacted secondary (41%), vocational (42%), and special education (39%) more than kindergarten and first through seventh grades. He stressed that the volume of teachers, as well as the percentage of teachers, is particularly high in secondary education. He reiterated that these percentages reflect new teachers being tracked through the one-, three-, and five-year studies. If attrition is examined across all fields of teaching, the issue does not seem too bad, approximately 6% every year. He said that the impact of the new teachers appears lost, but the percentage of new teachers who leave teaching does impact this figure. However, in comparison to other states, the Georgia teacher workforce is fairly stable, considering all teachers. He stressed that his data reflect only teachers, not support staff and administrators.

Regent Cannestra asked if the data included retirement, and Dr. Hall said that it did, for a few.

Regent Cannestra commented that it was a very low figure, and Dr. Hall agreed.

Regent Baranco asked if the data included teachers who went elsewhere to teach, and Dr. Hall explained that the data did not reflect whether or not teachers left for other teaching jobs, such as in other states or in private schools. Rather, this data reflects an examination of Georgia's public school file.

Regent Baranco asked if there was any data to compare the turnover rate to the rates of turnover in other professions. Dr. Hall said that he did not have the labor study to compare that information.

Dr. Muyskens asked the Committee if it had any other questions or comments about these issues, and he reminded the Board that its responsibility over the next few months would be to try to determine what can be done with regard to the issues of out-of-field teaching and attrition. He then introduced Dr. James Jenkins, Superintendent of White County Schools, who has been in education for over 40 years and is currently in his fifth term as Superintendent.

Dr. Jenkins thanked Chair Clark, the Chancellor, and the Regents for choosing to include local school districts in the Board's dialog about teacher preparation. He explained that he would be discussing programs that impact beginning teachers. He said that there are two kinds of statistics: descriptive and inferential. While they approach things from a different perspective, these two types of statistics are both based on a common understanding of data. He further explained that the information that he would be presenting to the Committee is based on his experience over the years and on his contact with colleagues in education throughout the states of Georgia and South Carolina. He said that to the best of his knowledge, there is no database that tells what happens to teachers when they get to the schools. However, he wanted to share his insights on what happens to beginning teachers.

Dr. Jenkins explained that all school systems have induction programs, which range from one hour to five days and which occur before the teachers enter the classrooms to teach. The better ones include an orientation to the community, the system, and the school building. Another type of program that affects beginning teachers is mentor programs, probably the most prevalent program in the State, although it may take different forms or names, including the buddy system, coaching, or mentors. The mentoring process can last anywhere from three weeks to three years, depending on the school system. The final type of program that affects teachers is staff development programs, which are aimed at professional growth. This type of program is available throughout a teacher's career.

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Dr. Jenkins classified the programs that affect teachers into three categories: the garden, python, and gladiator types. The garden type of program nurtures the beginning teachers in order to help them be successful in their careers. The python type of program squeezes the life out of teachers and may

contribute to teacher attrition. The gladiator type throws beginning teachers to the lions to see who survives. Dr. Jenkins said that he would like to discuss these types of programs in greater detail.

The garden program nurtures teachers, and in this type of program, teachers are more likely to become successful teachers, Dr. Jenkins asserted. Moreover, he said that teachers in the garden program are more likely to become mentor teachers themselves. These teachers are more likely to become lifelong learners and will probably be more committed to the profession, and as a result, students are more positively impacted.

Teachers arrive with the same kind of enthusiasm for and expectations about teaching when they enter a python program, but they have their hopes and aspirations crushed by paperwork, bureaucracy, and numerous school rules. Dr. Jenkins contended that their creativity is stifled to the point that they do not feel that they are empowered. As a result, those who continue to teach become resigned to the situation and do not appreciate the professional development available to them.

In the gladiator program, where teachers are thrown to the lions, some teachers become quite successful and capable. Dr. Jenkins contended that if they survive the process of being on their own, they learn what works. However, the weak ones get devoured by the program and contribute in part to the attrition statistics. The teachers who survive this program use future professional development opportunities for personal development to make themselves valuable employees. Moreover, their levels of commitment vary a great deal, which is a critical issue at the school system level.

Dr. Jenkins said that there are many good induction programs in the State, but in the interest of time, he would only present one example to the Committee. He mentioned that the Covington school district in Newton County has a very good one-day program. Rome city schools have an excellent three-day program as well. The one that he wanted to present to the Board, however, was the Henry County induction program, which was selected as the best induction program in 1997 by the Staff Development Council. He explained that it is a five-day training program in which beginning teachers are oriented not only to the school system and particular building but also to the community and cultural aspects as well. A great deal of emphasis is placed on being prepared for the first day of school. Dr. Jenkins said that the Regents may be familiar with the work of Dr. Harry Wong, an author, who is a consultant for the Henry County school system.

With regard to teacher preparation, Dr. Jenkins said that he was very impressed with the presentations and discussion at the November 1997 Board meeting. He said that the teachers graduating from education programs these days are better prepared than ever, and he commended the colleges for that.

Another induction program that Dr. Jenkins felt worthy of mention was DeKalb County's program. He commented that DeKalb County has 700 beginning teachers this year. In his experience, he has found that the larger school districts generally have better induction and mentoring programs than most of the smaller districts.

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Returning to his discussion of the types of programs, Dr. Jenkins said that he wanted to discuss what staff development under these types of programs does for teachers. The garden type programs are designed to accomplish system objectives. He described them as ongoing, consistent, focusing on the teaching and learning processes (evaluation procedures), and supported at all levels of the system. The python programs utilize the more trendy speakers, focus on the latest fads and hottest topics, have no direction or follow-up, and do not encourage teachers. The gladiator programs make teachers protect their own self-interest, taking staff development for the purposes of improving their certificates or getting other degrees so that they can get better positions and better pay.

In conclusion, Dr. Jenkins said that there are far more effective programs than most people realize. However, there are far too many ineffective programs, because even one ineffective program that impacts students is one too many. He then thanked the Board and stepped down.

Dr. Muyskens asked if the Regents had any questions.

Regent McMillan asked whether any teachers would be making presentations to the Committee at this time.

Dr. Muyskens replied that this concluded the presentations for the day but that there were two teachers present at the meeting.

Regent McMillan asked how much communication actually occurs among the segments of the education field, in other words, the researchers, the Commission, the administrators, and the teachers.

Dr. Jenkins responded that the P-16 initiative has considerably improved communication between these sectors. He stressed that communication is also dependent on the size of the circle of contact and that he has very good working relationships with persons at Georgia State University (“GSU”), North Georgia College & State University, and UGA. Therefore, he feels confident that the dialog is good. He said that may not be the case with superintendents across the State, however. If a superintendent wants to improve his or her school district, then that person will find the resources to support that improvement. Dr. Jenkins asserted that is what he and his colleagues are trying to do in White County.

Regent McMillan said that it was obvious that Dr. Jenkins was doing the right thing. He asked, if the programs for induction, mentoring, and professional development are inconsistent across the State, whether it would be appropriate for the Commission or the State Department to legislate the types of programs that school districts ought to have. He wondered why, considering that all of the districts receive State funding, some school districts can opt to do little induction and mentoring, while others have extensive and successful programs.

Dr. Jenkins said that it is very difficult for some districts to develop formal programs when they have only a few new teachers, whereas it would be easier for a larger district like DeKalb or Henry County. He expressed that he hoped that all administrators recognized the importance of these programs and that they approach training with the most effective methods. He said that he was not certain that legislation always accomplishes its objective, and he would rather depend on the professionalism of the administrators. However, the problems with the programs that he mentioned do exist in the State of Georgia and most of the Southeast. He said that hopefully, administrators are doing a better job than they have in the past.

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Regent Leebern asked why Dr. Jenkins left teaching in the classroom to become a superintendent and how

long he had been in White County.

Dr. Jenkins replied that this is his first year in White County but that he had been in Georgia for ten years. He retired from school administration in South Carolina with 31 years. He explained that he taught for ten years and that he was a coach. He further explained that a teaching salary did not provide for his family the way that he wanted to provide for them. As an administrator, he began a process of learning what he needed to do as an administrator, including completing his doctorate, to make sure that he provided solid leadership and guidance to the people he worked with, and he continues to do that.

