

**MINUTES OF THE MEETING OF THE  
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA  
HELD AT  
Southern Polytechnic State University  
Marietta, Georgia  
October 11 and 12, 2005**

**CALL TO ORDER**

The Board of Regents of the University System of Georgia met on Tuesday, October 11, and Wednesday, October 12, 2005, in the Student Center Ballroom on the campus of Southern Polytechnic State University. The Chair of the Board, Regent J. Timothy Shelnut, called the meeting to order at 1:00 p.m. on Tuesday, October 11, 2005. Present on Tuesday, in addition to Chair Shelnut, were Vice Chair Patrick S. Pittard and Regents Connie Cater, William H. Cleveland, Michael J. Coles, Joe Frank Harris, Julie Ewing Hunt, W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Elridge W. McMillan, Doreen Stiles Poitevint, Wanda Yancey Rodwell, Richard L. Tucker, and Joel O. Wooten, Jr.

Chair Shelnut thanked President Lisa A. Rossbacher for her hospitality at this Board meeting on the campus of Southern Polytechnic State University. He remarked that this meeting marked a momentous occasion in the history of the University System of Georgia. He did not want to let this day pass without recognizing its importance. At this meeting, the Board of Regents was joined at the table for the first time by a female Chancellor and an African-American Chancellor, both firsts for the System. While every Regent knows that Interim Chancellor Corlis Cummings was chosen for neither of those characteristics, neither of them can be overlooked. He said that Interim Chancellor Cummings would be the first to say that she is proud to be both a woman and an African-American, but she also knows that the Regents have immense respect for her intellect and her management skills. For all these reasons, Chair Shelnut asked everyone to join him in celebrating the courage of the Board of Regents in making such a historic and wise selection in tapping Ms. Cummings to serve as Interim Chancellor of the University System of Georgia. He welcomed her formally to the table and said that the Board looks forward to her leadership in the coming months.

**ATTENDANCE REPORT**

The attendance report was read on Tuesday, October 11, 2005, by Secretary Gail S. Weber, who announced that Regents Hugh A. Carter, Jr., Martin W. NeSmith, and Allan Vigil had asked for and been given permission to be absent on that day.

**APPROVAL OF MINUTES**

Motion properly made and duly seconded, the minutes of the Board of Regents meeting held on

September 6 and 7, 2005, were unanimously approved as distributed.

### **SPECIAL PRESENTATION ON SOUTHERN POLYTECHNIC STATE UNIVERSITY**

Next, Chair Shelnut called upon President Lisa A. Rossbacher of Southern Polytechnic State University (“SPSU”) to present to the Board of Regents a full picture of SPSU, to discuss the institution’s highlights and why she is looking to the future with pride and optimism.

On behalf of the faculty, staff, and students at SPSU, President Rossbacher welcomed the Board of Regents, Interim Chancellor Cummings, University System Office staff, colleagues from other institutions, other supporters, and colleagues from SPSU. Rather than simply welcome everyone on behalf of the institution, she invited SPSU’s current student government association president to welcome them directly. She noted that Marvin Broaddus is actively involved in the life of the campus, not only as student government association president, but also as president of SPSU’s pre-law fraternity and in the campus chapter of the National Society of Black Engineers. She noted that they are both native Virginians, although Mr. Broaddus graduated from high school in Stone Mountain. He is majoring in management, and she invited him to welcome the Regents, too.

On behalf of nearly 3800 SPSU students, Mr. Broaddus said that it was his distinct honor to welcome the members of the Board of Regents for the University System of Georgia to the SPSU campus. He noted that he is in my second term as the student government association president and remarked that SPSU is a special place. He said that his college experience has completely transformed him intellectually and socially and that he looks forward to applying his new knowledge and experience upon his graduation next year. He thanked the Regents for allowing SPSU to host the October Board meeting and offered them best wishes for a productive meeting and pleasant visit to the campus.

President Rossbacher thanked Mr. Broaddus for his welcoming remarks and for his leadership on campus. In the midst of all the activities that happen on campus, she said it is critical to remember that the interactions between students and faculty are at the center of the educational enterprise. So, to complete the symmetry, she invited SPSU’s faculty moderator to say a few words as well. Dr. Mark Stevens is Professor of Humanities and Technical Communications. He is active in campus life, including serving on the Athletic Association, running the campus Book Club, coaching the Forensics Team, writing about Renaissance drama, and much more.

On behalf of the faculty, Dr. Stevens welcomed the Board of Regents and said he was glad they were having the chance to see the human side of Georgia’s technology university. He invited the Regents to visit the classrooms to meet some of SPSU’s hard-working students and skillful faculty. He said that the Regents’ presence on campus is helpful to remind the faculty of SPSU’s connection to the other 34 colleges and universities in University System.

President Rossbacher thanked Dr. Stevens for his leadership among the faculty. She noted that the Regents had been provided with a list of classes happening on that and the following days should they like to attend any of these classes.

President Rossbacher stated that her husband of 27 years, Dr. Dallas D. Rhodes, could not be in attendance to welcome the Regents because he is Professor of Geology and Chair of the Department of Geology and Geography at Georgia Southern University. Instead of being at the meeting, he was teaching 26 undergraduates how to use remote sensing to monitor the effects of recent hurricanes on the Gulf Coast. Although Dr. Rhodes had hoped to be present to help with the spouse activities associated with this meeting, President Rossbacher remarked that the Regents would much prefer that he was teaching those students. On his behalf, she extended his greetings to the Board.

President Rossbacher asked how many of the Regents and audience were visiting the SPSU campus for the first time and offered a particular welcome to all of them. Campus visits are a powerful component of recruiting efforts at SPSU, she said. Prospective students who visit SPSU have a nearly 50% chance of actually enrolling at the institution. The newest privatized housing is just one of the many reasons. She noted that SPSU had the first privatized housing in the University System. Campus visits are a powerful way to communicate what SPSU is, what it does, and why it is special. Therefore, the SPSU community was very pleased to have the Board of Regents meeting on campus.

The theme of President Rossbacher's presentation was surprise. SPSU does more – and its students and our graduates do more – than most people realize. She said that the Regents would be surprised by SPSU's unique programs, its diverse students, its successful graduates, and its linkages with business and industry. She said they would also be surprised by what this university has become. But the story begins with what SPSU was.

This institution was founded in 1948 at the request of Georgia's business community. It was initially a branch campus of the Georgia Institute of Technology ("GIT") called simply The Technical Institute. The original campus was located at the Naval Air Station in Chamblee, which is now Peachtree-DeKalb Airport. The entering class had 10 faculty members and 116 students – 115 men and 1 woman. President Rossbacher emphasized that the school has always been coeducational. She showed the Regents pictures of the original classrooms and laboratory buildings, the administration building, and the residence halls. The original academic programs offered certificates and associate degrees whose names all ended in the word "technology" and were very applied in nature.

By 1959, Southern Technical Institute ("Southern Tech") as it was then called, was the fourth largest institution in the University System of Georgia with 2,000 students. President Rossbacher noted that SPSU has since doubled that number of students. The campus was moved to Marietta in fall 1961. She showed the Regents a slide of a campus map and pointed out the Student Center in which this meeting was taking place. She said that later in the day, the Regents would tour the rest of the campus, including the new Architecture Building. The university is located in Marietta largely as a

result of active lobbying by business and civic leaders of Cobb County, led by the Marietta Kiwanis Club, to locate the institution there. There is a plaque just outside of the Administration Building that commemorates this partnership between the local business community and the university.

Other milestones in the institution's history include the following. The first bachelor's degrees were approved in 1971. The school became independent from GIT in 1980. In the same year, Dr. Stephen R. Cheshier was hired as the first President of then Southern Tech. The first master's degrees were approved in 1985. The current Senior Vice Chancellor for Academics and Fiscal Affairs, Daniel S. Papp, served as Interim President in 1997-1998. President Rossbacher has been President of SPSU for just over seven years. The name of the institution has also changed over time, as follows: The Technical Institute (1948), Southern Technical Institute (1949), Southern College of Technology (1986), and Southern Polytechnic State University (1996).

The Board of Regents has recognized the special-purpose mission of this institution with its unique statewide focus on science, engineering, technology, and professional fields. SPSU educates students in how to apply technology to solve real-world problems. Its graduates are in high demand by business and industry. The applied aspect of this mission also drives the type of scholarship in which the faculty members engage. For both students and faculty, the curriculum and scholarship emphasize solving problems. The original curriculum was exclusively about technology, stated President Rossbacher. Today, about half of SPSU's graduates get a degree that has "engineering technology" in its title. SPSU also offers degrees in construction, computer science, information technology, software engineering, systems engineering, architecture, biology, physics, math, and technical communications. Over 62% of the degrees offered at SPSU are the only such degrees available anywhere in the University System of Georgia. There are 18 undergraduate programs that are available only at SPSU, including Technical and Professional Communication, International Studies: Global Technology, and Software Engineering. She noted that SPSU's bachelor's degree in Surveying and Mapping is not only the only one in the state, but it is the only such degree in the Southeastern United States. SPSU also offers the only five-year professional Bachelor's of Architecture degree in the University System.

At the graduate level, SPSU offers master's degrees in eight areas. President Rossbacher noted that the Master's of Science in Quality Assurance is the first entirely online degree program in the University System and that the graduate program in Systems Engineering— again, the only one in the state — was developed specifically to address the evolving workforce needs at Lockheed Martin, just across the street. Five of SPSU's master's degrees are the only such degrees offered anywhere in the University System of Georgia.

SPSU's academic programs are offered within a structure that is designed to encourage collaboration and interdisciplinary approaches to knowledge. The institution is organized into four academic schools that are focused on encouraging collaboration and reflecting the way the world really works. For example, the Management program, including the Master of Business Administration, started

out as a Management of Technology degree, so it makes sense to house it within the Engineering and Technology programs. Similarly, the opportunity for collaboration among the programs in Architecture, Civil Engineering Technology, and Construction has been tremendously valuable.

President Rossbacher stated that while the academic departments are separate, the faculty and students collaborate on courses and projects with tremendous benefits. Students in these programs learn to collaborate while they are students, and therefore, they are well prepared to work together professionally when they enter the workforce. One of her favorite examples is two students who did their capstone projects as a collaboration a couple of years ago. The Architecture student did the design, and the Construction student did all the analyses and cost estimates. They both learned a great deal in the process. At one point, President Rossbacher asked the Architecture student how it was going. “Incredible,” he said. “When I originally designed this building, I had no idea what it would cost to put an elevator in it. Working with a Construction major really opened my eyes. If I had known they cost \$300,000 a piece, I would never have put seven elevators in my original design for this building!” But he learned, she said, and how wonderful that he learned this as a student, collaborating with another student, rather than after he started working with a client.

SPSU’s technology emphasis positions the institution well for creative, interdisciplinary programs that link technology with a wide range of other disciplines. One example is the degree in International Studies: Global Technology, in which students integrate the knowledge normally associated with an international relations degree with a core emphasis in one of technology fields. When he visited campus several years ago, Senator Saxby Chambliss praised this degree as exactly what is needed in today’s technological world. In addition, the Systems Engineering program is broadly interdisciplinary, applying knowledge of engineering processes to a wide range of systems. The master’s degree is designed for working professionals and offered in a part-time format, and SPSU expects it to be fully available online within the next two years. Even traditional fields have a unique SPSU twist. For example, the Biology major, which started in 2001, has a special “Polytechnic” flavor, linking science and technology. SPSU’s Biology graduates have a unique set of skills in bioinformatics and biotechnology, and having biology as an area of emphasis strengthens SPSU’s other majors, like Civil Engineering Technology and Computer Science.

SPSU’s University Honors Program, established in fall 2003, is also based upon an interdisciplinary approach that merges the technological mission of the university with classical training in the arts and sciences. Juniors pursue a project-based interdisciplinary seminar that emphasizes how knowledge in different disciplines converges and intersects with other fields. As seniors, they apply knowledge in focused areas, building upon their interdisciplinary experience.

SPSU is also focused on collaborating with its fellow institutions in the University System to serve students throughout Georgia. For example, SPSU has offered classes at the Gwinnett University Center and on the campuses of Georgia Highlands College (“GHC”) and Middle Georgia College. This fall, SPSU added nearly 700 students who are enrolled at GHC to its campus. The University

System did not have a two-year college offering classes in this area, and there was a real need to provide this opportunity in Cobb County. SPSU worked out an arrangement in which GHC students can not only take classes, but also be full participants in just about every aspect of life on the SPSU campus, including its student organizations and campus housing. The two institutions offer complementary programs, and of course, SPSU hopes that many of the GHC students will decide to attend SPSU after they complete their two-year programs. President Rossbacher noted that this collaboration has some serious challenges, most notably classroom and laboratory space. However, the Vice Chancellor for Facilities, Linda M. Daniels, helped the institution by identifying funds for renovation. Further, SPSU identified some additional efficiencies in its scheduling and space utilization, and it designated a few dedicated classrooms for GHC. President Rossbacher stated that this partnership is working very well, and it is simply the right thing to do to serve students in this area.

SPSU students are exceptional, said President Rossbacher, and they come well prepared. Many people are surprised to learn that SPSU is regularly behind only GIT and the University of Georgia in freshman SAT scores. SPSU students are also diverse. The most recent edition of *Profiles of Engineering & Engineering Technology Colleges 2004* (published by the American Society for Engineering Education) ranks SPSU in the top ten schools in the country for engineering technology. In fact, SPSU ranks second in the number of African-Americans earning bachelor's degrees in engineering technology, and sixth in the number of women earning bachelor's degrees in these fields. These national rankings confirm that SPSU continues to do an outstanding job of contributing to workforce diversity in engineering-related fields.

SPSU students also have a global perspective. This fall's student population represents 24 different states and 96 different countries. SPSU has moved up in the national rankings of the number of international students each of the last three years. In the most recent *Report on International Educational Exchange* (published by the Institute of International Education), SPSU is ranked fifth in the country for the number of international students attending schools of its type (specialized and professional colleges and universities). SPSU was ranked seventh last year and tenth the year before that, so it has seen a steady increase. Overall, about 16% of SPSU students are international. Its most active exchange program is in China with other direct opportunities for our students to study in Germany and Spain and in many other countries through University System programs. However, SPSU students have an international dimension to their academic experience right here on campus.

President Rossbacher stated that SPSU students are also highly competitive. SPSU student teams do well in regional, national, and international competitions. Last year, the Supermileage Team was part of the Society of Automotive Engineers' Competition. For the third year in a row, SPSU students won the best design award. The SPSU team has won this every year it has competed. Last year, SPSU students placed sixth overall, with a mileage of 742 miles per gallon. At a time when we are all looking for ways to conserve fuel, SPSU students are applying their knowledge to help solve this very real problem. In this year's International Aerial Robotics Competition, the team achieved

the third highest score, also receiving the award for best overall system, which SPSU students have won every year they've entered. This interdisciplinary effort includes students from mechanical, electrical, and computer engineering technology, as well as computer science majors.