Regent Allgood asked Dr. Muyskens whether the statistics that had been presented by Drs. Ingersoll and Hall were based on local school systems and isolated to those areas.

Dr. Muyskens clarified that Dr. Ingersoll's report was taken from national data but also looked specifically at Georgia. So, the scope of the presentations included both the State and the nation.

Regent Allgood asked to what levels of education the data pertained.

Dr. Muyskens said that the data covered only elementary through secondary education, not college-level education. He reminded the Board that at the November meeting, it had examined teacher education programs in college, whereas the focus of this meeting was what happens to the graduates of those programs when they enter the workforce.

Regent Leebern asked if there were any more questions, and seeing that there were none, he called on Dr. Muyskens to wrap up the meeting.

Dr. Muyskens said that before he wrapped up the meeting, he wanted to introduce to the Committee the two teachers that he had previously mentioned. He reminded the Board that at the October meeting, he said that a task force would be developed to ensure that the recommendations the Committee develops will work in practice as well as in theory. He explained that the task force includes a wide range of persons from in the schools and in various agencies around the State as well as teachers with classroom experience. The Chancellor created two positions on the task force called Master Teachers in Residence. Dr. Muyskens expressed that he was very excited because in addition to the Board's discussions and the presentations given to the Board, there would also be the input from persons who are in the classroom everyday. He then introduced Ms. Sheila Jones, a high school math teacher at Douglas County High School. She has been teaching for 20 years, has mentored many beginning teachers, was named "Mathematics Teacher of the Year" in 1995, and was twice selected as the "Douglas County High School Teacher of the Year."

Ms. Jones said that she was very pleased to be at the meeting and that she loves teaching. She expressed that she was very excited to have the opportunity to work on the teacher preparation initiative. She also stated that she looked forward to answering some of the questions brought up by the Board and working with the Board.

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Dr. Muyskens thanked Ms. Jones and then introduced Ms. Kay Cribbs, a mathematics teacher at Edwards Middle School in Rockdale County. She has taught for 28 years, has also mentored many new teachers, has taught in three states, was an exchange teacher in Germany, and is a nationally board-certified teacher. He stressed that there are only 19 nationally certified teachers in the State.

Ms. Cribbs thanked the Board for the opportunity to take part in this initiative. She said that she would miss being in the classroom but that hopefully, the work she would be doing for the Board would have a positive effect on all Georgia students. She said that she has been a resident of Georgia for eight years and that she has never been afforded so many opportunities as she has here. She said that her two sons have attended Georgia universities. Her older son received his master’s degree from the Georgia Institute of Technology (“GIT”), and her younger son is a senior in early childhood education at GSU.

Dr. Muyskens thanked both of the Master Teachers and said that the next phase of the initiative will begin in February 1998. He said that he wanted to go over some of the lessons he had learned so far, and he asked the Regents to tell him if they had any additions. He said that he learned that Georgia’s children do not have fully qualified teachers in every class. Additionally, many teachers quit teaching in their first few years, and something needs to be done to stop that. From Dr. Jenkins, the Board learned that there are some very good induction programs around the State, but there are others that need improvement. Finally, something is preventing many new teachers from being successful. Dr. Muyskens commented that the Board and its strategic partners need to carefully examine this issue. Is this phenomenon caused by insufficient initial preparation, out-of-field teaching assignments, working conditions, or a lack of opportunities for continued learning? He said that these are the major issues and questions that he had extracted from the Committee’s meetings thus far. He asked if any of the Regents had any other additions or comments.

Regent Baranco reminded Dr. Muyskens that Dr. Christmas was present at the meeting and that she has been involved with the Professional Association of Georgia Educators. PAGE has also been heavily involved in the recruitment of teachers. Regent Baranco wanted to ask Dr. Christmas if PAGE has seen a difference in the ability to retain teachers based on the programs it has put in place. She commented that some of those programs are exemplary in that they attempt to recruit the best and the brightest into teaching.

Dr. Muyskens asked Chair Leebern if it would be acceptable for Dr. Christmas to comment, and Chair Leebern replied that it would. Dr. Muyskens then invited Dr. Christmas to speak before the Board.

Dr. Christmas thanked the Board and commented that she feels teachers are getting more support at the local level than ever before. She said that PAGE is very pleased with the efforts of the P-16 initiative. She explained that she had the privilege of being involved in the group that Dr. Carl Glickman led, and she said that she believes that he is very connected to the “real world” of the public school arena. According to Dr. Christmas, a number of programs can have an impact, including the Teacher Cadet program. She said programs such as this one enable students to take a more realistic look at the profession of teaching before they get too far along in the teacher education program. In her opinion, the most positive thing happening is the dialog going on through the P-16 initiative, the Commission, and the School Improvement Panel, which she vice chairs. An effort is being made to bring all of these groups together rather than having them go in different directions. Moreover, PAGE works actively with college and high school groups, and it puts out a publication which it provides to every beginning teacher in the State to help them get off to a good

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start. She said this is an exciting time for first-year teachers in Georgia, but it is also a very challenging time. PAGE has learned that the two main issues that give new teachers trouble in the first year are discipline and the challenge of working with parents who are not supportive of the schools. She suggested that perhaps there should be a component in teacher preparation concerning working effectively with parents and the community. She stressed that discipline was always number one on the list of new teacher complaints. She did not know what the preparation programs could do about it, but she stressed that there must be a close partnership between the education program and the first year of induction. She said that these issues should be examined closely as the Board focuses on teacher preparation. Then, she thanked the Board and stepped down.

Regent McMillan said that he wished Dr. Jenkins could be cloned, and he asked if anyone had ever given any thought to the preparation of principals and superintendents. He stated that he suspects that there are many principals and superintendents who do not know what they should be doing with regard to these issues.

Dr. Muyskens invited Dr. Christmas to reply to this comment.

Dr. Christmas said that she used to get invited to her alma mater, Georgia Southern University (“Georgia Southern”), to speak to student teachers who were getting ready to interview for their first jobs. She did not tell them how to interview, but instead, she would give them advice on how to interview the principals. She explained that a principal can make or break a student’s first year. She stressed that leadership training is one of the most critical things the schools face. She placed emphasis on the principal who allows good teachers to teach and handles everything else so they are able to teach. She commented that teachers will attest that a good principal is worth his or her weight in gold. Teachers want to be able to teach, they want a reasonable class size, and they want good discipline and a positive learning environment. She said that this matter needs a great deal of attention.

Regent Cannestra stated that he was still unclear on the statistics presented. He restated that the overall teacher attrition in Georgia each year is only 6%, while attrition of new teachers over five years is approximately 30%. He noted that it had been said that if a teacher does not quit after the first year, he or she will likely stay in teaching. He asked if that were true.

Dr. Muyskens replied that his understanding was that if teachers stay the first five years, they tend to stay much longer.

Regent Cannestra contended that the statistics do not make sense. He asked if there were some incentive to stay after five years.

Dr. Hall replied that during that period, all the problems that might drive a teacher out of the profession have generally surfaced, and what nurturing and support a teacher has been given in those first five years may or may not be enough to keep that teacher in the field.

Regent Cannestra said that he was not certain that teachers do not become hardened to the system. He said that it bothered him that this happens.

Dr. Muyskens said that this was certainly an area the Board would be looking at more closely.

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Regent Coleman asked whether teachers who transfer into private schools were reflected in the data that Dr. Hall presented.

Dr. Hall replied that he did not have the labor statistics with which to compare his data. All of his data came from the Georgia public schools.

Regent Coleman said that, in that case, he agreed with Regent Cannestra that the statistics are questionable.

Regent Averitt asked Dr. Muyskens how this information would be used once the fact finding is completed. He stated that it seemed the Department of Education would have to follow up on these findings.

Dr. Muyskens replied that the Board would focus on its responsibility and what it can do. For example, the University System could play a greater role in the mentoring programs that Dr. Jenkins discussed. He said that the information would generate some suggestions of what the System could do as well as what the Department of Education can do. A list of recommendations will be generated that will provide a clearer picture of what can be done to improve public education.

Chair Leebern added that this data would help the System prepare its teachers for what they will actually face in the workforce, and Regent Averitt agreed.

The Chancellor added that he anticipated that the Committee's findings and recommendations would be forwarded to the Department of Education and perhaps to the State Legislature.

Regent Jones asked whether a survey could be performed to determine why teachers leave in the first five years.

Dr. Muyskens replied that such information is being pursued and will be brought to the Board later in the course of this initiative. He also recommended that the Regents let him or Dr. Jan Kettlewell, Assistant Vice Chancellor for Academic Affairs, know if they have any other suggestions.

Chair Leebern thanked Dr. Muyskens and the presenters for their informative reports. He then recessed the Committee of the Whole for a short break.

Chair Leebern reconvened the meeting of the Strategic Planning Committee as a Committee of the Whole at approximately 11:05 a.m. He announced that the second topic for discussion was a review of off-campus site proposals. He then called on the Chancellor to introduce the topic for discussion.

Chancellor Portch thanked Chair Leebern and said that there were a number of items to cover at this meeting. The first of these items was that he wanted to send a letter to the Governor requesting an amendment to the fiscal 1999 budget proposal. He reminded the Committee that the budget request included two eminent scholars, one at Columbus State University and one at Armstrong Atlantic State University ("AASU"). The System had received a gift of \$500,000 to establish a chair and had asked the State to match that figure. Since that time, a foundation has issued a check for \$1 million to Macon State College ("MSC") to create two endowed chairs to support its new academic programs. The Chancellor asked for consent to consider

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this item, since it was not on the agenda. He explained that if the Committee would give him such consent, he would recommend that it approve this amendment to the budget request, asking for additional matching funds for two endowed chairs. Then, he announced that Interim President David A. Bell of MSC was present at the meeting.

With motion properly made, variously seconded, and unanimously adopted, the Committee consented to consider the budget proposal amendment.

The Chancellor said that there would also need to be a motion to amend the budget request. With motion properly made, variously seconded, and unanimously adopted, the Committee approved the proposed amendment to the fiscal 1999 budget proposal.

The Chancellor thanked Regent Jones and President Bell for their efforts to make this possible. He then reminded the Committee that at the time it adopted the capital budget, he had explained that the budget was a dynamic document rather than a static one. At this meeting, the Central Office staff would be presenting two categories of suggested adjustments to that budget to be forwarded to the Governor before he makes his budget presentation in January 1998. The first category included some positive modifications. Georgia Southern's original project was to be a fine arts facility, but then it realized that it could best accomplish that over a number of years through renovations. So, Georgia Southern was requesting that its second priority, the nursing and science project, be substituted on the capital budget list in place of the fine arts facility project. The Chancellor explained that some additional cost would be involved, but this facility would be a brand new, purpose-built building, as opposed to a series of renovations. Using this strategy, it is conceivable that within a reasonable number of years, Georgia Southern may be able to accomplish both of its projects in this way. The Chancellor stated that the Central Office staff worked closely with the staff of Georgia Southern and that President Nicholas L. Henry was present to answer any questions. He then asked for approval of the substitution on the capital budget list.

Regent Coleman commented that in the attachment regarding the justification of this substitution in the Strategic Planning Committee agenda, it reads, "With this strategy, both projects can be completed in five years and students will be out of leased space in half the time." He said that it sounded like a commitment to him.

Chancellor Portch replied that he had used the word may in his presentation of the item.

Regent Coleman stressed that the written word was different.

The Chancellor replied that the word would be changed to may.

Regent Coleman asked if the Board was in fact making a commitment, and the Chancellor replied that it was not.

Regent Cannestra asked where the nursing and science building originally appeared on the master program list.

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The Chancellor replied that it had not been ranked on the list, because it was not Georgia Southern’s top priority at that time. He reminded the Board that in every instance, the list had represented institutions’ top priorities. The only institution that had two projects on the list was Augusta State University, which actually had one project separated into two phases.

Regent Cannestra said that it seemed that this project was now being put ahead of many other projects on the list, since it was being substituted at number 16 in the place of the other project.

Chancellor Portch replied that this project was simply being substituted for another project.

Regent Cannestra responded that it seemed that the projects which came below the original project, for instance, numbers 17, 18, and 19, should be given some consideration and that maybe they should move up on the list.

The Chancellor replied that this issue had been considered by the Central Office staff, and they felt that this project would have been placed at this slot or above. The staff was primarily concerned with keeping one project per campus and felt it was a higher priority.

Regent Cannestra said that if he were a president at one of the other institutions, he would try to find a way to get his project accomplished through minor capital projects and arbitrarily put another project in that major capital outlay slot.

The Chancellor replied that the minor projects strategy is not a guaranteed strategy, because the concept of minor capital outlays may not always exist and there is no guarantee that a project would be recommended by the staff beyond the minor. He commented that it is a strategy, but a very risky one.

Regent Cannestra explained that this seemed to be a way around the procedures that had already been performed to create the priority list.

Chancellor Portch replied that it was conceivable.

Chair Leebern said that this concerned him too and asked if this was setting a precedent for other institutions to circumvent the standard procedures.

The Chancellor replied that there is already a precedence, because in his first year as Chancellor, the Board permitted Valdosta State University (“VSU”) to substitute a building which had become a higher priority in the exact slot of an existing VSU project on the priority list.

Regent Cannestra commented that it seemed the master list simply represents an allocation of dollars, rather than specific projects, and he objected to that.

Chancellor Portch said that this was not the case and that the Central Office staff would have to be convinced that there is a higher priority and that it makes more sense to do the substitution. He said that in this case, as well as the VSU case, the staff believed that it was a higher priority and a worthwhile consideration.

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Regent Coleman replied to Regent Cannestra and Chair Leebern that their comments make the

assumption that because such institutions choose to substitute certain priorities, it makes a difference to the Board. He contended that it does not. The institution believes the project can be done in increments on the minors list, but the Board is making no promise to Georgia Southern that this project will even make the minors list or that it will even be funded in any reasonable amount of time. He said that it was also erroneous to assert that the projects in question could be completed in five years.

Regent Cannestra stated that his objection was due to the fact that the Board went through a very lengthy procedure and heard many presentations to create a priority list, and now, a project that was not even on that list might be done.

Regent Clark reminded Regent Cannestra that during that process, it was made clear that the list was not set in stone and that it was subject to review and change.

Regent Cannestra reiterated that if he were the president of one of the institutions whose projects were numbers 17, 18, and 19, he would be arguing to the Board that his priority should be reviewed in relationship to the new substitution at number 16.

Regent Averitt commented that he understood that if the substitution were presented for consideration, it would probably place much higher on the priority list.

Regent Cannestra said that if the project were to come up next year, it could be reviewed with all the other projects. He stressed that the Board took a great deal of time to listen to presentations by presidents and their staffs and that now, the proposed substitution would bypass that system.

Regent Clark reiterated that Georgia Southern was substituting a project that it considers a higher priority in the slot that was given to that institution. He predicted that there may be more of this type of situation down the road, because there were several presidents who were asked which was their highest priority and many wanted two projects. He said that the presidents could not have them both. In his opinion, if the president reconsidered and decided that this is the project he would rather have, then that is his prerogative. He stressed that what was being asked for was a substitution, and he felt it should receive Board approval.

The Chancellor commented that there may be other institutions that will come back to the Board with reconsiderations of their priorities. He did not think that there would be much incentive for an institution to do that if it fears that it will lose its slot on the major capital projects list. If the institution and the Central Office staff both think that it makes sense to substitute one project for another, he said that the Board should consider the new project in relation to the placement of the old one or institutions will never come back with their priority changes.

Regent Allgood asked the Chancellor, if the request was approved, whether and how it would impact the items that fall below it on the major capital projects list.

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Chancellor Portch said that as Regent Cannestra pointed out, the ones on the list below it fail to move up a slot. He said that practically speaking, even with a world-record capital budget this year, this project would not make this year’s list. However, there is a slight monetary increase, which could potentially impact the ones listed below the project. Nonetheless, he did not think it would impact the timing or the placement of the items either below or above it.