Two months ago, the SPSU Submarine Robotics Team took tenth place out of 19 teams. President Rossbacher remarked that this is an amazing accomplishment since it was only the team's first year of competition. With all due respect to her colleagues, she noted that SPSU students placed tenth, while GIT came in twelfth. SPSU students also compete annually in the steel bridge competition sponsored by the American Society of Civil Engineers. This year, the team placed second in the Southeastern region, behind the University of Florida and ahead of universities of the caliber of Tennessee, Auburn, Miami, and Alabama. SPSU went to the national competition for the fourteenth time. This year, the SPSU team placed thirteenth out of the best 44 teams in the nation, having completely redesigned their entry from scratch between the regional and the national events. The Architecture Design-Build Studio has received an award of excellence from the Atlanta Urban Design Commission for its work in revitalizing the Reynoldstown community in South Atlanta. This class project, led by Associate Professor William J. Carpenter, contributes to urban communities and the understanding of public art, and it is the subject of an article in this month's issue of *Southern Living* (October 2005).

President Rossbacher recounted one other story about the competitiveness of SPSU students. A couple of years ago, two Architecture students submitted their fifth-year project in a design competition for waterfront redevelopment in the city of Jacksonville, Florida. It was intended to be a competition for professionals, and the SPSU students won first place. It is not a surprise that SPSU student teams compete successfully with other student teams, she said, but it may be a surprise that they compete so successfully with professionals who are already in the workforce.

Moreover, SPSU graduates are highly sought after. They get jobs because they are well prepared for the workforce. President Rossbacher reminded the Regents that SPSU has the fourth highest return on investment in the University System, as measured by the increased earning power of its graduates. SPSU's Career and Counseling Center gets feedback from employers about how well prepared the university's students are. Key factors seem to be the technological focus in the academic programs, the emphasis on application of knowledge in the curriculum, and the co-op and internship programs that the institution offers. More than one-third of SPSU students participate in a co-op or internship opportunity.

SPSU students tend to stay in Georgia after they graduate; 75% of SPSU alumni are Georgia residents, and 15% of them live in Cobb County. President Rossbacher showed the Regents a list of the top ten employers of SPSU graduates. They were the major employers of engineers, computer scientists, and all things technological in Georgia. There are nearly 400 SPSU graduates working at Lockheed Martin Corporation. Georgia Power Company ("Georgia Power") also ranks high on the list of employers. There are also over 200 SPSU graduates at the Georgia Department of Transportation,

including Commissioner Harold E. Linnenkohl, who is a graduate of the Civil Engineering Technology program.

The 2005 Chair of the Cobb Chamber of Commerce (the “Cobb Chamber”), David Connell, was in attendance at this meeting. His “day job,” as he refers to it, is the Region Manager for Georgia Power. President Rossbacher said that he is in a unique position to speak to the importance of this university to the community and the value of its graduates to the workforce. She noted that Mr. Connell is a graduate of Auburn University and welcomed him to the meeting.

Mr. Connell greeted the Regents on behalf of Georgia Power, which employs many SPSU graduates, and on behalf of President and Chief Executive Officer (“CEO”) Michael D. Garrett, who is a graduate of SPSU. He also welcomed the Regents on behalf of the business community and the Cobb Chamber. In this community, the Cobb Chamber is actively involved in recruiting industries and has done so for many years. One of the most valuable assets of Cobb County is the quality of its education systems, including SPSU. GE Energy located in Cobb County about five years ago. Mr. Connell attributed this in large part to the quality education systems in Cobb County. He added that SPSU is very well aligned with the community. This university has a long history of community involvement, and he said that the Regents should be proud of President Rossbacher’s contribution in this regard. She serves on the board of directors of the Cobb Chamber, and she also volunteers for the United Way in Cobb County. Mr. Connell said that he is proud to call SPSU a very valuable partner in this community.

Mr. Connell said that Georgia Power employs approximately 250 SPSU graduates and that they are ideal examples of the kind of graduates that President Rossbacher had described. For example, Gary Betsill has worked for Georgia Power for 31 years. He graduated from SPSU in 1981. He was working in Jonesboro at the time and commuted to SPSU for almost six years to earn his degree. Mr. Betsill has advanced throughout the company as one of the senior power delivery managers. A few years ago, he led a team to Virginia to help with recovery from Hurricane Elizabeth. He did such a great job that the President invited him to come to the White House to be recognized. He represented Georgia Power and SPSU very well. He is an outstanding individual who is currently helping with the Hurricane Katrina recovery efforts in Texas. Mr. Connell said that he had talked to Mr. Betsill and asked him to describe his experiences at SPSU. He quoted Mr. Betsill as saying, “Southern Poly taught the tried and true methods of doing things, very little theory. The evening instructors understood that we were balancing a full work schedule and school. They strive very hard to do the teaching in a real environment and tie it to real-life applications. I often recommend the school to young folks making a school decision. My degree opened a lot of doors for me at Georgia Power Company.” Mr. Connell said that SPSU graduates are very practical and realistic in their problem-solving approach and very effective at delivering results. That is why Georgia Power is very proud to employ and recruit so many SPSU graduates. In closing, Mr. Connell said that Georgia Power and the Cobb Chamber both enjoy their partnerships with SPSU and are proud of President Rossbacher’s leadership.



President Rossbacher thanked Mr. Connell for sharing his perspective with the Regents, as well as for his advocacy and support for education at all levels. SPSU graduates become successful scientists and engineers, and that is not a surprise, she said. However, it is not all they do. SPSU graduates end up being successful in some unexpected fields, too. Last February, two SPSU graduates won a technical achievement award from the Academy of Motion Picture Arts and Sciences for applying their knowledge to solve a specific problem in the movie industry. The software that Vaughn Cato and Bill Lorton developed was used for motion capture in the film *Polar Express*. In other parts of the entertainment industry, SPSU students have won Grammy awards for sound engineering and also for music. Musician Joe South was a SPSU student in Electronics and Communications. He later wrote songs including “(I Never Promised You a) Rose Garden,” “Down in the Boondocks,” “Walk a Mile in My Shoes,” and the one for which he received two Grammy awards, “Games People Play.”

SPSU graduates have pursued careers in sports. For example, SPSU students have signed with major league baseball organizations, including the St. Louis Cardinals, New York Mets, Cincinnati Reds, and the Chicago Cubs. In another part of the sports world, Morty Buckles, a 1993 graduate in Mechanical Engineering Technology, is one of the first African-American drivers in NASCAR.

SPSU graduates are also successful in the world of diplomacy. The Ambassador of El Salvador to Germany graduated from SPSU with a major in Industrial Engineering Technology. Some SPSU graduates can be described as “captains of industry” as well. President Rossbacher reiterated that the current President and CEO of Georgia Power, Mike Garrett, has a degree from this university. Wes Cantrell, another SPSU graduate, is the retired president and CEO of Lanier Worldwide and a recipient of the Horatio Alger Award for Distinguished Americans. President Rossbacher remarked that having both an undergraduate degree and an honorary degree from this university qualifies him as a “Double Hornet.” As her husband says, “That means twice the sting!”

SPSU has also contributed the world of military service. Before he became a helicopter pilot and before he was shot down over Iraq and became a prisoner of war, Chief Warrant Officer Ron Young studied Mechanical Engineering Technology at SPSU. The university also prepares students for other forms of service to society, including the nonprofit world. One example of this is a 1987 graduate, Sherri Scyphers Hungate, who has had a distinguished career in the nonprofit sector. She worked for the National Institute for the Severely Handicapped (“NISH”), where she worked her way up from an engineer to National Account Manager. She is now the Vice President of Goodwill Industries of South Florida. In addition to being one of SPSU’s distinguished alumnae, Ms. Hungate also happens to be the current chair of the Southern Polytechnic State University Foundation, Inc. (the “Foundation”). She was in attendance at this meeting in her role as a graduate of this university. We talk about how our graduates apply their education to make the world a better place, said President Rossbacher. Ms. Hungate is a great example of someone who is making the world a better place through her work. President Rossbacher invited her to speak to the Regents.

Ms. Hungate thanked President Rossbacher and greeted the Regents. She thanked them for the honor to discuss with them her thoughts relative to the nonprofit community and her love for SPSU. Due to the outstanding education she received at SPSU, she has a successful career. She noted that the nonprofit business arena is the fastest growing business sector in the United States. Around the globe, nonprofits are making a difference in communities and businesses and in the lives of individuals with severe disabilities and/or in impoverished conditions. The scope of work performed by nonprofits has been enormously exemplified by their activities in the recent hurricane-devastated areas. However, nonprofits are so much more. Like Goodwill, they employ people with severe disabilities to destroy Internal Revenue Service documents, clean police stations; and manufacture uniforms for military troops. Other nonprofits secure the blood supply, impart medical care, sustain the religious infrastructure, offer legal aid, guarantee loans, educate, safeguard liberties and civil rights, raise the nation's orphans, feed and shelter the indigent, protect the environment, and much more. With the huge need in the world, the role of nonprofits in the global economy has become a necessity to a healthy economy. Nonprofits are acquiring established business assets and merging with other nonprofits to better grow their missions. These activities ensure a stabilization factor for those in need. Ms. Hungate remarked that regardless of politics, we all believe that the business and nonprofit sectors have capabilities and resources not held by local, state, and federal governments. As stated so succinctly by President George W. Bush on June 1, 2004, in his "America's Compassion in Action" speech on nonprofits, "They're changing America. They do a better job than government can do."

As nonprofits have moved forward from charities into business models, they are employing substantial numbers of professionals, such as engineers, bankers, architects, and managers, the types of career fields that SPSU graduates penetrate. Ms. Hungate said that clearly this institution is unique in that so many of its graduates are hands-on professionals who are entering a world where rapid deployments of aid, wired and wireless communication, massive population relocations, and other assistance must be provided in a timely manner to prevent economic collapse. This has been clearly defined for the United States, she said, as the nation has seen with the tragedies of September 11 and these last two hurricanes. In closing, Ms. Hungate said that perhaps the best adage that describes the advantages she received from her education at SPSU is that it provided her the tool set to allow a humanitarian to dedicate her career to the industrial engineering principles of entrepreneurial activity, productivity of humankind, and ongoing quality improvement in the nonprofit arena. She then thanked the Board of Regents for supporting SPSU and stepped down.

President Rossbacher thanked Ms. Hungate for her remarks and for all the ways in which she supports and continues to be engaged in the future of the university. An SPSU education prepares graduates for a surprising range of endeavors, said President Rossbacher. One of the institution's areas of focus recently has been strengthening its relationship with the community. Examples of ways in which SPSU students are engaged in the community range from a marketing class's undertaking surveys for the Cobb Chamber to surveying and mapping classes laying out grids for old cemeteries.

In the Marietta Collaborative, Architecture students have provided designs for redevelopment of the City of Marietta. The students' presentations have served to catalyze discussion with residents, and these projects have also been invaluable experience for the students in learning how to work with clients and communities. President Rossbacher showed the Regents a picture of the Architecture Building, which they would have a chance to see while they were on campus. She noted that the building won the Award of Excellence from the American Institute of Architects, Georgia Chapter.

Next, President Rossbacher turned to the future of SPSU. Her vision for the future is to continue building upon the institution's historical strengths in science, engineering, and technology, finding new ways to apply knowledge in these fields to solve real-world problems. SPSU is much more than most people think. She reiterated that her goal was to surprise the Regents with the range of activities, the unique programs, the competitiveness of the students, the quality of the graduates, and the full spectrum of ways in which SPSU graduates contribute to and enrich the State of Georgia and literally the world.

On behalf of the university community, President Rossbacher thanked the Regents for their support of the institution and for higher education in the State of Georgia. She said that she was delighted to have the Regents on campus so that she could show them what SPSU is, what it does, how it does this, and why it is unique. She noted that just about everyone on campus had played a role in preparing for this Board of Regents meeting. As they say, "It takes a village." President Rossbacher asked all of her colleagues – all the faculty, staff, and students who were in attendance – to stand and be recognized for what they do every day to make SPSU such a special place. In closing, she thanked the Regents for the opportunity to talk with them at this time.

Chair Shelnut thanked President Rossbacher and her staff for their hard work and hospitality at this meeting of the Board of Regents. He noted that the Regents are always excited to hear what is happening on the campuses, and so, he had decided to have a monthly presidential presentation on what is going on at the institutions.

Chair Shelnut congratulated Regent Coles on his leadership as President and CEO of Caribou Coffee Company, Inc. through the company's initial public offering in September 2005.

At approximately 1:50 p.m., Chair Shelnut adjourned the Regents into their regular Committee meetings.

### **CALL TO ORDER**

The Board of Regents of the University System of Georgia met again on Wednesday, October 12, 2005, in the Student Center Ballroom on the campus of Southern Polytechnic State University. The Chair of the Board, Regent J. Timothy Shelnut, called the meeting to order at 9:00 a.m. Present on Wednesday, in addition to Chair Shelnut, were Vice Chair Patrick S. Pittard and Regents Connie

Cater, William H. Cleveland, Michael J. Coles, Joe Frank Harris, Julie Ewing Hunt, W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Elridge W. McMillan, Doreen Stiles Poitevint, Wanda Yancey Rodwell, Richard L. Tucker, and Joel O. Wooten, Jr.

### **INVOCATION**

The invocation was given on Wednesday, October 12, 2005, by Regent Joe Frank Harris.

### **ATTENDANCE REPORT**

The attendance report was read on Wednesday, October 12, 2005, by Secretary Gail S. Weber, who announced that Regents Hugh A. Carter, Jr., Martin W. NeSmith, and Allan Vigil had asked for and been given permission to be absent on that day.

### **INTRODUCTION OF NEW PRESIDENTS**

Chair Shelnut called upon Interim Chancellor Cummings to introduce two new System presidents to the Board.

Interim Chancellor Cummings greeted the Regents. She stated that at the September 2005 Board meeting, the Regents had appointed new presidents at Albany State University (“ALSU”) and the new state college in Gwinnett County. Both of these presidents were present at this meeting. Before introducing the new presidents, Interim Chancellor Cummings thanked all those who served on the respective campus and regents’ committees. Dr. Wilburn Campbell, Interim Dean of ALSU’s College of Education, chaired the campus committee at ALSU. Regent Cater served as Chair of the Special Regents’ Committee for the Albany State University Presidential Search, and Regents Hunt and Rodwell also served on this Committee. Regent Tucker chaired the Special Regents’ Committee for the Presidential Search for the new state college in Gwinnett County, and Regents Carter and Pittard also served on this Committee. At the University System Office, the Gwinnett state college presidential search committee was chaired by the Senior Vice Chancellor for Academics and Fiscal Affairs, Daniel S. Papp. The Interim Chancellor thanked them all for their hard work and good efforts.

Interim Chancellor Cummings then introduced ALSU’s eighth president, Dr. Everette J. Freeman. President Freeman assumed his official duties on October 1, 2005. He came to the University System from the University of Indianapolis, where he most recently served as Senior Vice President and Provost. President Freeman also served as Executive Assistant to the President at Tennessee State University in Nashville, and Dean of Continuing Education and Associate Professor of Economics at Jackson State University in Jackson, Mississippi. His educational background is in economics and labor and industrial relations. President Freeman worked during the early part of his career in these fields in both higher education and the private sector. He was an assistant professor at Case Western

Reserve University; Michigan State University; and Rutgers University. He was Director of Organizational Development for Fisons Pharmaceutical in Rochester, New York, and also has worked for Eastman Kodak Company. President Freeman has additional professional experience with the federal government, including the U.S. Energy Research and Development Administration in Washington and the U.S. Atomic Energy Commission in New York City. Dr. Freeman earned a certificate in Economics from Fircroft College in Birmingham, England, a bachelor's degree in Sociology and Economics from Antioch College, in Yellow Springs, Ohio, and a master's degree in Labor and Industrial Relations from the University of Illinois. He also holds a Doctorate of Education from Rutgers University. He is very active on the board of trustees for his alma mater, Antioch College. He also has served on the boards of a wide range of nonprofit and private organizations and as a consultant to a number of public and private entities. The Interim Chancellor welcomed President Freeman to the University System of Georgia and invited him to speak.

President Freeman greeted the Regents and thanked Interim Chancellor Cummings for her graciousness during his transition period. He said that she has been available to him every time he has contacted her. She has given him frank and helpful advice, and the entire University System Office staff have been very gracious as well. President Freeman also thanked Regents Cater, Hunt, and Rodwell for their support. He said that they had asked some very tough questions of him during his interview and that he appreciated it because it gave him some insight into what is important to the Board of Regents. He said that he took the questions to heart as indicators of things he will be considering as he begins his presidency at ALSU. For example, economic development is one of the areas of enormous importance to the Board and the state. On the previous day, President Freeman had met with the county commissioner and the mayor of Albany to discuss the things they can do collaboratively with the civic and business communities to grow the local economy. He had also met with President Peter J. Sireno of Darton College, and they have decided that there are some things they can achieve over breakfast meetings to enhance their partnership.

There are three things that President Freeman cited as crucial for beginning his presidency at ALSU. The first is to listen. Dr. Papp had advised him to do this, and he is taking this to heart. The second thing is to place a renewed emphasis on quality. ALSU will have the opportunity in the future to develop new programs, but he wants to ensure that the existing programs are of the highest quality. He said that he wants to ensure that ALSU appears on the System's best practices Website at [www.usg.edu/bestpractices](http://www.usg.edu/bestpractices), and he wants to do so very quickly. The third thing he wants to do is bring a level of constancy and normalcy to the institution. He has met with members of the campus, civic, and business communities, and all of them want him to build a sense of continuity and partnership. In closing, President Freeman thanked the Regents for their support and endorsement as he begins serving as President of ALSU and said that he would not disappoint them.

Next, Interim Chancellor Cummings introduced the first president of Georgia's newest public college, the first public college in Georgia to be established in over 100 years. President Daniel J. Kaufman began his presidency on September 19, and he already has had a busy several weeks. He recently

retired as Chief Academic Officer and Dean of the Academic Board at the United States Military Academy in West Point (“West Point”), but the Regents convinced him the Gwinnett college presidency was an opportunity worthy of coming out of retirement to accept. President Kaufman taught in the Department of Social Sciences at West Point and served as Director of the department’s National Security Studies program, as a deputy department head, and department head. Among his other accomplishments at West Point, he chaired the academy’s faculty council, installation planning board, and athletic committee. He also coached the academy’s debate team for 17 years.

Among the academic honors President Kaufman has earned, the brigadier general holds the title of Officer of the Most Excellent Order of the British Empire (“OBE”). He earned a doctorate in Political Science from the Massachusetts Institute of Technology, a master’s degree in Public Administration from Harvard University’s John F. Kennedy School of Government, and a Bachelor of Science degree from West Point. His military experience includes service as a platoon leader in Vietnam, a member of the National Security Council staff, a battalion operations officer with the 82nd Airborne Division, and special assistant to the chief of staff of the U.S. Army. In 1995, he was called to service as a member of the transition team for Chief of Staff of the Army Designate. The Army has recognized President Kaufman with a long list of honors, including a Distinguished Service Medal, the Legion of Merit, a Bronze Star Medal for Valor, another Bronze Star Medal, two Purple Hearts, two Meritorious Service Medals, two Army Commendation Medals, a National Defense Service Medal, and a Vietnam Service Medal for four campaigns. The Interim Chancellor remarked that President Kaufman’s past experience has well prepared him for the days ahead starting a college. She welcomed him to the University System of Georgia and asked him to speak.

President Kaufman greeted the Regents and said it was nice to be home. He and his wife, Catherine, are native Georgians. He thanked the Board for their strategic wisdom in creating a new state college in Gwinnett County. He understood that the new institution is located in a dynamic, growing region that very much supported the creation of the new college. He thanked Regent Tucker and his wife, Peggy, for the kindnesses they have shown to the Kaufmans during their introduction to the community. Former Secretary of State Dean Acheson wrote a book titled *Present at the Creation: My Years in the State Department* about a very exciting time in American foreign policy as American leaders tried to determine what this nation would do in the world. President Kaufman said that is also the position of the new state college in Gwinnett County. He is present at the creation. He will create a college for a vibrant region of the State of Georgia and the nation that will provide graduates with the skills they need to contribute not only to the region and the state, but also to the nation. President Kaufman pledged to the Board that he will provide programs for approval at the November 2005 meeting that will enable the new state college to accomplish its mission to service the population of the Gwinnett County area and to provide leaders who are intellectually prepared to lead in the county, the state, and the nation. In closing, he thanked the Regents for their confidence in him, promised that the development of the new institution in Gwinnett County would be an exciting adventure, and said that he looked forward to working with them in the years ahead.

Chair Shelnut thanked Presidents Freeman and Kaufman and said that the Regents were proud to have them in the University System of Georgia and were available to help them in any way.

### **KUDOS TO KATRINA RESPONDERS**

Chair Shelnut stated that Hurricane Katrina had caused chaos in several states, but here in Georgia, many in the University System did more than their share to help the victims of the situation. He said that the Regents can be proud of the manner in which System institutions responded to the needs arising from the tragedy. He called upon the Interim Chancellor and the Director of Administration and Compliance Policy, Mark Demyanek, to provide a brief report on some of the System's important contributions.

Interim Chancellor Cummings said that for more than a month, the University System of Georgia has worked very closely with other state governmental agencies and within the System to respond to the aftereffects of Hurricane Katrina. The System has had to react on all fronts. In the facilities arena, for example, institutions have provided housing not only to new students, but also evacuees. Many campuses played a crucial role in response to the hurricane. On the humanitarian side, nurses from Clayton State University went to the affected areas, as did staff from the Medical College of Georgia. On the academic side, the University System Office staff and the Board of Regents modified certain policies in order to make it easier for displaced students to attend System institutions. The Board deferred tuition payments and reached out to the students to make their attendance easier, since many did not have the paperwork to establish their former academic statuses. Interim Chancellor Cummings remarked that it comes as no surprise that many System institutions went beyond the call of duty. They took initiative, and when asked, all 34 institutions expressed a willingness to serve and actually did so. She said this was one of the System's finest hours. She thanked Mr. Demyanek for his leadership in ensuring that the System had one of the best responses in the state and asked him to brief the Regents on this.

Mr. Demyanek thanked the Interim Chancellor and said that he appreciated this opportunity to recognize some of the outstanding efforts on the part of University System staff to respond quickly to those put in harm's way by Hurricane Katrina. He would briefly highlight the System's response from the institutional side and from the System perspective. Institutionally for students displaced by the storm, the University System of Georgia waived out-of-state tuition, deferred fall tuition payment, deferred room and board payments, deferred documentation requirements, and provided information technology support and connections. The University System Office maintained close communication and coordination with various state agencies including the Governor's Office, the Office of Homeland Security – Georgia Emergency Management Agency, and the Red Cross. The staff created both a special website and a hotline for students to access information about their educational options in the University System.

As a result of these efforts, to date the System has enrolled 835 displaced students and housed 73

students in its facilities, down from approximately 100. Mr. Demyanek noted that many System institutions already have a shortage of student housing, which means that many System students were sharing their own rooms with evacuees. The System also provided shelter for more than 1,000 evacuees. What was most critical was the System's ability to cut through the red tape and to create a caring and compassionate environment for people whose lives had been uprooted and literally washed away. He said that it comes down to people, and in that vein, he wanted to recognize some of the great people in the University System who responded so quickly and ably to the call for help. At the University of West Georgia ("UWG"), the Director of Public Safety, Thomas J. Mackel, was responsible for coordinating the university's response in cooperation with the local Carroll County Emergency Management Agency. Mr. Mackel and his wife, Arlene, worked tirelessly the entire Labor Day holiday weekend taking care of the evacuees. The Vice President for Student Services, Melanie McClellan, had the idea to use Roberts Hall, an off-line dormitory slated for demolition, as a temporary housing site for displaced families. UWG took in approximately 200 evacuees, not all of whom were students. Mr. Demyanek also recognized the Assistant Director for Facilities and Grounds, Robert S. Watkins, who also played a big role in this effort.

The Georgia Institute of Technology ("GIT") also stepped up to the plate in a number of areas. The Director of the Student Center, Rich Steele, worked directly with Tulane University to assist 275 displaced students. The Assistant Dean of Students and Director of Student Involvement, Danielle McDonald, who was a Hurricane Andrew victim herself, was very aware of the needs and concerns of evacuees. She was very effective at bringing people together to provide essential services or donate items. She also helped develop the GIT website to assist Hurricane Katrina evacuees. Mr. Demyanek acknowledged two GIT students: the President of GIT's student government association, David Anderson, and Pelham Norville, a senator in the association. Both of these students spent the entire first night that the evacuees arrived at the Alexander Memorial Coliseum when the shelter was activated. They made sure the evacuees had what they needed such as towels, blankets, and water. They also rallied the support of their fellow students to collect money and otherwise assist the displaced individuals. Mr. Demyanek also recognized Associate Registrar Debbie Williamson. Ms. Williamson took the lead in simplifying registration and enrollment for displaced students. Since the semester was already approximately three weeks old, registration had to be done manually. She personally called professors and worked hard to match students with their specific needs. She set up email and computer accounts for the displaced students and generally made them feel welcome.

Mr. Demyanek noted that Georgia State University ("GSU") enrolled the largest number of displaced students: 507. He singled out two individuals among the many who responded so effectively. First, the Associate Director of Admissions, Daniel Niccum, was the main point of contact for displaced students seeking help. He personally walked these students through the admissions and registration process at GSU. The President of GSU's student government association, Russell Mildner, rallied the GSU student body to reach out to the displaced students. He personally made sure the students were welcomed, their questions were answered, and they were made as comfortable as possible.



Finally, Mr. Demyanek recognized two individuals at the University of Georgia (“UGA”). The Director of Security Preparedness, Opal D. Haley, worked around the clock to make sure UGA would be ready to handle whatever came the institution’s way in regard to hurricane evacuees. She was the one that made things happen by marshalling UGA resources to activate shelters at both the Ramsey Center for Student Activities in Athens and at the Rock Eagle 4-H site. The Associate State 4-H Leader, Arch Smith, runs the 4-H camp at Rock Eagle. Mr. Demyanek remarked that Mr. Smith’s assignment to help house evacuees was something he probably never could have imagined. He literally became the “chief cook and bottle washer” and was the on-site coordinator for more than 600 of the hardest hit evacuees. Mr. Smith’s calm demeanor and great working relationship with the local community in Eatonton were the keys to the success of this operation.

In closing, Mr. Demyanek asked these individuals to stand and be recognized. He remarked that they represent many others in the University System of Georgia who also stepped up to be of assistance to evacuees around the state. He said the Regents should be very proud of these individuals and so many others and thanked them for the support that enables the System to respond so well to any situation.

On behalf of the Regents, Chair Shelnut thanked Mr. Demyanek and all of those who responded to the Hurricane Katrina crisis.

### **COMMITTEE ON FINANCE AND BUSINESS OPERATIONS, “COMMITTEE OF THE WHOLE”**

Chair Shelnut next convened the Committee on Finance and Business Operations as a Committee of the Whole and turned the Chairmanship of the meeting over to Regent Jennings, the Chair of the Committee.

Chair Jennings said that at this meeting, the Board would hear from Interim Chancellor Corlis Cummings; the Senior Vice Chancellor for Academics and Fiscal Affairs, Daniel S. Papp; and the Vice Chancellor for Fiscal Affairs, William R. Bowes, about a performance funding model that will be the University System’s proposed response to Governor Perdue’s charge that all state agencies increase accountability. The model will link specific performance measures to funding in the fiscal year 2007 budget. Chair Jennings asked the Interim Chancellor to introduce this presentation.

Interim Chancellor Cummings said that not only does the Governor want the Board of Regents to be one of the best managed agencies in the state, but the Regents want this as well. One matter that the University System Office staff have been working on for the last several months and most recently with the presidents is developing a performance funding model that is tied to the University System’s threefold mission of teaching, research, and service. The Interim Chancellor was pleased to report that the staff have reached a point that they feel they can share their initial thoughts with

the Regents and solicit their input. A system the size of the University System of Georgia has a broad and incredible scope. There were potentially hundreds of measures that the staff could have utilized in trying to create this model. They wanted measures that could be linked to the Board's strategic goals and would be important in higher education and recognized throughout the nation. She asked Dr. Papp to begin this presentation and set the foundation that the staff used in developing the model. Then, Mr. Bowes would walk the Regents through a draft of the model itself with the various measures the staff are proposing be utilized. Interim Chancellor Cummings recognized the Assistant Vice Chancellor for Fiscal Affairs, Usha Ramachandran, for her assistance in developing this model.

Dr. Papp also thanked Ms. Ramachandran for her wonderful job in developing this model. He began his presentation by defining performance funding. Within the context of the University System of Georgia and the State of Georgia, performance funding ties specific state funding directly to System performance on a number of specific indicators at a targeted level. Performance funds are generated if the System meets the targets; performance funds are lost if the targets are not met. The first task was to develop a methodology for performance funding. The staff started by establishing a set of principles. The second step was to identify leading measures of success for the System. Next, the staff had to determine the current levels of performance for each leading measure and set annual objectives and long-term goals for each measure. Then, the staff identified weights for each measure as a percent and score annual performance. The Board must then reach an agreement with its funding partners regarding funds at risk and funds to be gained. Finally, the staff would determine amounts gained or lost based upon annual performance.

The staff identified six performance model principles, said Dr. Papp. The first was that the model should be simple, understandable, and replicable. Secondly, the model must take into account the complexity of the University System of Georgia. Third, the measures should be meaningful and reflect the strategic goals of the State of Georgia and the University System of Georgia. Fourth, the measures taken together should represent what is important about higher education. Improvement in a measure should matter to the state and the System. Fifth, the model should account for rewards/bonuses for meeting targets and moving toward goals. The model should also provide for penalties. Finally, measures and goals will be subject to review each year to account for changing needs, priorities, and significant events. Dr. Papp remarked that significant events include, for example, Hurricane Katrina, which may have an effect on available federal research funding.

Dr. Papp reiterated that the three missions of the University System of Georgia are teaching, research, and service. Within the 35 System institutions, the input variables are considerable. One such variable is the skills and abilities of students who enter the institutions. Another variable is the mix of traditional and nontraditional students. Another is the economic and social factors of the students. There are also differences at the institutions in the proportions of residential and nonresidential students. All of these variables have an impact on performance. The output measures include, among other things, the Board's objective of producing productive citizens for the State of

Georgia. This involves not only providing a better quality of life, but also growing economic development and inculcating students with a desire for lifelong learning.