Regent Allgood said that the Board had not really examined the proposed project as it had the ones presented at the June 1997 meeting. Instead, the Committee is relying entirely upon the Central Office staff, which he stressed that he had no problem with. However, he asked if there was some way that when this type of issue comes up again, the Board can look more closely at it before it decides.

The Chancellor expressed that he appreciated Regent Allgood’s suggestion. He said that the proposed substitution should also probably be brought back to the Committee with a formal presentation, since the Committee was not presented with as detailed information as was presented on the other priority items. He said that his staff would be happy to prepare it.

Regent Allgood asked whether this project would be included in the capital priorities list this year when it goes to the Governor.

The Chancellor replied that the entire list had been sent to the Governor, as the staff was very optimistic.

Regent Allgood asked whether the Chancellor had been saying that this substitution was not likely to change the capital projects list this year, and the Chancellor confirmed that was what he was saying.

Regent Baranco said that she wanted to underscore Regent Coleman’s comments in case this type of situation presented itself again in the future. She expressed that she was very comfortable with the substitution, because there had been a presentation on it and because it was made clear that there would be changes to the major capital projects list. She would not have voted to approve the list if she had thought it would be cast in stone, because there are likely to be more of these changes to come up. She pointed out that it was very clearly understood that the list would be revisited again and again, so the Board should prepare itself for some changes and adaptations to occur.

Regent Cannestra restated that he wanted to know why Savannah State University’s residence hall, which was number 19, did not have priority over the project recommended for substitution.

Regent Coleman stressed that this was a substitution and that nothing else was being dropped off the list. He also reminded the Regents that they had been mailed the information about this substitution at least a week before, and he said that if Regent Allgood were suggesting that the Board needed more time on the issue, then the Regents should keep in mind that they would in the next few minutes be considering an insertion on the list which would actually drop other projects further down on the list. He asserted that if the Board were to embrace Regent Allgood’s suggestion, then it would likely make the next item moot, since that item would actually affect projects below it on the list. He contended that the Committee should either agree on the substitution with the understanding that the list will be reviewed and revised or not consider the next proposed revision either.

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Chancellor Portch said to Regent Allgood that he and his staff were trying to clean up the revised list before it was sent to the Governor. When Georgia Southern came to the Board and expressed that it

considered it to be more critical to build a new nursing facility and move out of a temporary leased facility than to renovate an old fine arts facility, he believed that this was a reasonable substitution. He stressed that the projects listed below it were also considered but that the Board needs to allow for incentives for institutions to come back to the Board with their more critical needs. If the Board decides that such projects need to be reconsidered every time and risk being placed further down on the priorities list, then institutions will likely not come back to the Board even when their proposed changes make more sense.

Regent Allgood commented that Regent Coleman had rephrased his position as he had done many times in the Senate. He stated that he had not made a suggestion; rather, he made an inquiry, and it had been answered.

Regent Cannestra reiterated once more that the Committee had evaluated all of the projects and that the project in question had not been put on the priority list. He listed the items that came after the Georgia Southern fine arts facility renovations on the list: the Savannah State University residence hall; the MSC nursing, health science, and lab complex; and other items from Darton and Dalton Colleges as well as other institutions. He said that he would like to have the opportunity to evaluate those projects in relationship to the proposed substitution and that the Chancellor was not giving the Committee that opportunity.

Chancellor Portch replied that he would not likely give the Committee that opportunity, because if the situation is framed that way, the institutions will never come forward with proposed substitutions because they will not want to take that risk.

Regent Cannestra added that perhaps the institutions will do a better job before they come forward with their selected priorities.

Chancellor Portch argued that sometimes circumstances change.

Chair Leebern said that the Regents had all sat through the presentations for three days in June 1997 and there was no question that there would be modifications to the capital priorities list. However, he said it would not be good to send a message to the institutions that presentations can be modified five months later. He questioned what could have changed between then and now.

The Chancellor said that he would like to go on to the next item and see if he could change the Regents' minds. He commented that this item was more illustrative of what the Board is trying to accomplish. Macon State College has asked to add \$4.1 million to its project. It will remain at the same spot on the list. MSC is requesting the increase because President Rosemary DePaolo at Georgia College & State University and President Oscar L. Prater at Fort Valley State University have heard the Board say that it does not like leasing the Cigna space in Macon. Instead, a wing will be added to this project at MSC for the purpose of having the other two universities offer their programs in Macon at the MSC campus. This will save \$600,000 a year in lease payments, and all programs in Macon will be on a college campus with a library and all other campus conveniences. The Chancellor stated that this was one of the best suggestions he had heard in a long time, and he asked whether the Board should not approve it just because MSC had not considered it five months ago.

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Regent Cannestra replied that there was a difference: the project is still in the same number of priority as it was before, but MSC has enhanced its priority.

Regent Baranco noted that the \$4.1 million has to come from somewhere, likely the next item on the list.

Chancellor Portch pointed out that a creative president such as President Henry could call his project a fine arts center with a nursing and science wing.

Regent Clark remarked that the Chancellor should not give him any ideas.

Chair Leebern asked if there were any other questions, and there were none. So, he called for a vote on the first item, Georgia Southern's proposed substitution of the nursing and science facility for the fine arts center project on the major capital projects list.

Regent Cannestra voted against the motion, stating that he did not approve of the process.

The Chancellor replied that he and his staff would take Regent Cannestra's reservations seriously and would try to improve the process before they came forward with any other proposed changes. He then asked to try for a vote on MSC's proposed change.

With motion properly made, variously seconded, and unanimously adopted, the addition of \$4.1 million to the budget of the Macon State College project was approved by the Board.

The Chancellor thanked the presidents of the involved institutions and commented that they had united their efforts in Middle Georgia to provide higher education.

Regent Coleman added that they were saving a great deal of high rent.

Regent McMillan asked whether the Regents would have the same prerogative to change their minds on other projects if circumstance warranted.

"Absolutely," replied the Chancellor. He said that the list would be brought back each year to be reexamined. The Chancellor then said that the third thing he needed to present to the Board was just a matter of clarification about the University of Georgia Animal Arena project, which is on the minors C list. He pointed out to the Board that it was at the Whitehall Road location and it had been agreed upon by all parties that it is in the best interest to have it at that location. The very first time the Board saw this item, the design had it located at a different site. So, he just wanted to bring it to the Board's attention for the record.

The Chancellor said that having done so well with his part of the program, he would like to see how Dr. Lindsay Desrochers, Senior Vice Chancellor for Capital Resources, would do with the off-campus site presentations. He reminded the Committee that the presentations on off-campus centers had been postponed because there had been no decision rules to consider them under. At the October 1997 meeting at Clayton College & State University, however, the Board adopted a series of decision rules and criteria, and the Board made a commitment to the presidents of institutions that had projects for consideration that those projects

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would be presented at this meeting, prior to the finalization of the list of the capital presentation. There would be four presentations of off-campus site proposals, and the Central Office staff did an extensive review of them using the detailed criteria adopted in October. Then, the Chancellor invited Dr. Desrochers to give the Committee some background and information regarding the locations of the sites. All of the presidents of the involved institutions would be presenting their proposals, and the staff would have specific recommendations to the Committee.

Chair Leebern said that in the interest of time, the Committee could hold its questions until the end of all of the presentations and then have a motion on each one and engage in the discussion of each proposal.

Regent Coleman felt that this would add a great deal of confusion to the process.

Chair Leebern replied that there were four different presentations, but if the Committee would hold its questions until the end, then it could discuss the proposals as long as it wanted to. He said that if each presentation is followed by discussion, it could likely take a very long time.

Regent Clark commented that Chair Leebern should simply tell the Committee what to do and that anything he could do to expedite the process would be helpful.

Chair Leebern replied that was what he was trying to do, and he told Dr. Desrochers to begin.

Dr. Desrochers said that she would introduce the presidents who were present and their presentations on off-campus sites and would explain the various site locations. Then, she and Dr. Muyskens would summarize the findings of the analysis, and she would review the recommendations one by one. This would be followed by discussion. Dr. Desrochers began her introduction by showing the Committee where each of the four proposed off-campus sites would be located on a map of Georgia. Those sites were in Camden, Bartow, Fulton, and Gwinnett Counties. She reminded the Regents that they had more detailed maps in their folders to refer to during the presentations.