The first three measures of the proposed performance funding model pertain to the teaching mission of the University System of Georgia. The first measure pertains to retention, specifically the students retained from the freshman to sophomore years. The staff were recommending that the measure be institution-specific retention; that is, the percentage of students who enroll at one institution their freshman year and return to that same institution in their sophomore year. The alternative would be to use Systemwide retention rates; that is, the percentage of students who enroll at one institution their freshman year and continue at another System institution in their sophomore year. Dr. Papp said the staff were recommending using institution-specific retention rates because they want this measure to be replicable beyond this initiative. The second measure of the proposed performance model pertains to progression, which would be measured by student success on the Regents' Test. Dr. Papp said that passing the Regents' Test is required of all System students graduating with a four-year degree. The third measure pertains to institution-specific graduation rates as well as passing rates on certain licensure exams, such as the PRAXIS exam for teachers and the National Council Licensure Examination ("NCLEX") for nurses.

The next measure of the proposed performance funding model pertains to the research mission of the University System of Georgia, specifically external funding. Dr. Papp stated that sponsored research is a critical measure, particularly for the four research universities in the System. It also drives economic development in the state. So, it is important both for the System and for the State of Georgia. The final measure of the proposed performing model pertains to the service mission of the University System of Georgia, and the proposed measure in this regard would be the number of participants in continuing education programs.

Dr. Papp next discussed the current status of the System with regard to these measures. He noted that the institution-specific freshman to sophomore retention rate is about 75.3%. The student success rate on the Regents' Test is approximately 78.4%. The Systemwide six-year graduation rate is approximately 46.7%. The success rates on PRAXIS and NCLEX are about 89% and 87%, respectively. Dr. Papp stated that all of these rates could certainly be improved. In fiscal year 2005, the System generated approximately \$980.6 million in external funding. Meanwhile, there were 423,654 participants in University System continuing education programs.

Chair Shelnut noted that the Board is working on retention, progression, and graduation ("RPG") rates. He asked whether the staff can identify which students are not retained until graduation and why.

Dr. Papp responded that they know why some are leaving but not all of them. Some institutions conduct exit interviews, but the response rates are low. A very low percentage of students flunk out. Others drop out for other reasons that may be financial, social, or personal. As part of the Board's

RPG initiative, the staff will be examining this issue and how the System can work to prevent this attrition.

Regent Pittard asked whether there are metrics against which the institutions can compare themselves to their peers.

Dr. Papp responded that there are metrics both at the institutional and state levels. For example, Georgia currently ranks forty-second among all states with regard to institution-specific graduation rates.

Regent Pittard said that he would also be interested to see these data by sector. For example, how do the System's research institutions rank against their national peers? He remarked that data often get complicated by the fact that data systems are too complicated.

Dr. Papp replied that System data are disaggregated by institution, and the staff are currently developing a data set on an institution by institution basis regarding RPG rates.

Chair Shelnut remarked that he did not think the Regents can improve RPG rates until they understand who is leaving and why. He stressed that academic counseling is critical to student success and that he hoped the institutions are doing a good job of this throughout the college years. As a parent of a college student, he has observed that college counselors are overloaded and therefore are more reactive than proactive. They need to understand that it is their job to ensure that all students have an opportunity to receive counseling and help to stay in college.

Regent Pittard said that the development of the performance funding model is critically important because the Governor will use these measures to assess the University System of Georgia for many years to come. He said that having these discussions is very healthy. He asked Dr. Papp to clarify how the measures account for students who transfer from two-year to four-year institutions. He expressed concern that those students would not be accounted for in the proposed model.

Dr. Papp explained that there are two sets of measures: institution-specific and Systemwide. He noted that few other systems keep systemwide data, so it is difficult for the University System of Georgia to compare itself to others in this regard. He said that a number of presidents argued strongly during the development of this model that the System should stick with Systemwide measures.

Regent Pittard stated that the University System of Georgia works very hard to make transfer among institutions as seamless as possible. He asked Regent McMillan what he thought of using institution-specific rates instead of Systemwide rates.

Regent McMillan noted that transfer from two-year to four-year institutions is accounted for, but transfer among other institutions is not.

Dr. Papp said that if the staff were to use institution-specific measures, those students would not be counted. On the other hand, if the staff use Systemwide measures, it cannot compare itself to other states.

Regent Pittard asked whether this was specifically for budgetary purposes, and Dr. Papp responded that it is.

Regent McMillan said that the data will still be fallacious because they will not explain why students are lost.

Dr. Papp said that the staff could use Systemwide rates.

Regent McMillan said there are still many variables. If a student stops out of college but comes back, that student was not really lost. So, this is a very complicated issue. He expressed concern about using such imprecise measures for any other purpose than as a barometer.

Chair Shelnut agreed that this was his concern. He said it is critical to understand why students are not matriculating through to graduation.

Dr. Papp noted that the System maintains graduation rate data out to 12 years, so many stop-outs are accounted for over the course of 12 years. However, the data do not show why a student graduates in 12 years as opposed to 6.

Regent Hunt asked what the 12-year graduation rate is, and Dr. Papp responded that the institution-specific 12-year graduation rate is approximately 58%.

Regent Cater asked whether the RPG rates have improved over the years, and Dr. Papp responded that they have.

Regent Cater asked why.

Dr. Papp explained that RPG rates have improved over recent years for two reasons. First, the expansion of learning communities and freshman experience programs help students become acclimated in the college experience. Secondly, increased admissions standards throughout the University System of Georgia have had a positive impact on RPG rates.

Regent McMillan noted that there are other factors that affect the comparisons between states. For example, with regard to the SAT, many more Georgians take the test than in other states, which brings down the average. So, it can be very difficult to know whether all states are reporting the same kinds of data with the same kind of inputs. For this reason, Regent McMillan is leery of comparing

data nationally.

Dr. Papp stated that in theory, all systems report their graduation rates using the same methodology. However, he agreed that there is no certainty that all systems are using the same methodology in compiling their data.

Regent Leebern asked whether institutions begin counseling students in their junior year about their career paths.

Dr. Papp responded that it depends on the institution and the particular student's major. Some majors begin career counseling as soon as the student declares his/her major, even in the freshman or sophomore year.

Regent Leebern said that this kind of counseling is critical to keep students on track. He also expressed concern about the Regents' Test. He noted that other systems do not have such a test and that he wondered whether it was necessary. If students are passing their courses, he did not see why they needed to also pass this test.

Chair Shelnut said there is obvious concern among the Regents about RPG rates; however, this was a discussion that might be better held at another time. He noted that the Regents would be having a retreat before the November Board meeting and asked the Interim Chancellor to ensure that this matter was on the agenda for that meeting. He asked Dr. Papp to move on with his presentation, as there were many items on the day's agenda.

Dr. Papp announced the proposed goals for 2015, which resulted from extended discussion among the University System Office staff and presidents. He noted that the institution-specific freshman to sophomore retention rate goal would be 85%. The goal student success rate on the Regents' Test would be 88%. The Systemwide six-year graduation rate goal would be 57%. The goal success rates on PRAXIS and NCLEX would be 95%. The external funding goal would be \$1.2, and the goal for continuing education programs would be 500,000. He explained that these figures represent 1% growth annual with regard to retention rates, success on the Regents' Test, graduation rates, and the licensure exams. Dr. Papp noted that if the institutions can meet the goal of adding 1% annually to their graduation rates, in ten years, the State of Georgia would rank eighteenth in the nation instead of forty-second. The external funding goal represents growth of \$20 million annually. The continuing education goal represents an added 8,000 new participants per year. With regard to how the model would be weighted, Dr. Papp explained that 70% would be on teaching, 25% on research, and 5% on service. With regard to each of the measures, 30% would be on retention rates, 10% on the Regents' Test, 20% on graduation rates, 10% on PRAXIS and NCLEX pass rates, 25% on external funding, and 5% on continuing education enrollments. He then turned the floor over to Mr. Bowes.

Mr. Bowes said that the greatest challenge with any performance funding model is finding ways to

link dollars and measures in ways that are meaningful, provide the right incentives, and do not produce any unintended consequences. Other states that have attempted this have demonstrated that this can be a very difficult process. There exists no perfect model, but the model the staff have developed provides a reasonable relationship between measures and dollars. Mr. Bowes showed the Regents a chart depicting the goals, measures, and weights of the proposed model. The chart also depicted the long-term goals to 2015 moving annually toward each goal as well as current data. As institutions move toward their goals, they will be rewarded by one point. However, if they fall behind their goals, there will be a penalty of one point. Mr. Bowes showed the Regents how the system worked. The current baseline is 84.71%. The staff were proposing that \$3 million of formula funding be set aside as “at risk.” In the context of the total amount of state funding allotted to the University System of Georgia, this constitutes only 0.2%. However, in terms of new formula funds for fiscal year 2007, it represents about 10%.

So, the way the model works, if an institution scores above 86%, it would get from the state up to an additional \$3 million. However, if an institution scores below the current baseline, it could lose up to \$3 million. Mr. Bowes said that the model needs to be reviewed on an annual basis to ensure that it continues to link dollars and measures in ways that are meaningful. In closing, he asked whether the Regents had any questions or comments.

Regent McMillan expressed concern about the concept of using performance funding models in education. He explained that in education, there are many unknown entities and variables. He felt that these measures should only be one part of how funds are allocated. He stressed that education is not a business, though it must be managed in a business-like fashion. However, educational concerns cannot be categorically treated like business matters. The variables are so different that the Regents must be aware it is an educational enterprise and not business. He advised the Regents not to go overboard with performance funding.

Chair Shelnut remarked that this presentation had set the stage for a great deal of discussion at the Regents’ November retreat. He then called for a brief recess at approximately 10:20 a.m.

#### **UPDATE ON REGENTS’ TASK FORCES**

Chair Shelnut reconvened the meeting at 10:30 a.m. He then called upon the Senior Vice Chancellor for Academics and Fiscal Affairs, Daniel S. Papp, to present the monthly update on the Regents’ task force on retention, progression, and graduation (“RPG”) rates.

Dr. Papp reported that over the course of the last month, the staff had accomplished many things with regard to the RPG initiative. The goals of the initiative are to understand why the University System’s RGP rates are not better than they are, to expand and initiate programs that will increase the System’s RPG rates, to bring the System’s institution-specific graduation rate at least to the national average by 2010, and to become a national leader in graduation rates in the long-term future.

The dimensions of the RPG initiative are very straightforward, he said. By November 15, 2005, each of the 34 System institutions, excluding the new state college in Gwinnett County, are expected to submit their RPG targets and plans. There is also an RPG liaisons group. Each president has named an institutional liaison to this group to identify institutional RPG issues and share best RPG practices. There is also a Systemwide financial impacts committee that includes chief business officers, vice presidents for academic and student affairs, and legal officers to develop financial ideas and recommendations to improve RPG. There is an expanded general education committee comprised of faculty and academic administrators to review the general education curriculum, including assessment of the impact of general education on RPG rates. The staff are also forming a student engagement committee of faculty and student and academic affairs administrators to assess data from the National Survey of Student Engagement (“NSSE”) and the Community College Survey of Student Engagement (“CCSSE”). The Associate Vice Chancellor for Planning and Policy Analysis, Cathie Mayes Hudson, is analyzing the data at the Systemwide data and assisting the institutions in analyzing their data as well. This committee will examine the effect that student engagement has on RPG rates. He noted that this is a very comprehensive effort.

Dr. Papp next discussed the progress of the RPG initiative since the September Board meeting. He noted that after that meeting, University System Office staff had a retreat on general education’s effect on RPG. Also since that time, the presidents had named their institutional liaisons, and the Systemwide financial impacts committee had been formed. Institutional, System, and national RPG data packages are under development for November distribution to Regents and the institutions. NSSE and CCSSE data had been received, and the staff have begun the early stage of analysis. In the interest of time, Dr. Papp concluded that he was very pleased with the progress of the initiative and looked forward to updating the Regents again in November.

Regent Leebern remarked that in light of the previous presentation on the proposed performance funding model and the serious effort the System is making with regard to RPG rates, it might be wise to make the RPG initiative more financially worthwhile to the institutions.

Chair Shelnut agreed and reiterated that the Regents would talk more about this initiative at their November retreat. He then asked the Interim Chancellor to make an introduction to the Board.

Interim Chancellor Cummings stated that Dr. Wilburn Campbell, Interim Dean of ALSU’s College of Education, who had chaired the campus committee at ALSU, had arrived at the meeting. She asked Dr. Campbell to stand and be recognized for his service to the System in this capacity.

Chair Shelnut then asked the Associate Vice Chancellor for Media and Publications, Arlethia Perry-Johnson, to update the Board on the communications task force.

Ms. Perry-Johnson thanked the Chair for the opportunity to provide the Regents with another brief update on the efforts to expand communications activities within the University System of Georgia.



She would share with them some progress highlights of the past month, as well as plans for the month ahead. Regent Pittard also would share the details of a key new project he has been working on in this area. During the past month, the task force had a few successes that will aid in the effort to better tell the story of the System. Ms. Perry-Johnson noted that the Regents had received in the mail a copy of the most recent issue of *James* magazine, which includes a major focus on the University System. This publication is widely read by key political leaders throughout the state, one of the System's key audiences. Also in the media relations arena, the System received coverage in the *Chronicle of Higher Education* regarding the appointment of new presidents at Albany State University and at the new state college in Gwinnett County. The System also secured a nice placement about our new Interim Chancellor in *Black Issues of Higher Education*. She noted that both of these national placements help to increase the System's visibility.

The staff also launched a comprehensive website on the Chancellor search to keep all the System's constituents updated on the progress of the national search for a new Chancellor. Ms. Perry-Johnson said that the address for the website is [www.usg.edu/chancellor\\_search](http://www.usg.edu/chancellor_search). Finally, she was close to finalization of the visual identity program for the University System's name, logo, and "Creating a More Educated Georgia" slogan. The identity program would have a supporting website that will be located at [www.usg.edu/identity](http://www.usg.edu/identity). That site would be online in the next week.

Ms. Perry-Johnson said that the staff have made considerable progress on multiple fronts in the past month. With regard to what is next, Regent Pittard had proposed a wonderful new concept that he had been quite busy working on during the past month, and that is the concept of a student-driven news bureau for the University System of Georgia. He had been engaging students around the idea and would give the Regents an update at this time.

Regent Pittard stated that with regards to the Board of Regents periodical that has been discussed at recent Board meetings, he and others feel that the best authors of this periodical would be the students themselves. So, the new periodical will be written by System students. A small student group that has begun work on this has suggested that there be a bureau chief at every institution. That student would be assigned to know what is going on at that institution and to alert the rest of the System of the great things happening. Those potential articles will come to an editorial board headed by Regents Cleveland and Rodwell, who have also shown interest in this initiative.

Regent Pittard thanked the Associate Vice President for Public Affairs, Tom Jackson, at the University of Georgia for the many great ideas he has shared and for his time and help to this point. The general idea is to have an approximately eight-page periodical that will be slightly smaller than an average magazine so that it can fit inside a normal college publication. Therefore, if the institution chooses, it may include this magazine inside its own. The System would reimburse the institution for its postage and labor in doing so, but this approach will nonetheless effect cost-savings over distributing a stand-alone publication. So, at this stage, the task force is asking each president to assign a bureau chief for his/her institution to help the task force stay on top of the institution's

accomplishments. Regent Pittard said that he was very excited about this. He noted that two foundation fellows are involved in this initiative and explained that a foundation fellow is someone who scored a 1600 on the SAT. So, he felt confident that they would do a great job.

Ms. Perry-Johnson thanked Regent Pittard and said that she looks forward to working with him on this new publication. The task force has also committed to developing a new email blast publication that would target all of the System's key audiences for whom the staff can secure email addresses, including thousands of alumni, business and government leaders, and 35,000 University System employees. The name proposed for this new publication is "USG Linkages." Since this will be an electronic publication, we will include website addresses that readers can click on and link to for more information. In addition, the "Linkages" name will convey the System's intent to create viable linkages with its many constituents and funding partners so they will feel better informed about activities within the University System. Most importantly, since this publication will be electronically produced and distributed, the only cost will be staff time.

In addition to these first two activities, the overall deliverable the task force wants to produce from this initiative is a comprehensive strategic communications plan for the University System, which will involve the media and publications staff and the 34 institutional public relations directors in the planning. The goal is to bring this integrated communications plan back to the Board in early 2006 as a key deliverable of the communications effort. In closing, Ms. Perry-Johnson asked whether the Regents had any questions, comments, or suggestions.

Chair Shelnut asked whether the task force had proposed a name for the publication.

Ms. Perry-Johnson responded that it had proposed a name for the email publication: "USG Linkages."

Chair Shelnut thanked Ms. Perry-Johnson and Regent Pittard for their hard work on this effort. He noted that he had recently read in a national journal about an armored vehicle being developed at the Georgia Institute of Technology ("GIT"), and he thought it was a shame he had to read about it in a national paper when he should have known about it through the System. He said he hopes the expanded communications effort and having a different president highlight his/her institution at each Board meeting should help inform the Board and the public.

Ms. Perry-Johnson reiterated that the media and publications staff and the public relations staff at all System institutions will be involved in this effort, so it will certainly be an inclusive process to develop the final deliverable of the comprehensive communications strategy.

Chair Shelnut next called upon the Assistant Vice Chancellor for Economic Development, Joy Hymel, to update the Regents on the total impact task force.

Ms. Hymel greeted the Regents and noted that the total impact task force is charged with pulling together all of the impact areas of the University System of Georgia. She said that she had asked President G. Wayne Clough of GIT to present this month's update, and then turned the floor over to him.

President Clough said that he chairs the total impact task force. He noted that the task force is looking beyond just the economic impact of the System because the institutions have more effect on the State of Georgia than just economically. The other members of the task force are the presidents of the other three System research institutions, the Georgia Research Alliance ("GRA"), Atlanta Regional Council for Higher Education ("ARCHE"), and the commissioner of the Georgia Department of Economic Development. The task force was charged by Chair Shelnut to perform a comprehensive assessment of the total impact of University System on the State of Georgia. During this first phase, the task force will look at the four research institutions, to be followed by the rest of the System's colleges and universities. The task force is supported by the total impact working group. The working group is responsible for collecting the data that will be used in the final report. Another task force subcommittee had also been formed since the September Board meeting. The message shaping group is taking the information gathered by the working group and putting it into a form that can be used by the Board of Regents for multiple audiences.

The total impact process is moving quickly, reported President Clough. The task force began its work in August and is currently gathering data. In addition to economic data, the task force is also collecting information that cannot be quantified, such as alumni who have made significant contributions to Georgia, the nation, and the world. The task force is also working on a way to express the economic value to Georgia of the education delivered at the four System research universities. The total impact process will continue to move quickly. President Clough said that the goal is to make a presentation on the first phase of this initiative to the Board of Regents at the January meeting. Because the legislature will be in session, it will be an opportune time to invite legislators to share the good news of the total impact of the System on the State of Georgia.

President Clough said that he wanted to share a few vignettes of things going on around the System that make an important difference in the lives of Georgians. First, he highlighted the Georgia Vet Diagnostic Lab System at the University of Georgia ("UGA"). There are actually two labs, one in Athens and one in Tifton. The labs conduct more than 300,000 tests each year for veterinarians, farms owners, pet owners, scientists, and others. He said this has immeasurable benefits in terms of not only the test services, but also all of the animal-related diseases that affect humans, such as the avian influenza virus and the West Nile virus. This operation is key to identifying these kinds of diseases and hopefully protecting the citizens of Georgia.

Next, President Clough discussed the Life Sciences Innovation Center at the Medical College of Georgia ("MCG"). This is one of five Innovation Centers established by Governor Sonny Perdue. It is an incubator that is important to the development of life sciences companies that grow out of

intellectual properties developed at MCG and other institutions. There are currently five businesses growing at the center. He noted that it is important that the center has wet lab facilities because wet lab incubators are critical for those in the life sciences. He also noted that System institutions are involved in all five Innovation Centers. For example, UGA is a partner in the Agriculture Innovation Center in Tifton, and GIT and Macon State College are partners in the Aerospace Innovation Center in Warner Robins.

The Health Policy Center at Georgia State University (“GSU”) works to improve the health status of all Georgians through research, policy development, and program design and evaluation. In one of its programs, the center has worked with more than 74 rural Georgia counties to help improve local healthcare. One of its projects is Rural Health Networks. GSU is working with 12 regions to create more than 50 new jobs and save local healthcare providers more than \$18 million through free care clinics, prescription assistance, and care management for those who are chronically ill.

Finally, President Clough highlighted the Economic Development Institute (“EDI”) at GIT. Through 18 offices around the state, EDI provides technology-driven solutions to Georgia businesses. One example is the Macon Plastics, Inc., which saw sales increase 26% while work-in-process and lead time have been reduced. In closing, President Clough said that he expects to have lots of positive, solid information as a result of this initiative. He asked whether there were any questions or comments, and there were none.

Chair Shelnut thanked President Clough for this update. He said he was excited about this initiative because he believes it will have state, national, and even international implications. He then called up the Vice Chancellor for Facilities to give her update on accelerating access to new facilities.

Ms. Daniels greeted the Regents and reminded them that at the September Board meeting, she had presented that the System needs to increase its funding options as well as optimize its access to traditional General Obligation (“G.O.”) bond funds. At this time, she could only add that time is not only of the essence, but also it is critical. In fact, speed is critical. The System must accelerate both its access to funding and the completion of its construction projects. She reported that the staff and the Regents are on task in this process. The staff is doing both broad-based national and local research, including personal meetings with the staff counterparts in the various state budget offices. The staff are fully engaged and committed to bringing the Board a package of approaches to increase funding available and decrease the length of time of construction.

Ms. Daniels reported that her telephone conversations with presidents and Regents have been most enlightening and helpful in this effort. She had already spoken to 28 of the 35 presidents and all but 5 Regents. There were several consistent themes in these discussions. Although everyone recognized the need for change and improvement, the current prioritization process was consistently complimented, especially when presidents compared the Board’s process to what they had experienced in other systems and states. Many recognized that the introduction of “mega” projects

– that is very large projects that eclipse the System’s core instruction mission and meet multiple state strategic needs (economic development, public health, etc.) – has had an impact on the System’s capital process. In a way, this has at least skewed the effectiveness of the major capital outlay list to meet basic instruction needs around the state. Presidents at large and small institutions alike want the Regents to address this issue. Of course, the overarching concern of all was the lack of funding and the time span between the identification of needs and addressing those needs.

Ms. Daniels next discussed the funding history of capital projects. She showed the Regents a breakdown of G.O. bond funding over the last ten years as a percentage of the total state bond package. She explained that, with the exception of last year, which was an anomaly for a couple of reasons, the University System of Georgia has received a healthy share of the state’s total bond sale. In 2005, the first year this state exceeded \$1 billion in bonds, the Department of Transportation had the luxury of a double dip, but only because it was able to pay its own debt service on that second portion of bonds through gas tax monies. Ms. Daniels stated that it is important to recognize that the amount of G.O. bonds sold by the state is legally capped at 10% of the prior year’s net treasury receipts. The total amount sold is also impacted, in fact effectively capped, by the state’s commitment to maintaining an AAA bond rating. The Board of Regents has never pushed the 10% cap and in fact has hovered around 6%. With the exception of last year, the System has averaged close to 25% of the overall state bond sale, but there is more to the story, she said.

The “rest of the story,” explained Ms. Daniels, is the whittling away in recent years of the amount of bond funds that are actually applied to the Board’s major and minor capital projects lists. She showed the Regents pie charts representing a breakdown of how the System’s funds were authorized. She noted that most recently, a significant amount of bonds were required to address the System’s major repair and renovation (“MRR”) needs. In less stressful economic times, MRR was always provided in cash as part of the System formula funding. In addition, over the years, System bonds have been authorized for other worthy causes under the System, such as projects for the Georgia Research Alliance (the “GRA”), the Georgia Public Telecommunications Commission (“GPTC”), the Georgia Public Library System (“GPLS”), and other pass-through entities. The diminishment of funds applied to major and minor capital projects changes the picture dramatically for the System.

Chair Shelnut asked Ms. Daniels to confirm his understanding that the state can spend up to 10% of the budget in G.O. bonds. He asked how much funding the System will need to get back on track in terms of facilities.

Ms. Daniels responded that she would not have time to delve into that matter at this meeting. Rather, she is setting the stage to come back in November with the fiscal year 2007 capital budget request. With regard to the first question, she distributed a handout from the State of Georgia website showing that over the past several years, the percentage has been about 6%, lower than the 10% cap.

Ms. Daniels continued her presentation by showing the Regents a chart with information about the amount of funding in this time frame for public-private ventures projects compared to state G.O. bond funding for the System. The charts also depicted other state agency G.O. bonds in order to show the order of magnitude in comparison to what the System is doing. She stressed that the Regents are doing everything they can to complement and leverage traditional state G.O. bond funding. Both the Paul D. Coverdell Building for Biomedical and Health Sciences at UGA and the Cancer Research Building at MCG included multiple funding streams. In addition, G.O bonds and public-private venture municipal bonds are being brought together through extraordinary partnerships with institutions' foundations.

In closing, Ms. Daniels reported that there are some new milestones in the critical path to meet the schedule she had presented to the Regents at the previous Board meeting. She said that Regent Vigil had talked to the Governor the previous week, and she gave him credit for the exciting opportunity that Interim Chancellor Cummings will champion for us at our budget hearing with the Governor in November. At her first agency chiefs meeting, the Governor gave the Interim Chancellor and her colleagues a heads-up that if they are asking for bond-funded projects, they had better come to their budget hearing prepared to show how the bond projects funded over the last five years are now contributing to the System's core mission. No one in state government can answer that question better or more powerfully than the Board of Regents, said Ms. Daniels. She said that this is a real opportunity to show the Governor how the System's bond-funded projects directly contribute to creating a more educated Georgia.

Regent Pittard asked whether this pertained to G.O. bonds and municipal bonds as well.

Ms. Daniels responded that there is probably room for interpretation on the Governor's question.

Regent Pittard responded that the Governor is interested in knowing the System's total indebtedness to the state. With the number of public-private ventures, the System probably uses more private than state funds for capital projects.

Ms. Daniels remarked that this is particularly true for the last five years. She has asked the Director of Planning, Alan S. Travis, to compile a complete list of all projects that involve G.O. bond funding. However, when MRR projects are taken out of the equation, there are a limited number of projects across the System that are state funded. Moreover, the staff can demonstrate that the System has leveraged private funding for major capital projects.

Regent Pittard cautioned that municipal bonds are not state funds and should not be counted as such. He asked Ms. Daniels to be very clear in this delineation.

Ms. Daniels agreed that this is very important.

Chair Shelnut said that the System is so far behind in its facilities development that it is uncertain how the System will fare in three to five years if it does not receive substantial state funding for capital projects. The System simply must catch up on these projects. It is discouraging to the presidents to present their proposed projects to the Board in June not knowing whether the projects will be funded in the next 10 to 15 years.

Regent Leebern said that because of the spiraling costs of inflation, the sooner capital projects are funded and under construction, the better. He noted the importance of state-of-the-art facilities in attracting top faculty and researchers, particularly at the research institutions.

Chair Shelnut agreed and said that this is another matter that the Regents will discuss in full at their November retreat.

Regent Coles said that he is concerned that the Board has already approved projects that, by the time they are finally funded by the state, may cost double or triple their original projected costs. The longer the state puts off these projects, the more expensive they become. That is why the System must get caught up as soon as possible.

Regent Tucker said that the Regents also need to realize the economic impact that having a large bond issue would have on the State of Georgia. During the recent recession, the construction industry held up strong, but a large bond issue would certainly strengthen the state's economy, and this is something the Regents should communicate to the legislature.

Regent Coles said that if the Board of Regents approaches the Governor about this kind of bond issue, he would recommend strongly that only Georgia-based design and construction companies be considered so that the money will in fact stay in the State of Georgia.

Chair Shelnut said that this suggestion would certainly get a great deal of support.

In closing, Ms. Daniels assured the Regents that the task force realizes that its goal is to bring to the Board a package of multiple approaches that will complement the G.O. bond funds, the municipal bonds that the System foundations are working hard to leverage through the municipal authority, and the goal of continuing to push the legislature for revenue bond options to give the System an array of funding streams to accomplish the great task ahead of it.

Chair Shelnut thanked Ms. Daniels for this update and then called for Committee reports.

## **COMMITTEE ON ACADEMIC AFFAIRS**

The Committee on Academic Affairs met on Tuesday, October 11, 2005, at approximately 2:00 p.m. in room 215 of the Student Center on the campus of Southern Polytechnic State University. Committee members in attendance were Chair William H. Cleveland, Vice Chair Doreen Stiles Poitevint, and Regents Connie Cater, Joe Frank Harris, and Richard L. Tucker. Regent Patrick S. Pittard was also in attendance. Chair Cleveland reported to the Board that the Committee had reviewed nine items, all of which required action. Item 8, included 327 regular faculty appointments, which were reviewed and recommended for approval. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

### **1. Revision of Mission Statement and Change of Sector, Gainesville College**

#### **PREFACE**

President Martha T. Nesbitt of Gainesville College (“GVC”) has asked that the Board approve GVC’s revised mission statement, change of institutional name and sector, and one baccalaureate program. GVC proposes to change its mission to meet regional academic needs in Northeast Georgia. Based upon anticipated demographic growth in the area, GVC has developed a plan to meet workforce needs and to reflect the changing nature of Northeast Georgia’s economy. GVC seeks to expand its mission by becoming a specialized institution and simultaneously continue to focus on the first two years of college and provide access to a baccalaureate degree. Baccalaureate programs that are developed will be available only on the GVC campus and not duplicate any programs offered by other University System institutions in Northeast Georgia. These recommendations are contingent upon a successful substantive change review by the Southern Association of Colleges and Schools (“SACS”).

#### **Revision of Mission Statement and Change of Sector**

Approved: The Board approved the request of President Martha T. Nesbitt that GVC be authorized to incorporate the institution’s revised mission statement and change of sector, effective October 12, 2005.

The mission statement was revised to reflect the need for baccalaureate programming with respect to projected industry needs and population demands of Northeast Georgia. Approval of baccalaureate programming at GVC was contingent upon this revised mission statement, which describes the selectivity of the institution’s foci. Based upon GVC’s request to expand its mission and provide targeted baccalaureate programs that meet a specific need, the institution requested a change of sector from two-year college to state college status.