First, Dr. Desrochers explained that the Camden Center would draw interest from a number of counties in the State of Georgia as well as from just over the border of Florida. The specific site that is proposed for the Camden Center is in the city of Kingsland, just off of Interstate 95. In the northern part of the State are the proposed sites for the Bartow Center in the west side of the State, the proposed North Metro Center in the northern part of Fulton County, and the proposed site for the Gwinnett Center to the east.

The first specific map was for the Bartow Center, which was proposed to be located in Cartersville off of Interstate 75 on Highway 20, with very close access to I-75. The proposed site for the North Metro Center in North Fulton County was in Alpharetta, just off Georgia Highway 400 on Old Milton Highway. The proposed site for the Gwinnett Center was near Lawrenceville off of Georgia Highway 316, just six to eight miles from the intersection of Interstate 85 and Highway 316.

Dr. Desrochers invited the presidents to come up in turn to make their presentations about the need for their centers in their respective areas. After the final presentation, Dr. Muyskens would present some additional

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information about the Gwinnett Center to the Regents. Then, the Committee would examine the analysis and recommendations. Dr. Desrochers then introduced President Dorothy L. Lord of Coastal Georgia Community College (“CGCC”).

President Lord explained that the Camden Center proposal addresses the unmet educational needs in one of the fastest-growing counties in South Georgia. She requested that the Committee substitute the Camden Center project for the joint-use facility project which was ranked number 18 on the major capital projects list. The Brunswick center, a collaborative consortial arrangement serving Southeast Georgia, including CGCC, Georgia Southern, and AASU, was the basis for the joint-use facility. That was CGCC’s strongest campus-based priority and the only priority that Dr. Lord was allowed to present in June. She explained that due to the Board’s recent adoption of guiding principles for off-campus sites, she could now bring forward the Camden Center project, which is CGCC’s overall highest priority.

President Lord reminded the Committee that in December 1994, the Board approved a student center collaboration for public post-secondary education in Georgia, which established a strong collaborative between the Department of Technical and Adult Education (“DTAE”) and the System institutions. CGCC has one of the four jointly funded vocational divisions that bring together the DTAE and the University System of Georgia for the purpose of providing vocational/technical education in the area. The student center collaboration documents indicate that the two systems believe in this arrangement, that it works, and that it is efficient and cost-effective. The documents say that the DTAE will not establish new technical institutes or branches in the service areas of institutions which have jointly funded technical divisions. The 1980 DTAE document which established the collaborative relationship between the two boards spells out the University System’s responsibility to own and provide the facilities and the DTAE’s responsibility to provide the equipment and 50% of the faculty salaries involved in delivering the post-secondary vocational programs. The 1994 agreement further spells out that the two boards will work together to provide new services in all communities. Since CGCC is assigned the service delivery area responsibility for Glenn, Camden, and McIntosh Counties, then it becomes CGCC’s responsibility to deliver those services. Dr. Lord contended that what is unique about the proposed project is that for the first time, this would be a jointly planned project connecting the Board of Regents and the DTAE from the beginning to address specific vocational needs in combination with transfer needs.

To arrive at how this facility should be arranged and the programs that should be located in the facility, CGCC linked into the well-established process that was contracted between the DTAE and the Georgia Institute of Technology in 1994 to do a Statewide needs assessment to determine the unmet occupational needs in the State. Dr. Lord explained that the process resulted in a large document identifying where there were unmet needs, and those should be followed by facilities. Since that study, eight new technical institutes and satellite facilities have been completed and are now occupied and providing services, and ten new satellite centers have been appropriated and are preparing to open in 1998. Ultimately, the DTAE projects a 52-institution build-out, considering all of its satellites and home-based operations in its system. The entire region served by CGCC in this study seemed to be an area of unmet need. A large portion of that unmet need had to do with one of the largest counties, Camden, which has not received much attention at the State level, as it has grown so rapidly in the last few years.

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President Lord explained that details regarding the proposed Camden Center had been examined, and using Department of Census and Department of Labor information, projected occupational vacancies had been developed. As a result, CGCC was able to create a list of what vocational programs ought to be in place to support those needs. The technology-related skills areas are very high on the list of unmet needs. She explained that this would be the use of the proposed Camden Center. Distance learning would be a significant component of the center from the outset, and not only would the Brunswick center be connected to the Camden Center, but this would also provide Georgia Southern and AASU the opportunity to continue their service through the Brunswick center consortium to Camden County. They will also offer upper-division programming and master’s-level programming in Camden County. The transfer courses that are presently offered in a borrowed facility will be brought to the Camden Center. Computer labs, a library, and support services will be offered at the site. Moreover, one of the most unique aspects of the site will be the partnership with the Department of Labor and the Department of Family and Children Services, as the site provides a “one-stop shop” concept to be included in the facility. Dr. Lord said that she also envisions that in addition to the partnership with those two State agencies, the center will also provide adult literacy services through the County school system’s ability to offer such classes at the site. It is very clear that economic self-sufficiency requires that CGCC do a diligent job of putting all of these pieces together at one location to make it easier to serve the client. A person would be able to meet with a case worker, have an assessment of his or her academic skills, and be admitted to literacy or occupational training, all at one site. This would be a major enhancement to the area.

The Camden County community has demonstrated well its commitment to this project. A local donor has provided 75 acres of land. This will be a collaborative which will allow connecting with the high school and the Camden Leisure Services facility and which will allow collaboration with such things as post-secondary options and technical preparation, because of the geographical location. The financial commitment to the project from the community is also outstanding. In addition to the \$200,000 the community donated when the Camden Center opened in temporary quarters in 1992-1993, a significant gift of \$250,000 has been committed by the sheriff of Camden County, Mr. Bill Smith, and the Camden law enforcement community to begin the equipment endowment that is required for this project. The law enforcement community is in a unique position to recognize the importance of education in improving the community and for the long-term reduction of illegal activity, which is often motivated by the lack of legitimate economic opportunity. These funds will come from confiscated drug money seized directly from the drug lords, who use the I-95 corridor to make their way from Florida into Georgia and other points up I-95. The money that was seized in these illegal transactions will come back to the county through the federal allowance of sharing of these proceeds, and the law enforcement community has come forward to say that this project is an appropriate use of these funds. CGCC is also approaching a major local foundation in the community which is owned by the Gilman Paper Company, and the project is being considered for a sizable gift from the foundation.

The Camden Center will include technical, academic, and lifelong learning programs, all of which are in the best tradition of the comprehensive community college model, which was in place before the Board renamed CGCC and which indicates that CGCC serves the entire Georgia coast. The collaboration which this model requires will directly involve the DTAE. In August 1995, Commissioner Kenneth H. Breeden indicated to Chancellor Portch and Dr. Lord in a conversation in the Chancellor’s Office that the DTAE would request from the legislature the full cost of the equipment and the technical staff members necessary for this center

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and would provide full support for those salaries for two full years, until the funding formula for the Board of Regents could begin to reflect the expanded enrollment, which CGCC fully expects as a result of the new center. In a recent letter, Dr. Lord reminded the Commissioner of his commitment in that regard.

In closing, President Lord stressed that the Camden Center is essential for providing the prepared labor force necessary for the continued economic development of the Camden County region. She stated that the center has the full support of the Navy; the commander of the Kings Bay Naval Submarine Base has indicated to her a number of times the importance of a prepared and qualified workforce in terms of reaching employment equity for all groups in Camden County. Without post-secondary education, it is almost impossible to find a qualified workforce that includes a representation of minority persons. The Navy is very interested in and supportive of the proposed center. Moreover, a facility where CGCC can provide academic programming for transfer and driven by workforce needs identified by the business community will greatly assist CGCC in meeting those needs. Dr. Lord thanked the Committee for its consideration of the proposed off-campus site.

Chair Leebern said that he would like the Regents to ask their questions at this point to avoid confusion.

Regent Coleman asked how much of the 100,000 square feet of space in the proposed center the other agencies would occupy.