*Note: The approval of GVC's request to change its name is addressed in Item 2 of this agenda. (See page 39.)*

### **Gainesville College Mission Statement (Previous)**

~~Gainesville College, a two-year college in the University System of Georgia, offers educational, cultural, and developmental experiences appropriate to the needs of its students and the citizens of Northeast Georgia. The institution, in response to the changing needs of the area and in keeping with its role as a transfer-oriented, two-year college, emphasizes the University System core curriculum in the liberal arts tradition. The College offers academic opportunities in the humanities, the sciences, mathematics, computer science, the social sciences, physical education, and the professional fields of business and health sciences. The institution promotes and maintains a standard of excellence in all of its programs and services.~~

~~To accomplish its mission the College has four major goals:~~

- ~~• to offer courses which prepare students to transfer to and participate in baccalaureate and other academic programs successfully;~~
- ~~• to offer courses which enhance the learning skills and knowledge of students who have basic educational deficiencies;~~
- ~~• to offer in cooperation with area technical institutes career programs and courses relevant to employment needs and the interests of students;~~
- ~~• to offer continuing education programs, public service activities, and facilities for people who want to enrich their lives intellectually, socially, culturally, physically, and vocationally.~~

~~In support of these goals the institution provides learning assistance services that include both tutoring and computer-assisted instruction, student development programs that complement and enhance classroom activities, financial assistance for eligible students, opportunities for continuous faculty and staff development, and administrative support services. In a host role, the College brings the larger resources of the University System to Northeast Georgia as needed. The extensive and beneficial relationships between the College and the community are highlighted by programs in the fine and performing arts and by a supportive Foundation and an active Alumni Association. The institution systematically assesses its effectiveness in accomplishing its goals and uses the results to improve its programs and services.~~

Gainesville College, within the context of the University System's mission and vision, shares core characteristics with other two-year colleges in the University System of Georgia. While these colleges all embody the common characteristics presented below, variations in their purposes, histories, traditions, and settings allow each also to focus on its own distinctiveness and accomplishments. These core characteristics include:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of a local area and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes a high level of student learning;
- a high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs designed to insure access and opportunity for a diverse student body, and a limited number of certificate or other career programs to complement neighboring technical institute programs;
- a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the college's scope of influence;
- a commitment to scholarship and creative work to enhance instructional effectiveness and meet local needs.

Furthermore, Gainesville College, as a member of the University System of Georgia, shares commonalities with all the members of the System. As with the others, campus life at Gainesville College is characterized by:

- a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff;
- cultural, ethnic, racial, and general diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;

- ~~technology to advance educational purposes, including instructional technology, student support services, and distance learning;~~
- ~~collaborative relationships with other System institutions, State agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.~~

### **Gainesville State College Mission Statement (Revised)**

The mission of Gainesville State College is to provide broad access to quality higher education for the population of Northeast Georgia. In fulfilling its mission, the College furthers the well-being of its students through intellectual, social, and physical development. Central to the accomplishment of this mission is the liberal arts curriculum, which serves as a core for degree programs and/or as a transfer curriculum for those pursuing upper-division courses. Gainesville State College seeks to assure the success of its students and contribute to the quality of life in the surrounding communities through cooperative programs with high schools, technical colleges, and universities, as well as self-contained career advancement programs. The institution, with an emphasis on diversity, prepares students to function in a global society.

The College also takes seriously its role as a service organization that responds to the economic and educational needs of the community and reaches out to the citizens of Northeast Georgia. By offering continuing education programs, public service activities, cultural enrichment experiences, and forums for public discussion, the College expands its tradition of service beyond its immediate student body and into the community at large.

To accomplish its mission, the College will serve its students by:

- Offering lower-division courses to prepare students to transfer to four-year colleges and universities and to provide opportunities for University System of Georgia institutions to offer appropriate upper-division and graduate courses and programs through the College's University Center;
- Offering a limited number of baccalaureate programs and upper-division courses to meet the educational, civic, and economic needs of the community and region;
- Offering a Learning Support Program to enhance students' academic success;
- Offering career programs and courses relevant to area employment needs and the interests of students;

- Integrating technology into instruction and support services, whereby the College assures the technological proficiency of its students and effectiveness of services; and
- Providing a climate supportive of student success through academic support, administrative support, and student development services and activities that complement and enhance the instructional program.

To accomplish its mission in meeting the broader needs of the community, the College will:

- Offer continuing education programs, public service activities, and facilities for people who want to enrich their lives intellectually, socially, culturally, physically, and vocationally; and
- Promote the aspirations of students and their academic preparation through outreach programs to the public schools and organizations in the College's community.

Gainesville State College systematically assesses its effectiveness in reflecting its values, accomplishing its goals, and promoting its vision, and uses the results to enhance programs and services.

In meeting the educational needs of the citizens of Georgia, Gainesville State College shares with all other institutions in the University System of Georgia the commitment to ensure academic excellence and educational opportunities through:

- A supportive campus climate, leadership and development opportunities, and necessary services and facilities to meet the needs of students, faculty, and staff;
- Cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body supported by practices and programs that embody the ideals of an open, democratic, and global society;
- Technology to advance educational purposes, including instructional technology, student support services, and distance education; and
- A commitment to sharing physical, human, information, and other resources in collaboration with other System institutions, the public libraries, state agencies, local schools, and technical colleges to expand and to enhance programs and services available to the citizens of Georgia.

## **2. Revision of Institutional Name, Gainesville College**

Approved: The Board approved the request of President Martha T. Nesbitt that Gainesville College (“GVC”) be authorized to revise its institutional name to Gainesville State College, effective October 12, 2005.

Abstract: GVC requested that the Board of Regents consider a name change of the institution from Gainesville College to Gainesville State College. All relevant constituencies of the institution have been consulted concerning their preferences for the institutional name change, and all support this request.

The institution has submitted a request for mission and sector change, which is proposed as Item 1 of this agenda. (See pages 34 to 39.) The development of targeted baccalaureate programs and a recommendation to approve at least one degree furthers the need to reflect the institution’s revised status as a state college.

Mission and sector changes are implied by this action.

Print material costs of the name change will be absorbed by the institution as it develops new published materials as part of its regular cycles. Other costs will be covered by external, nonstate funds.

## **3. Establishment of a Bachelor of Science with a Major in Applied Environmental Spatial Analysis, Gainesville College**

Approved: The Board approved the request of President Martha T. Nesbitt that Gainesville College (“GVC”) be authorized to establish a Bachelor of Science with a major in Applied Environmental Spatial Analysis, effective October 12, 2005.

Abstract: The Bachelor of Science with a major in Applied Environmental Spatial Analysis proposed by GVC is a composite of newly developed, upper-division courses, some of which are offered through the Geographic Information Science program. Geographic Information Science is integrated with a selection of environmental applications courses with a focus on water resource analysis and management. The major evolved from industry demands and work performed through the Lewis Rogers Institute of Environmental and Spatial Analysis.

Need: Critical water issues facing the State of Georgia include water rights, inter-basin water transfer, saltwater intrusion into coastal aquifers, water supply for agricultural irrigation, drought, water security, lake protection and management, statewide water conservation, and drinking water for several metropolitan areas. To address these issues, a need exists for professionals who are educated in a holistic approach to watershed analysis and management and who possess the

technological skills of geographic information science. The aim of the watershed approach as outlined by the U.S. Environmental Protection Agency is to prevent pollution, achieve and sustain environmental improvements, and meet other goals of the community. According to the Association of American Geographers, job growth will occur for graduates with specialization in geographic information science such that “there is a significant shortfall of 3,000 to 4,000 students per year with significant coursework in environmental spatial analysis.” In addition, the U.S. Department of Labor indicates the worldwide market for geospatial technologies has an estimated \$30 billion potential by 2006.

Objectives: Graduates of the program will be able to conduct watershed investigations and assist in conducting watershed characterization studies of a much larger and complex nature within a team. In addition, other general outcomes of the degree include acquisition of the skills and knowledge to 1) quantify a wide range of physical, chemical, and biological parameters relevant to freshwater research; 2) recognize and diagnose ecological impairments caused by human activities in freshwater streams and wetlands; 3) communicate scientific findings, analyses, and predictions; 4) use geospatial tools and geographic information science-based displays to characterize watersheds, physical habitats, water quality, and the biological integrity of stream ecosystems; and 5) examine biological assemblages in lotic and lentic ecosystems, linking their structure to the landscape context and to human activities that influence the ecosystem.

Curriculum: The 120-semester-hour program is developed to include a firm foundation in science. The curriculum includes courses in remote sensing, application development in geographic information science, cartography and earth measurements, and spatial analysis in geographic information science. In addition, environmental science courses are required in land-use, soil/hydrology, ecology of wetlands and streams, limnology, and aquatic chemistry. The program includes a capstone course concerning watershed characterization.

Projected Enrollment: The institution anticipates enrollments of 71, 78, and 85 during the first three years of the program.

Funding: The program has been developed with new courses at the upper-division level. President Nesbitt has provided verification that funding for the program is available at the institution.

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

#### **4. Establishment of a Major in Interdisciplinary Studies under the Existing Bachelor of Science, Kennesaw State University**

Approved: The Board approved the request of President Betty L. Siegel that Kennesaw State

University (“KSU”) be authorized to establish a major in Interdisciplinary Studies under the Bachelor of Science degree, effective October 12, 2005.

Abstract: KSU proposed a major in Interdisciplinary Studies under the Bachelor of Science degree to provide a focused, interdisciplinary program to prepare graduates for the workplace with multidisciplinary education. The major is appropriate for students motivated by specific interests and unique educational goals that are not represented in traditional majors. The major will allow students maximum flexibility to custom design a curriculum to their personal and career goals. Curricula will be tailored to ensure depth as well as breadth of study. A focused interdisciplinary format provides students with the breadth of study provided by earlier liberal arts programs but with a contemporary focus on two specific disciplines.

Need: Published articles and books indicate that there is a growing trend away from disciplinarity and toward integrating thinking across disciplines. Interdisciplinary degree programs foster cross-disciplinary thought and help build bridges across traditional academic departments. Interdisciplinary education is viewed as the bridge between the liberal arts and the workplace. The need for the program arose from needs articulated by faculty and students and reflects a collaborative, cross-campus group effort, as it was developed by an interdisciplinary group of faculty. Interdisciplinary degrees are one of several popular fields according to the National Center for Education Statistics. KSU conducted a survey on a sample of 435 students. The response indicated that 60% of the students would be moderately or strongly interested in an interdisciplinary degree program.

Objectives: It is anticipated that graduates of the program will exhibit a working knowledge of research applicable to their disciplines and apply this knowledge to current global issues as appropriate for the disciplines, design a research study in an area of choice, exhibit technological proficiencies in various media relevant to their disciplinary study, and critically analyze social and cultural factors of the interrelated disciplines.

Curriculum: The hub of the program is faculty advising and involves weaving existing courses and internships to develop appropriate and necessary knowledge and skills. Students will choose from current course offerings as they create their proposed program of study. After completing university core curriculum requirements, students must take a total of 39 upper-division hours across two different disciplines. Each discipline must have a minimum of 12 upper-division hours. The 120-semester-hour program will utilize an oversight advisory committee format currently used in both the campus honors and master’s degree programs.

Projected Enrollment: The institution anticipates enrollments of 15, 20, and 25 during the first three years of the program.

Funding: The program will be supported through a combination of existing and new courses. President Siegel has provided verification that funding for the program is available at the institution.

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

**5. Establishment of a Major in Educational Administration and Policy under the Existing Doctor of Philosophy, University of Georgia**

Approved: The Board approved the request of President Michael F. Adams that the University of Georgia ("UGA") be authorized to establish a major in Educational Administration and Policy under the Doctor of Philosophy degree, effective October 12, 2005.

Abstract: The program will foster inquiry into the legal, economic, historical, philosophical, social, political, and international contexts of educational policy and practice. The program will prepare a cadre of future scholars and leaders in educational administration and policy for careers in which research and scholarship on educational policy are central activities. The focus of the program is the preparation of students for the professoriate, executive positions in educational administration, and other high-level policy positions. In addition to supporting the National Policy Board for Educational Administration's *Standards for Advanced Programs in Educational Leadership*, the objectives of the doctoral program directly support essential aspects of the Institutional Strategic Plan of UGA and the College of Education.

Need: The program will serve three important needs. First, the doctoral program will help prepare a generation of researchers and executive educational administrators who will fill positions created by faculty retirements, a shortage of highly qualified school administrators, and the need for policy analysts to inform public policy. Second, the program will attract external funding available for policy research. Third, the program will enable UGA to become a leader in the research and analysis of education policy. As educational reform has become a vital component of public policy and has begun to focus on the impact of educational administration on student achievement, the need for policy analysts in public and private agencies has grown. The program will complement other policy-related programs by focusing exclusively on pre-K-12 problems, issues, and practices.

Objectives: The objectives of the program are as follows: 1) to provide students with theoretical and research-based knowledge of educational administration and policy; 2) to educate students in methods of inquiry in educational administration and policy and to advance the systematic, disciplined investigation of the practices of educational administration and policy making; 3) to foster the integration and application of knowledge and modes of inquiry from specializations within educational administration and policy as well as from related cognate disciplines as they bear on the analysis of educational administration and policy in pre-K-12 settings; and 4) to promote the generation and dissemination of academic knowledge in educational administration and policy for broad social benefit.



Curriculum: The curriculum will provide students with a robust understanding of definitive dimensions of educational administration and policy and pertinent social and behavioral sciences, as well as expertise in one research methodology and working knowledge of a second. The curriculum is comprised of the following components: 1) educational administration and policy core, 2) cognate graduate study, 3) specialization, 4) research methodology, 5) dissertation, and 6) an apprenticeship in academe or internship in educational administration and policy. The program will be housed in the Department of Educational Administration and Policy.

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

Funding: The program will be supported through a combination of existing and new courses. President Adams has provided reverification that funding for the program is available at the institution.

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

## **6. Establishment of a Master of Science in Nursing with a Major in Clinical Nurse Leadership, Medical College of Georgia**

Approved: The Board approved the request of President Daniel W. Rahn that the Medical College of Georgia ("MCG") be authorized to establish a Master of Science in Nursing with a major in Clinical Nurse Leadership, effective October 12, 2005.

Abstract: Clinical nurse leadership is a new nursing role endorsed by the American Association of Colleges of Nursing. The program will be a second degree, accelerated nursing program for individuals already possessing a baccalaureate or higher degree in another nonnursing field or profession. The program was developed to positively impact shortages in the nursing workforce. The program will not require students to attain a baccalaureate degree in nursing before matriculating into the master's level program. The degree has been identified as a pathway to attract and educate students to become competent nurse clinicians in outcomes-based practice to facilitate quality improvement strategies for enhancing patient healthcare. The program will support the *Healthy People 2010* objective of "access to quality health services" by increasing the workforce pool and intellectual capital of new nursing graduates throughout the state.