President Lord replied that there would be a counseling space, a training area, and an office space and that those areas would be rotated among case workers who come when they have clients. The same office space will be occupied by the Department of Labor when it has clients. This will be scheduled and rotated. There would not be permanently allocated office space, but rather space available on a rotating basis. There would also be a testing space. She reiterated that her institution also serves the purposes of DTAE in the area and that the funding is what makes the proposed center a joint project. The DTAE owns and provides all of the vocational equipment, and it also will pay 50% of the vocational faculty's salaries. The DTAE has no other visible presence.

Regent Coleman asked how many schools were jointly connected with the DTAE, and Dr. Lord replied that there are four.

Regent Jones asked if the location was near I-95, and President Lord replied that it was located off an exit of I-95.

Regent Jones asked who had donated the land, and President Lord said that it had been donated by Mr. Celso Gonzalez-Falla .

Regent Baranco suggested that the Regents look at page 3 of the paperwork on the proposed off-campus sites, because it provided a simple depiction of whether the sites met certain requirements. She asked who had compiled this information.

Dr. Desrochers explained that the information represents staff analysis and estimates and evaluations of how each of the proposed sites measured up to the Board requirements. She explained that she and Dr. Muyskens would further discuss this after the presidents have made their presentations.

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Regent Baranco asked why there was a question mark beside the infrastructure category on this project.

President Lord said that she had skipped that issue in the interest of time. To answer the question, she explained that the roads, utilities, parking lots, and landscaping have all been addressed by a unanimous vote of the Kingsland City Commission two weeks ago, those costs were fully approved. She further explained that she would have to work with the Department of Transportation to get 45% of the paving cost, because the city will pay only 55% of that cost.

Dr. Desrochers added that at the time the staff analysis was completed, there was still the outstanding issue of a commitment of roads. She said that she wanted to see a specific commitment from the community on each of these items before the Board of Regents signs off on the project.

Regent Baranco said that Dr. Lord seemed to indicate that the long-term business outlook was very good, and yet, it also had a question mark on the chart.

Dr. Desrochers asked Dr. Muyskens to answer that question.

Dr. Muyskens said that he would explain all of the question marks on the Camden Center chart. He said that one question mark was next to significant projected growth. He said that between 1980 and 1990, Camden County was the fastest-growing county in Georgia. However, that growth is now leveling off. The criteria the Board suggests for such projects is 20% growth, but the estimated growth is 13% now. It was given the question mark to indicate that it does not quite meet the requirement. However, it is certainly part of a growth trend.

On the diversity and growth of the economic base, Dr. Muyskens explained, the U.S. Navy and Gilman Paper Company are the two major industries in the area. In terms of diversity, therefore, there is some question. The same factors apply to the long-term business outlook.

Dr. Desrochers announced that the Chancellor had suggested that all questions about the Camden Center be asked now so that Chair Leebern could entertain a motion after each of the presentations in order to expedite the meeting, which was running extremely long. She then asked if there were any more questions on the Camden Center.

Regent White asked how the estimated square footage and cost had been determined. He remarked that at the Camden Center, there were an estimated 400 students and an approximate 100,000 square feet, the latter of which seemed to him rather high.

Dr. Desrochers said that there were two elements to be noted. The first was that continued growth of enrollment is expected within the period of time after the space becomes available, and the second was that the space was somewhat different in this particular center than it would be in the other proposed sites. This space is for vocational and technical areas in addition to other purposes, including labs to meet the specialized needs of DTAE vocational programs. That means that the cost of the center may be higher, but Dr. Desrochers stressed that the cost is only a rough estimate at this time. She said that as time draws closer to the beginning of this project, the Board would reexamine whether the demand and growth potential still exist. At that point, the size and cost of the facility might be adjusted.

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Chair Leebern asked whether Valdosta State University would be occupying any space within this center.

Dr. Muyskens replied that it would not, as VSU occupies space on the naval base.

President Lord added that VSU was contracted to be on the base.

Chair Leebern asked whether it would not be nicer and more economical for VSU to move to the proposed center.

President Lord replied that it could be considered, but the Navy wants VSU to be on the base itself.

Chancellor Portch asked Dr. Lord what the drive distance would be, and she replied that it would be approximately five miles.

Regent Clark stated that the VSU site was controlled by the Navy, and the Navy wants the site on its base. Chair Leebern commented that if this building were superior to the facility on the naval base, the Navy might decide it would come to the Camden Center.

Regent Allgood reiterated that the sheriff of Camden County is in support of CGCC and the Camden Center. He said that the police force has confiscated over \$11 million in illegal drug trafficking funds in the last seven years. He explained that the sheriff and he had studied the phrasing of the statute regarding the allocation of these confiscated funds and determined that this center fit the description of appropriate usage. Regent Allgood then recognized Sheriff Smith and asked him to speak before the Board.

Sheriff Smith said that Camden County had been very fortunate to be able to seize funds from drug lords. He expressed that he feels strongly about the Camden Center project and that it is something the county needs. He explained that his family had been in law enforcement all of their lives. His father was sheriff for 34 years, his grandfather was sheriff for 12 years, and he has been sheriff for almost 13 years. He mentioned that Camden County is somewhat of a satellite for Jacksonville, Florida, and a lot of the residents of Camden County work in Jacksonville. Last year, *Money* magazine ranked one of the county's communities, St. Mary's, the best place to live in the United States. Sheriff Smith said that he and all of the law enforcement community in Camden County are very supportive of this project and would like to see it get off the ground, and he expressed his appreciation to the Board for considering the Camden Center.

Chair Leebern asked the Committee if it had any further questions.

Dr. Desrochers asked if it was appropriate at this point to have Chair Leebern call for a motion. She reminded the Committee that the recommendation could be found on page 16 of the document.

With motion properly made, variously seconded, and unanimously adopted, the Camden Center proposal, including both the creation of the site and the related facility project, was approved.

Dr. Desrochers next called on President H. Lynn Cundiff of Floyd College ("Floyd").

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President Cundiff explained that he wanted to talk to the Regents about the proposed Bartow Center, which he would like substituted for the college's current priority on the capital priorities list, which was number 27. The Bartow Center was listed as the top priority by the master planners based on need, current demand, and future demand. Currently, there are over 1,100 students in Bartow County in two sites, and the future demand is also quite impressive. Dr. Cundiff said that currently, the college leases one facility of about 11,000 square feet for about \$50,000 a year, including utilities, that 573 students attend. The other site is on the edge of Bartow County at North Metro Technical Institute ("North Metro Tech") in Ackworth, and 557 students attend there. Those two sites are about 15 miles apart. Dr. Cundiff

said that when the proposed center is opened, those two sites will be closed. The target counties are Bartow and Paulding as well as various high-growth surrounding counties. He said that Bartow, Cherokee, Cobb, and Paulding Counties are growing at a rate of approximately 24%. By the year 2010, it is predicted that there will be over a million people in those four counties combined. He explained that in comparison, the state of Kansas is about that large, and it has 34 public institutions. Future demand shows that the ninth grade population is much larger than the population of twelfth graders; so, there will be many more high school graduates in a few years than there are now. In Bartow County, 82% of the population is 49 years old or younger, and 78% of that population have no higher education at all. The area is characterized by young families with limited two-year college availability. Floyd College is the only two-year institution in the area. Because of the growing market, Dr. Cundiff proposed two-year college transfer studies as well as some of the career-related courses offered. North Metro Tech growth forces the college to move in that direction. Three years ago at North Metro Tech, there were ten classrooms. Currently, there are 557 students housed in five classrooms. There is also rapid business expansion in the area, including Shaw Industries, Lever Brothers, and Anheiser Busch as well as many small and mid-size businesses.

President Cundiff stated that the leadership in the community is committed to the project. He played a brief video clip of many community leaders, including Commissioner Clarence Brown, Richard K. Carlton of Wachovia Bank, and James Jarrett of Shaw Industries. These persons lauded the proposed center and expressed their support of it due to the economic and social benefits to be derived. Commissioner Brown said that the county government would provide financial assistance to purchase property for the campus and to provide certain in-kind services, such as grading, basing, and paving the parking lot. After the brief video, Dr. Cundiff commented that Bartow County has only one county commissioner, and because of that, the commissioner yields great power.