Need: Reports on the nursing shortage and its impact on medical errors have led to many initiatives in an attempt to improve the quality and number of nurses entering the profession. It is anticipated that the Clinical Nurse Leadership major will attract high-quality students into nursing and allow the

profession to better fulfill employer demands. The Georgia Hospital Association reports a 13% vacancy rate for registered nurses statewide. The Georgia Department of Labor projects a need for approximately 30,000 additional registered nurses by year 2010. In addition, the U.S. Department of Health and Human Services projects the demand for registered nurses in the State of Georgia to be approximately 59,000 by year 2005, 65,000 by year 2010, and 72,000 by year 2015. The proposed program will address current nursing shortage issues in Georgia by providing an innovative program to supply nurse clinicians to meet acute shortages.

Objectives: The Clinical Nurse Leadership program is designed to educate and prepare students to gain the competencies and skills needed as clinical nurses to impact patient and healthcare delivery. The goals of the program are to prepare students to become nurse clinicians in an accelerated learning environment. In addition, the program will prepare graduates who create an environment of clinical excellence and engage in peer practice through an interdisciplinary healthcare team. The program will provide the essential nursing knowledge needed for the registered nurse licensure examination (NCLEX). Further, the Clinical Nurse Leadership program will be the initial entry point for the future advancement of graduates to the Doctor of Nursing Practice program. The Clinical Nurse Leadership major is not intended to replace MCG's existing Bachelor of Science in Nursing but, rather, will increase the number of nurses in the workforce.

Curriculum: The program will require a waiver to degree length to accommodate pedagogical and clinical content in an accelerated format. The 60-semester-hour program will require students to attend the institution on a full-time basis. The content of each semester is sequential as the student progresses through the program. Students will be required to begin taking courses in pathophysiology, introduction to epidemiology, nursing therapeutics, and professional nursing and will progress to courses in integrated healthcare, clinical leadership and management, and multi-system and high-acuity nursing practice. The last semester, generally the fourth semester in this accelerated program, is a clinical residency during which the student will be engaged in an intense, nurse-precepted clinical experience.

Projected Enrollment: The institution anticipates enrollments of 16, 40, and 56 during the first three years of the program.

Funding: The program will be supported through a combination of existing and new courses. President Rahn has provided reverification that funding for the program is available at the institution.

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

7. **Establishment of a Master of Arts in Teaching with a Major in French, Major in German, and Major in Spanish, University of West Georgia**

Approved: The Board approved the request of President Beheruz N. Sethna that the University of West Georgia (“UWG”) be authorized to establish a Master of Arts in Teaching with a major in French, major in German, and major in Spanish, effective October 12, 2005.

Abstract: Consistent with the Regents’ Principles for the Preparation of Educators for the Schools, the program was developed in the Department of Foreign Languages and Literatures in conjunction with the Department of Curriculum and Instruction in the College of Education. It is projected that the program will support increases in language teachers in ways consistent with the initiative to increase the number and diversity of teachers in the State of Georgia. The applied linguistics component of the program meets the needs of both English as a second language endorsement students and language certification students. The program has been designed to meet the needs of novice teachers who have a background in the language they wish to teach but who lack preparation in educational theory and pedagogy and in-depth knowledge of the literature, cultures, and linguistic structures of the target language. Teacher candidates who complete this degree will receive an inscription of Master of Arts in Teaching in Spanish, Master of Arts in Teaching in French, or Master of Arts in Teaching in German on their diplomas.

Need: Between fiscal years 2004 and 2006, the Georgia Professional Standards Commission projects that it will issue 332 provisional and probationary certificates in French and Spanish with an additional 66 in English as a second language. All of these teachers must meet the requirements for a clear and renewable certificate, or they will not be permitted to continue teaching in the classroom. In the West Georgia demographic area, at least 230 permits, provisional and probationary, were issued. Based upon surveys conducted by UWG, respondents would have preferred to enroll in a master’s program that simultaneously led to clear and renewable certification because enrollment in such a program would qualify a student for financial aid, prepare candidates for the classroom, and provide a cost-effective means of combining a master’s program with certification option.

Objectives: Upon completion of the program, the teacher will be able to 1) design lesson and unit plans that are consistent with state and national standards for foreign language learning, 2) engage in reflective practices to assesses student learning, 3) demonstrate advanced knowledge of the cultural and linguistic products and practices of target cultures, 4) demonstrate advanced knowledge of ways to incorporate the cultural and linguistic products of the target cultures into language classrooms in pedagogically appropriate ways, and 5) work with diverse populations of students, parent, and teachers both within and beyond the school setting.

Curriculum: The 36-semester-hour program will require a professional education sequence, specialization in language education, and specific content area sources. The culminating experience, either the master’s thesis or an expanded research paper, will provide information regarding the student’s development during the program of study.

Projected Enrollment: Enrollment projections will be based upon current postbaccalaureate enrollments plus estimates that take into account the availability of financial aid to students. Such projections will include an attrition rate of 5% from year to year.

Funding: The program will be supported through a combination of existing and new courses. President Sethna has provided reverification that funding for the program is available at the institution.

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

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

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

## **9. Reorganization of Institutional Units, Augusta State University**

Approved: The Board approved the request of President William A. Bloodworth, Jr. that Augusta State University ("AUSU") be authorized to reorganize institutional units, effective October 12, 2005.

Abstract: AUSU requested approval to reorganize administrative units within the institution to comprise the following changes: 1) eliminate the position of Vice President for University Advancement, 2) change the title of the position of Director of Development and Alumni Relations, and 3) change nomenclature from "University Advancement" to "Development and Alumni Relations." The organizational changes reflect a consolidation of services offered through alumni relations and development.

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

The Committee on Finance and Business Operations met at approximately 2:00 p.m. on Tuesday, October 11, 2005, in room 216 of the Student Center on the campus of Southern Polytechnic State University. Committee members in attendance were Chair W. Mansfield Jennings, Jr., Vice Chair Patrick S. Pittard, and Regents Julie Ewing Hunt, Wanda Yancey Rodwell, Richard L. Tucker, and Joel O. Wooten, Jr. Chair Jennings reported to the Board on Wednesday that the Committee had reviewed one item, which required action. Item 2, an information item, was presented to the Committee on Finance and Business Operations as a Committee of the Whole during the full Board

meeting on Wednesday, October 12, 2005. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

**1. Amendment to the University System of Georgia Budget for Fiscal Year 2006**

Approved: The Board approved an increase to the University System of Georgia state funds budget by \$10,482,554 in tobacco funds.

Background: The General Assembly passed House Bill 85, the Appropriations Act for Fiscal Year 2006, during the 2005 legislative session, which appropriated a total of \$1,802,315,144 in state funds to the University System of Georgia. These funds included tobacco funds in the amount of \$5,750,000. In prior years, the University System of Georgia budget included funds for the Georgia Cancer Coalition, which was administratively attached to the University System of Georgia. House Bill 85 transferred the funding for the Georgia Cancer Coalition from the University System of Georgia to the Governor's Office of Planning and Budget. Subsequently, the Governor transferred funding for the Georgia Cancer Coalition back to the University System of Georgia by executive order. Therefore, the tobacco funds budget of \$5,750,000 is now being increased by \$10,482,554 for the Georgia Cancer Coalition for fiscal year 2006.

**2. Information Item: Conceptual Model for Performance Funding**

The Vice Chancellor for Fiscal Affairs, William R. Bowes, presented an overview of the University System of Georgia's conceptual model for performance funding to the Committee on Finance and Business Operations as a Committee of the Whole on Wednesday, October 12, 2005. (See pages 19 to 25.)

**COMMITTEE ON REAL ESTATE AND FACILITIES**

The Committee on Real Estate and Facilities met on Tuesday, October 11, 2005, at approximately 2:00 p.m. in the Student Center Ballroom on the campus of Southern Polytechnic State University. Committee members in attendance were Regents Michael J. Coles, Donald M. Leebern, Jr., and Elridge W. McMillan. Board Chair and Ex-Officio Committee member J. Timothy Shelnut, Jr. was also in attendance. Regent Leebern reported to the Board on Wednesday that the Committee had reviewed 14 items, 13 of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

**1. Naming of the "Hugh C. Bailey Science Center," Valdosta, Valdosta State University**

Approved: The Board approved the naming of the Biology/Chemistry Building at Valdosta State University ("VSU") the "Hugh C. Bailey Science Center" in recognition of Dr. Hugh C. Bailey, VSU's sixth President, who served the institution with distinction for 23 years (1978-2001).

Understandings: The Biology/Chemistry Building was completed in 2001 during the last year of Dr. Bailey's tenure as President. The \$22.4 million facility is 148,165 square feet and features a three-story atrium, 22 teaching and 19 research laboratories, 2 greenhouses, 11 classrooms, 2 auditoriums, 2 conference rooms, and 41 offices.

Dr. Bailey came to VSU in 1978 and, during 23 years of service, handed out more than 26,000 degrees to students. He presided over the institution's most dramatic period of growth in its 99-year history, including the transition from Valdosta State College to Valdosta State University on July 1, 1993. His efforts were influential in VSU's becoming one of Georgia's two regional universities.

Under President Bailey's leadership, VSU academic standards increased and new programs were added, including the Master of Business Administration, Master of Public Administration, Master of Social Work, Master of Library and Information Science, and Doctor of Education.

Construction and renovations during President Bailey's tenure surpassed the \$60 million mark, including the Biology/Chemistry Building, \$3.3 million Special Education and Communication Disorders Building (opened 2000), \$9.7 million Student Recreation Center, and the beginning of the \$14.2 million addition to the Odum Library.

President Bailey worked to enhance educational services to South Georgians and supervised the installation of a million-dollar satellite uplink facility that brings educational programs to a world audience. He was a pioneer in the area of distance learning and established off-site classes at Kings Bay Naval Base in Georgia.

## **2. Naming of the "Russell A. Blanchard Fountain," Augusta, Augusta State University**

Approved: The Board approved the naming of the fountain at the Walton Way entrance to Augusta State University ("AUSU") the "Russell A. Blanchard Fountain" in recognition of Mr. Russell A. Blanchard for this outstanding service and commitment of time and resources to AUSU.

Understandings: Mr. Blanchard graduated from the then Junior College of Augusta in 1928, and 40 years later, he received the first distinguished alumnus award given by the college. He is also a graduate of the Stonier Graduate School of Banking at Rutgers University. In 1963, he helped to charter the Augusta College Foundation and served as its first chair, a position he held until 1974.

A long and distinguished career in banking began in 1927, when Mr. Blanchard was employed by the Georgia Railroad Bank and Trust Company. He rose to the position of bank president in 1969 and vice chairman in 1971. He served as president of the Georgia Bankers Association, as a member of the American Bankers Association, and as a member and president of the State Bank Division.

Mr. Blanchard is past president of the Rotary Club of Augusta, three times past president of the United Fund of Augusta, and past director of the Finance committee of the Chamber of Commerce. He was also an organizer of the North Augusta Chamber of Commerce.

In 1998, Mr. Blanchard was awarded the honorary Doctor of Human Letters by AUSU, and in 2005, he received the President's Award. He is a trustee of the Augusta State University Foundation, Inc. In 2001, he established the Russell A. Blanchard Endowment within the AUSA College of Business Administration.

**3. Demolition, Ground Lease and Rental Agreement, Student Housing, Americus, Georgia Southwestern State University**

Approved: The Board declared approximately 5.87 acres of real property on the campus of Georgia Southwestern State University ("GSSU"), Americus, no longer advantageously useful to GSSU or other units of the University System of Georgia but only to the extent and for the purpose of allowing this real property to be leased to GSSU Foundation Housing, LLC, (the "LLC") for the purpose of constructing and owning housing facilities containing approximately 634 student housing beds, parking for approximately 126 cars, and site amenities.

The Board authorized the execution of a ground lease, including necessary access, use, and construction easements and encroachments, between the Board of Regents, Lessor, and the LLC, Lessee, for the above-referenced approximately 5.87 acres of real property on the campus of GSSU for a period not to exceed 32 years (not to exceed 30 years from the date the LLC obtains a certificate of occupancy for the North Zone housing containing approximately 231 student housing beds and providing a construction period of not more than 2 years) with an option to renew for up to an additional 5 years should there be debt outstanding at the end of the original ground lease term, for the purpose of constructing and owning housing facilities containing approximately 634 student housing beds, parking for approximately 126 cars, and site amenities.

The Board authorized the execution of a rental agreement between the LLC, Landlord, and the Board of Regents, Tenant, for housing facilities, associated parking, and site amenities for the period commencing on execution of the above-referenced ground lease and ending the following June 30 for Jacob and Prance Halls at a monthly rent not to exceed \$1.00 with options to renew on a year-to-year basis for up to 32 consecutive one-year periods (not to exceed 30 years from the date the LLC obtains a certificate of occupancy for the North Zone housing) with rent increasing to a total monthly rent not to exceed \$76,400 (\$ 916,800 per year annualized) on the first day of the first month after the LLC obtains a certificate of occupancy for the South Zone housing containing approximately 403 student housing beds, associated parking, and site amenities and further increasing to a total monthly rent not to exceed \$134,000 (\$ 1,608,000 per year annualized) on the first day of the first month after the LLC obtains a certificate of occupancy for the North Zone housing of approximately 231 student housing beds, associated parking, and site amenities (the total

development containing approximately 634 student housing beds, including parking for approximately 126 cars, and site amenities) with rent increasing no more than 3% for each option period exercised after occupancy of the total development.

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

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

The Board declared Jacob Hall and Prance Hall to be no longer advantageously useful to GSSU or other units of the University System of Georgia and authorize the demolition and removal of these buildings.

The Board requested that the Governor issue an Executive Order authorizing the demolition and removal of these buildings from the campus of GSSU.

The demolition of these buildings is subject to satisfactory completion of environmental review prior to issuance of the Executive Order.

Understandings: In October 1997, the Board passed a student housing policy that requires the preparation of a comprehensive plan for student housing together with a financial plan to support housing program objectives. GSSU has developed a comprehensive plan that is consistent with the policy. GSSU presented a comprehensive student housing plan to the Committee on Real Estate and Facilities at its November 2004 meeting.

The GSSU housing plan is phased to accommodate the demolition of Jacob and Prance Halls while maintaining current occupancy during the construction process. Construction of South Zone housing containing 403 beds will be completed and ready for occupancy by August 2006. Until the South Zone housing containing 403 beds is completed, Jacob and Prance Halls will be rented out of the ground lease premises for a nominal sum. Upon obtaining a certificate of occupancy for the South Zone housing 403 beds, Jacob and Prance Halls will be released for demolition. The North Zone housing containing 231 beds will be completed and ready for occupancy by August 2007.

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

#### **4. Demolition, Ground Lease and Rental Agreement, Student Housing, Cochran, Middle Georgia College**

Approved: The Board declared approximately 8.76 acres of real property on the campus of Middle Georgia College ("MGC"), Cochran, no longer advantageously useful to MGC or other units of the



University System of Georgia but only to the extent and for the purpose of allowing this real property to be leased to MGC Real Estate Foundation, LLC (the “LLC”) for the purpose of constructing and owning housing facilities containing approximately 716 student housing beds, parking for approximately 400 cars, and site amenities.

The Board authorized the execution of a ground lease, including necessary access, use, and construction easements and encroachments, between the Board of Regents, Lessor, and the LLC, Lessee, for the above-referenced approximately 8.76 acres of real property on the campus of MGC for a period not to exceed 32 years (not to exceed 30 years from completion of construction of all 716 student housing beds and providing a construction period of not more than 2 years) with an option to renew for up to an additional 5 years should there be debt outstanding at the end of the original ground lease term, for the purpose of constructing and owning housing facilities containing approximately 716 student housing beds, parking for approximately 400 cars, and site amenities.