President Cundiff stated that Floyd was meeting needs by expanding its partnerships. The list of current partners includes the city and county governments and the Board of Regents as well as potentially Kennesaw State University (“KSU”) and GIT. This System center would be a site where colleges such as KSU, GIT, Southern Polytechnic State University, State University of West Georgia, and Dalton College could also offer courses. Floyd would provide primarily two-year transferable academic programming but also health care, business, and law enforcement programs.

President Cundiff said that there are already permanent administrative personnel on the two leased sites who will be transferred to the new center. The county and the city are offering the land and the infrastructure as well as a small endowment. On behalf of Floyd, he asked the Regents to provide facility construction dollars and ongoing operating support. He also asked that the universities offer upper-level and graduate programming, perhaps using distance learning technology.

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The site for the center is approximately 54 acres behind a shopping center on Highway 411. I-75 is less than one mile from the property. The property was identified by the master planners.

President Cundiff said that the benefits are that the project would build on an existing critical mass of students in two small facilities as well as over 20 full-time faculty and staff at those facilities, the center would serve at least 1,500 more students than are currently served by the two facilities, and the use of technology and extended learning would be expanded by having distance learning available from the site. This project would also consolidate two leases into one. This center will be larger than the Rome campus and will meet needs for years to come in a high-profile area. Dr. Cundiff said that this is an example of what “partnerships meeting needs” is all about. He then asked if there were any questions.

Regent Jones asked if the site in question is behind a Wal-Mart shopping center, and Dr. Cundiff replied that it is.

Regent Jones asked if the Board of Regents had sold that land to Wal-Mart, and Dr. Cundiff replied that it had.

Regent Jones asked if the price had been raised this time.

Dr. Desrochers replied that because that land is owned by the System, the County would need to pay a market rate based on appraisals.

The Chancellor added that the wording of the trust indicates that the land should be used for agricultural education, but that its usage may not be limited to the agricultural institutions.

Regent Jones expressed that he thought the land had to go to those institutions, and the Chancellor replied that it did not.

Regent Coleman asked for clarification about the purchase of the property by Bartow County.

Dr. Desrochers explained that the identified property is currently owned by the Board of Regents under a special charter that requires the property or the money it is cashed out for to be used for agricultural education. Because it is the ideal location, the Board should ask the county to cash out that asset, and those funds would be used for purposes of agricultural education and the property would become available for the new center.

Regent Coleman asked who would administer the resulting funds, and Dr. Desrochers replied that the Board would be in charge of those funds.

Regent Baranco asked whether the institutions that President Cundiff had mentioned are aware of this proposed center and whether they had any significant objections or they were interested, since there was a question mark in this category on the chart.

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President Cundiff replied that he thinks there is interest, but Floyd does not have a formal relationship with all of those colleges at this time. Floyd does have an established relationship with GIT and has entered into discussions with KSU about the center. He said that a partnership depends on both institutions coming to an agreement on things. What he was proposing was that Floyd provide two-year education at the center and find some System partners. He stated that some institutions have expressed an interest.

Dr. Muyskens added that the question mark has to do with the fact that there are many opportunities for collaboration, but that process is at a very early stage. He said that he had met with a number of presidents in the week before the Board meeting to discuss this issue, and there would be a contingency in the proposal if it were approved to develop better collaboration before moving forward with the project.

Regent Clark commented that the county would buy the property for \$1.2 million and then give it back to the System.

Regent Rhodes asked President Cundiff whether this project would take the place of the facility requested on the major capital projects list.

Dr. Cundiff replied that it would be substituted in the current priority's place on the list.

Regent Coleman noted that on each of the off-campus site proposals, it reads, “finally, that [the respective county] community pledge the development of a beginning endowment fund to enhance support of the Center.” He asked if there were any goals and how much money is expected to be in the endowment fund, and he commented that the wording was rather nebulous.

Chancellor Portch responded that it was his suggestion to add this, because it is very hard to start private fund raising from scratch, especially the first \$100,000 or so. He felt that if the centers could get started with some money in the bank to be used for general purposes, it would help them to establish themselves. Although there is no specific amount required, the Chancellor said that he would expect the funds to be at least six figures.

Regent Coleman stated that he felt this was a good idea, but he suggested there be a dollar figure and a time frame included.

The Chancellor replied that those things could be included.

Regent Clark expressed that the Camden Center was a good example of solid funding, with \$250,000 in the bank. He said that might be a figure to expect of all proposed sites.

Chair Leebern pointed out that, considering Bartow County has only a 1% anticipated economic growth in agriculture, perhaps farm extension agencies would be redirected into areas where there is more agricultural economic growth. Then, he called for a motion for the Board to approve the off-campus site in Bartow County with the specified conditions.

With motion properly made, seconded, and unanimously adopted, the Board approved the Bartow Center, including both the creation of the site and the related facility project.

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Dr. Desrochers next called upon President Carl V. Patton of Georgia State University to present the proposed North Metro Center.

President Patton thanked the Board for allowing him to present the proposed site. He said that he would like the Committee to consider relocating the current north metro site, which has operated near Perimeter Mall since 1989. The site serves about 1,100 students a quarter, including graduate students in business administration, education, health and human sciences, and policy studies. The students are adults who work during the day and take classes in the late afternoon and evening. He wanted to relocate the site in the area around Georgia Highway 400 in North Fulton County, which is growing rapidly.

President Patton explained that the advantages to the proposed site include the fact that a North Metro Center would allow students to take two courses an evening as opposed to taking one course at the downtown location. During the day, there would be continuing education activities at the site. He said that the new facility would be state of the art, while the current facility is in a converted office building. The proposed site would also end the threat of lease terminations. The Alpharetta site would allow GSU to serve its current North Metro students as well as additional students. Eventually, the amount of course work would double what is offered at the current location. The site would allow GSU to collaborate with other System institutions, and several of them have already expressed an interest in offering undergraduate courses at the new location.

The facility would be 50,000 square feet and would have two stories. There would also be parking for 958 cars. President Patton expressed that he would like to begin construction in September 1998 and be ready for classes in summer 1999. There would be 17 classrooms with adequate facilities. There would also be a computer lab, 11 offices, and a library/media center. He requested that the Board consider allowing the Georgia State University Foundation (the "Foundation") to receive 12 acres of land from a developer, which would include 4 buildable acres. The Foundation would then purchase 5 additional usable acres. GSU has asked the Alpharetta Development Authority (the "Authority") to issue a nonrecourse \$9.2 million tax-exempt bond, and the Authority has agreed to this. The Alpharetta City Council would meet the following Tuesday, December 16 and consider the request, should the Board approve it that day. The City of Alpharetta will waive the development impact fee, and it has committed to installing an infrastructure and helping GSU raise funds to enhance the center. The debt service for the center would be paid through an annual lease, which would require Board approval, but this would be paid through existing GSU funds. Dr. Patton stressed that GSU was not asking the Board for funds to build the center. Rather, GSU will reallocate the funds currently used to support the existing center into the new North Metro Center. Dr. Patton remarked that the existing center had been very effective, but the proposed center would be even more effective. He asserted that the new center is critical to the future of GSU, and he hoped that the Regents would approve the project. In closing, he announced that Mayor Chuck Martin of Alpharetta and Council Member Jim Payne were both present at the meeting and are both committed to the project. Dr. Patton commented that the City of Alpharetta, the mayor, and his staff have been very helpful and supportive.

Regent Cannestra expressed that he whole-heartedly endorsed the concept of the project; however, he had reservations about how the center fits into the master plan and how the center will be ten years from now. He said that he felt that four buildable acres, even with the additional five acres, would not be large enough and would be inadequate to suit GSU's need in ten years.

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President Patton replied that the site would allow for the initial building of a 50,000-square-foot building but would also allow for an additional 50,000-square-foot building to be built at a later date. The first building would allow GSU to increase the number of students educated during the evening hours, but the

collaboration with the other colleges necessitate the utilization of that building during the daytime as well. The rooms would also be larger and better suited to the needs of the center. So, eventually, the proposed site would allow GSU to double the number of students it can serve.

With regard to parking, Dr. Patton said that GSU might work with MARTA to build a “Park and Ride” at the location. Instead of using much of the land for parking, GSU would initially build a parking lot so that it would provide more buildable land should there be a need for expansion in the future. Dr. Patton explained that land is expensive in that area, and this was the best site for GSU’s purposes.

Regent Baranco expressed her support for Regent Cannestra’s concerns.

Regent White remarked that the other proposed off-campus sites demonstrated local community support. Considering the Foundation would be purchasing the additional five acres of land, he did not consider that to demonstrate local community support. He then asked if the land would be leased or donated back.

President Patton reiterated that the first parcel of land was being donated and that the Foundation was purchasing the additional five acres. The purchase would be funded by the nonrecourse bond issue, which he had already discussed.

Regent White stated that this arrangement was very different than the other proposals being presented.

President Patton agreed that it was different because GSU is asking Alpharetta to allow it to move into the community, which GSU has been trying to do for a number of years. In this case, GSU is seeking the site, whereas the other projects are being sought out by their respective communities.

Regent Cannestra commented that Roswell has also expressed interest in an off-campus GSU center. He stressed that the decisions that would be made on this day should have an effect into the future and be along the lines of what the other institutions were proposing. He felt that perhaps this proposed site needed to be further considered with regard to the community collaboration and the future outlook.

President Patton responded that he would like to address the Roswell issue. On Tuesday, December 9, he spoke with the development director in Roswell, and Roswell did not offer any land or money. He reminded the Board that there have been three attempts to plan an off-campus center in Roswell, and none of them worked out. Alpharetta was more generous in its offer, while Roswell made no offer.

Regent Jones asked what the rent was at the current north metro site.

President Patton replied that the current rent is \$422,000 a year. The rent for the proposed facility would be \$769,000 a year.

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Regent Coleman commented that in comparison to the other proposals, the community support of this proposed site was by far the weakest. He stated that there was no mention in the Regents’ paperwork that the City of Alpharetta would be providing the infrastructure.

President Patton explained that the Chancellor and his staff had asked him to go to Alpharetta and ask the community to provide more support. He spoke with the mayor, who agreed to collaborate on the parking and landscaping. The item itself would come before the City Council the following Tuesday, December 16, when it would be up for approval. Dr. Patton assured the Regents that the mayor would work with GSU to facilitate that.

Regent Coleman asked whether the infrastructure would be defined as what the City Council would be asked for.

President Patton replied that it would likely include the water, sewer, gas, parking, roads, and landscaping. He noted that the building would be very close to the road, so it would not require that another road be laid.

Chair Leebern asked if there were any further questions.

Regent White commented that he agreed with Regent Cannestra. One of the criteria set forth in the guidelines adopted in October 1997 was community support. He said that the community support should be as equitable as possible at all the off-campus sites.

Regent Cannestra asked whether it would be proper to modify what the Committee would vote on to an endorsement of the concept only. He stressed that the concept was not a replacement for the existing facility, but rather for a center to serve the needs of that community as it grows. He suggested that the Central Office staff work with GSU to determine the collaboration that should take place and examine how the center will develop in the future or whether GSU should consider other possibilities.

Chair Leebern asked Regent Cannestra to phrase that in the form of a motion, and it was so moved.

With motion made, seconded, and unanimously adopted, the Board approved the creation of the North Metro Center in concept only, with the understanding that further development of plans for adequate space for future growth, collaboration with other institutions, and community participation would be undertaken by GSU in cooperation with the Chancellor’s staff.

Dr. Desrochers next introduced President Michael F. Adams of the University of Georgia. She explained that President Jacquelyn M. Belcher of DeKalb College (“DeKalb”) had been at the meeting, but because the meeting had run so long, she had to leave for an out-of-state appointment. So, Dr. Adams would be representing her as well.

President Adams thanked Dr. Desrochers. He explained that he was present at the meeting to represent Dr. Belcher and DeKalb as well as himself and UGA. He said that he was coming before the Committee to offer a joint effort, having agreed upon certain guiding principles for initial cooperation between DeKalb and UGA and the System for the establishment of a Gwinnett County off-campus site. He explained that he has known

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Dr. Belcher for many years, as they co-chaired a national group which established national accreditation guidelines in the Council for Higher Education Association. He asserted that Dr. Belcher is a very capable and qualified colleague, and he was certain that if they could agree on accreditation standards, they could make this work, because it would be much more simple.

This would be a joint, innovative center, anchored by DeKalb and UGA, said Dr. Adams. It would be UGA's intention to create a Gwinnett Center. DeKalb would control and expand its current offerings at Gwinnett. Under the proposed arrangement, all first- and second-year courses would be offered by DeKalb and all associate degrees would be conferred by DeKalb, while upper-division courses would be taught and offered by UGA and bachelor's and master's degrees and special certificates would be conferred by UGA.

President Adams stated that the need for the center is self-explanatory. This is the largest county in America east of the Mississippi River without a baccalaureate-level academic institution. He commented that the proposed project is a creative effort, and he stressed that creativity and innovation should be the key words in every facet in the development of this center. The center should be as effective as possible in continuing education programs, in the development and use of distance learning, and in sharing faculty, and this center should be an example of innovative education in the United States and in Georgia. He pledged on behalf of UGA and DeKalb, with Dr. Belcher's full awareness, their intention to cooperate in quickly developing programmatic guidelines, pedagogical approaches, and curriculum elements. He also expressed that he hoped to have the advanced degrees implemented within two years. DeKalb plans to expand its current offerings at the site. The site has seen over 300% growth over the last five years with only what DeKalb has done. Some of the faculty in the UGA programs would be specific to the center, and others would be shared with the Athens campus. He reminded the Committee that a 159.4-acre site has been contributed off Highway 316 for the new facility. In addition, Gwinnett County has made a commitment of up to \$3 million, which can be used for infrastructure development, and perhaps \$1 million will be set aside for high-tech equipment. He stressed that the proposed Gwinnett Center has all three key elements: a need, cooperation with the community, and cooperation with two other institutions, DeKalb and GSU. He then asked the Regents if they had any questions.

Regent Baranco moved for approval.

Regent Coleman commented that in reviewing the community financial participation, he felt that this was certainly an outstanding offer from the community.

With motion properly made, seconded, and unanimously adopted, the Board approved the Gwinnett Center, including both the creation of the site and the related facility project.

Chair Leebern asked Dr. Adams if he remembered what President Belcher had worn that day.

President Adams replied that she had been kind enough to wear red and black. He then invited the Regents to the January 1, 1998 bowl game in Tampa, Florida, where the Bulldogs would be opposing the Wisconsin Badgers. He remarked that there had been some debate on whether anything good had ever come out of Wisconsin that has aided Georgia higher education.

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

Regent White added that he wanted to thank the Chancellor’s staff for their hard work on compiling this information for the Committee and coordinating the presentations.

Chair Leebern also thanked the staff, including Dr. Muyskens, Dr. Desrochers, Mr. William K. Chatham, Dr. Joseph J. Szutz, Ms. Sue Sloop, Mr. Peter J. Hickey, Mr. Lee Richey, Ms. Kim D. Iddins, Mrs. Lisa Striplin, and Mrs. Annie Hunt Burriss. He also thanked GSU for its assistance with map making and the Regents for their active participation in this process. He then asked for a motion to recess the meeting of the Strategic Planning Committee as a Committee of the Whole.

Regent Allgood asked the Chancellor whether the action the Committee took with regard to the North Metro Center had isolated it from the other off-campus sites.

The Chancellor replied that the action both isolated and connected it. He expressed that what he understood from the Board was that it would like to see the project more aligned with the other proposed off-campus sites. He said that it was also connected because the Board supported the concept but would like to see a better offer from the community.

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

UNFINISHED BUSINESS

There was no unfinished business at this meeting.

NEW BUSINESS

There was no new business at this meeting.

PETITIONS AND COMMUNICATIONS

Regent McMillan delivered a commencement address at Savannah State University on December 6, 1997.

Secretary Gail S. Weber announced that the next Board meeting would take place on Tuesday, January 13 and Wednesday, January 14, 1998 in the Board Room in Atlanta, Georgia.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 12:45 p.m. on December 10, 1997.

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

s/ _____
S. William Clark, Jr.
Chair, Board of Regents
University System of Georgia