The Board authorized the execution of rental agreements between the LLC, Landlord, and the Board of Regents, Tenant, for housing facilities, associated parking and site amenities for the period commencing on execution of the above-referenced ground lease and ending the following June 30 for Harris Hall at a monthly rent not to exceed \$1.00 with options to renew on a year-to-year basis for up to 32 consecutive one-year periods (not to exceed 30 years from the date the LLC obtains a certificate of occupancy for Harris Apartments and Georgia Academy of Mathematics Engineering and Science [“GAMES”] housing) with rent increasing to a total monthly rent not to exceed \$56,300 (\$ 675,600 per year annualized) on the first day of the first month after the LLC obtains a certificate of occupancy for the Gateway housing containing approximately 300 beds, associated parking and site amenities, and further increasing to a total monthly rent not to exceed \$142,000 (\$1,704,000 per year annualized) on the first day of the first month after the LLC obtains a certificate of occupancy for the Harris Apartments and GAMES housing of approximately 416 beds, associated parking, and site amenities (the total development containing approximately 716 student housing beds, parking for approximately 400 cars, and site amenities) with rent increasing no more than 3% for each option period exercised after occupancy of the total development.

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

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

The Board declared building 270 Cook Road residence, building 272 print shop, and Harris Hall at MGC to be no longer advantageously useful to MGC or other units of the University System of Georgia and authorize the demolition and removal of these buildings.

The Board requested that the Governor issue an Executive Order authorizing the demolition and removal of these buildings from the campus of MGC.

The demolition of these buildings is subject to satisfactory completion of environmental review prior to issuance of the Executive Order.

Understandings: In October 1997, the Board passed a student housing policy that requires the preparation of a comprehensive plan for student housing together with a financial plan to support housing program objectives. MGC has developed a comprehensive plan that is consistent with the policy. MGC presented a comprehensive student housing plan to the Committee on Real Estate and Facilities at its September 2004 meeting.

The MGC housing plan is phased to accommodate the demolition of Harris Hall while maintaining current occupancy during the construction process. Construction of gateway housing containing 300 beds will be completed and ready for occupancy by August 2006. Until the gateway housing containing 300 beds is completed, Harris Hall will be rented out of the ground lease premises for a nominal sum. Upon obtaining a certificate of occupancy for the gateway housing 300 beds, Harris Hall will be released for demolition. The Harris Apartments and GAMES housing containing 416 beds will be completed and ready for occupancy by August 2007.

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

**5. Acquisition of Real Property, 15<sup>th</sup> Street and Laney Walker Boulevard, Augusta, Medical College of Georgia**

Approved: The Board authorized the purchase of approximately 0.59 acre of real property located at 1513 Laney Walker Boulevard and 1109 Fifteenth Street, Augusta, from Augusta Capitol, LLC and Gray Investments, LLC for \$208,000 for the use and benefit of the Medical College of Georgia (“MCG”).

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

Understandings: Acquisition of this real property is consistent with the MCG master plan, which provides that future parking supply must provide 1,900 additional spaces by 2007.

This real property is vacant. Approximately \$148,000 of improvements will be made for use as a parking lot for approximately 80 to 100 vehicles.

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

Three independent appraisals of the real property are as follows:

<u>Appraiser</u>	<u>Appraised Value</u>	<u>Average</u>
William E. Hollingsworth, MAI, Augusta	\$225,000	
Ashby R. Krouse, III, MAI, Augusta	\$193,000	\$211,000
Elzie W. Reece, II, MAI, Augusta	\$215,000	

There are no known easements, reversions, or restrictions on the real property.

Funding for the purchase is from MCG auxiliary reserve funds.

**6. Revision to Paine College Property Sale Agreement, Augusta, Medical College of Georgia**

Approved: The Board approved the sale of approximately 0.69 acre of real property at 1247 Fifteenth Street, Augusta, to Paine College without reversion.

*Note: Board Chair J. Timothy Shelnut, Jr. abstained from voting on this item.*

Understandings: In February 2001, the Board approved a lease and sale of the above-referenced property to Paine College subject to a reversion, but the parties never entered into the lease. At this time, Paine College desires to purchase the real property outright. Since there is no longer a lease and sale, the reversion is not required.

All other terms of the sale as approved by the Board in February 2001 remain in effect.

**7. Rental Agreements, 3391 Town Point Drive, Kennesaw, Kennesaw State University**

Approved: The Board authorized the execution of a rental agreement between the Kennesaw State University Foundation, Inc. (the "Foundation"), Lessor, and the Board of Regents of the University System of Georgia, Lessee, for approximately 7 acres of vacant land adjacent to 3391 Town Point Drive, Kennesaw, for the period October 1, 2005, through June 30, 2006, at a monthly rent of \$13,192.45 (\$158,309.28 per year annualized) with options to renew on a year-to-year basis for up to 25 consecutive one-year periods (the total not to exceed 25 years from the commencement date) with rent increasing no more than 2% for each option period exercised for the use of Kennesaw State University ("KSU").

The Board authorized the execution of a rental agreement between the Foundation, Landlord, and the Board of Regents of the University System of Georgia, Tenant, for approximately 93,849 square feet of office space at 3391 Town Point Drive, Kennesaw, for the period October 1, 2005 through June 30, 2006, at a monthly rent of \$92,527.86 (\$1,110,334 per year annualized/\$11.83 per square

foot) with options to renew on a year-to-year basis for up to 25 consecutive one-year periods (the total not to exceed 25 years from the commencement date) with rent increasing no more than 2% for each option period exercised for the use of KSU.

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

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

Understandings: These rental agreements will allow program movement that will free office and classroom space on the main campus and at the KSU Center. No other suitable office or classroom space has been determined to be available on campus or within the University System within the area, and additional parking will be required as this existing building is converted to academic use.

KSU will initially rent 23,532 square feet for use by the Bagwell College of Education. As existing tenant leases expire, KSU will lease these additional spaces.

Operating costs, including taxes, insurance, utilities, maintenance, repair, janitorial services, trash removal, pest control, security, and management fee, are estimated to be \$161,279 for the initial 23,532 square feet to be occupied.

The funding sources for rent and operating costs are Foundation funds, university operating funds, and university parking funds.

The agreements approved by the Board in April 2005 for the fourth floor of this building will be terminated.

The Foundation is in the process of acquiring 3391 Town Point and the 7 acres of adjacent land and will complete this transaction upon Board approval of these agreements. At the end of the terms of the rental agreements, the land and all improvements will become the property of the Board of Regents.

#### **8. Rental Agreement, 220 College Avenue, Athens, University of Georgia**

Approved: The Board authorized the execution of a rental agreement between the 220 College Avenue, LLC, Landlord, and the Board of Regents, Tenant, for approximately 3,233 square feet of office space located at 220 College Avenue, Athens, for the period October 1, 2005, through June 30, 2006, at a monthly rental of \$5,927.17 (\$71,126 per year/\$22.00 per square foot per year) with options to renew on a year-to-year basis for four consecutive one-year periods at the same rent rate for the use of the University of Georgia ("UGA").

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

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

Understandings: This lease will free space on South Campus for the Enterprise Informational Technology Service (“EITS”) department, which is overcrowded. The Office of the Chief Information Officer, which is the administrative arm of EITS, is well suited to be close to other administrative functions on North Campus.

All operating costs are included in the rent rate.

**9. Adoption of Statement of Permanence, Old Governor’s Mansion, Milledgeville, Georgia College & State University**

Approved: The Board adopted the following statement of permanence affirming the Old Governor’s Mansion as an educational and historical museum to be used on a continuing and permanent basis:

“Resolved, that the Old Governor’s Mansion in Milledgeville has been part of the campus of Georgia College & State University since the University was founded as the Georgia Normal & Industrial College in 1889; that the Mansion has been maintained and operated continuously by the University since that time; and that the Mansion is a continuing permanent operation of the University.”

The resolution was necessary to meet national accreditation standards of the American Association of Museums.

Understandings: Designed by Irish architect Charles Cluskey, the Old Governor’s Mansion was completed in 1838 and served as the home of nine governors and their families. It was the seat of executive power for the State of Georgia during several turbulent periods in Georgia history, from the removal of the Cherokees in the 1830s to the Civil War in the 1860s. The building and the surrounding 20-acre Penitentiary Square were given to the newly established Georgia Normal and Industrial College (now Georgia College & State University) in 1889 with the Old Governor’s Mansion serving as the college’s first dormitory.

The Old Governor’s Mansion is also considered one of the finest examples of High Greek Revival architecture in the country. The Old Governor’s Mansion is listed on the National Register of Historic Places and became a National Historic Landmark in 1973. The building has recently undergone an extensive \$10 million restoration project with funding both from the State of Georgia and The Robert W. Woodruff Foundation, Inc. Upon project completion in May 2005, the restoration project was the recipient of two prestigious historic preservation awards from the

Georgia Trust for Historic Preservation (the “Trust”): the Marguerite Williams Award, the Trust’s highest award, and the Excellence in Restoration Award.

**10. Conceptual Approval, Learning Center, University of Georgia, Griffin Campus**

Approved: The Board approved in concept the development of a learning center (the “Center”) facility on the Griffin Campus, University of Georgia (“UGA”), with a total project budget of approximately \$10,000,000 to be funded by Spalding County through a Special Purpose Local Option Sales Tax (“SPLOST”).

Understandings: Spalding County desires to fund the Center on the Griffin Campus of UGA to provide space for the university’s teaching program. Spalding County intends to seek \$10,000,000 through a November 8, 2005, SPLOST referendum to finance this development.

An intergovernmental memorandum of agreement will be entered into between the Board and Spalding County. This agreement will provide that Spalding County seek \$10,000,000 SPLOST funding, that the Board identify a suitable site on the Griffin Campus for the Center, that the parties will enter into a ground lease, and that the Board will provide oversight during the facility development process. UGA will utilize the Center to conduct classes in its undergraduate teaching program and for other educational purposes.

The estimated construction cost is \$8,500,000, and the total project budget is \$10,000,000. SPLOST funds will provide all funding for this project.

If the SPLOST referendum passes, the University System Office staff and UGA will proceed with the selection of appropriate professional consultants.

Further action by the Board will be requested to approve the terms of the ground lease, rental agreement, operating agreements, and other agreements necessary for development and operation of the facility.

**11. Authorization of Project No. BR-10-0605, Renovation of Oglethorpe Dining Hall, Athens, University of Georgia**

Approved: The Board authorized Project No. BR-10-0605, Renovation of Oglethorpe Dining Hall, University of Georgia (“UGA”), with a total project budget of approximately \$1,510,300 to be funded from auxiliary reserve funds.

Understandings: The University of Georgia Food Services meal plan is a voluntary meal plan program with a 112% participation ratio in relation to the actual number of students living in on-campus housing.

The renovation project will include complete demolition and new construction of the serving and seating areas. This work will include new floor finishes, ceiling and wall finishes, and 11 new food services areas. The renovation project will also include new electric, plumbing, and heating and air conditioning systems. In addition to the serving and seating areas, the kitchen will be updated to include a new tray accumulation system, new flooring, and a storage area.

The estimated construction cost is \$1,300,000, and the total project budget is \$1,510,300. Auxiliary reserve funds will provide all funding for this project.

The University System Office staff and UGA will proceed with the selection of appropriate professional consultants in accordance with Board of Regents procedures.

**12. Authorization of Project No. BR-10-0606, Boiler No. 5 Air Pollution Control Project, Athens, University of Georgia**

Approved: The Board authorized Project No. BR-10-0606, Boiler No. 5 Air Pollution Control Project, University of Georgia (“UGA”), with a total project budget of approximately \$2,550,000 to be funded from physical plant funds.

Understandings: On September 11, 2004, the U.S. Environmental Protection Agency published the final rule of the National Emissions Standards for Hazardous Air Pollutants for Industrial, Commercial, and Institutional Boilers and Process Heaters. Facilities subject to this rule must meet specific emissions performance levels.

This upgrade involves the installation of pollution control equipment, a 130-foot smoke stack with steel towers, an elevator, and duct work, which will all be tied into an electrical circuit board.

Completion of this project will allow UGA to be exempted from additional air-monitoring and record-keeping requirements imposed by federal and state regulatory agencies.

The estimated construction cost and total project budget is \$2,550,000. Physical plant funds will provide all funding for this regulatory compliance project.

The University System Office staff and UGA will proceed with the selection of appropriate professional consultants in accordance with Board of Regents procedures.

**13. Authorization of Project No. BR-10-0603 and Right of Entry Agreement, Basketball and Gymnastics Practice Facility, Athens, University of Georgia**

Approved: The Board authorized Project No. BR-10-0603, Basketball and Gymnastics Practice Facility, University of Georgia (“UGA”), with a total project budget of approximately \$30,000,000

funded through the sale of bonds by the University of Georgia Athletic Association Inc. (the “UGA AA”).

The Board granted a site license to the UGA AA for the time period necessary to design and construct this project.

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

In anticipation of completion of construction, an amendment to the agreement between the Board of Regents and the UGA AA to fix the amount of compensation to be charged for use of this facility in accordance with the O.C.G.A. § 20-3-78 through 80 will be presented to the Board of Regents for consideration.

Understandings: The process for approval of this project has been a transitional work-in-progress while the Board of Regents’ role in the authorization of UGA AA projects has been clarified. A relational timeline of key milestones for UGA AA projects has been provided to UGA and the UGA AA for use on all future projects.

The UGA AA was established by legislative act in 1949 to support the athletic needs of UGA and to that end strives to provide excellent and equitable environments for all sports at UGA. One of the guiding principles of the UGA AA is to establish an environment that fosters student-athlete welfare and enhances the overall student-athlete experience. Premier facilities are a key part of achieving both goals.

The current team facilities for men’s basketball, women’s basketball, and gymnastics are inadequate and disjointed. The existing strength and conditioning room, as well as the current practice area for gymnastics, are undersized and present a Title IX compliance issue.

To alleviate the aforementioned issues, the UGA AA proposes a new two-level, 120,000-square-foot Basketball and Gymnastics Practice Facility. The facility will include practice gymnasiums and locker rooms for men’s basketball, women’s basketball, and gymnastics, along with associated adjacent offices. The facility will also include a multi-sport strength and conditioning area and associated support spaces.

The total project budget for construction of the new facility is \$30,000,000. The construction cost is approximately \$21,100,000 (\$175 per gross square foot). The UGA AA financing is through the sale of local development authority bonds. The UGA AA board of directors approved this project and the associated bond financing at its meeting on January 10, 2005.

The next update and/or major revision of the UGA master plan will address the programs under the



auspices of the UGA AA and will include appropriate incorporation of programmatic needs. In accordance with the University System of Georgia Template and Guidelines for Campus Master Planning, the UGA AA will be included as a constituent in the process.

A Georgia Environmental Policy Act evaluation has been completed indicating that the project will not create any significant adverse environmental effects.

The Association plans to use the traditional design-bid-build delivery method for the project. They have selected the Atlanta firm of Collins Cooper Carusi Architects and propose to use the firm on the project. General contractors will be prequalified to bid on the project. The UGA AA has hired Mr. John Casey to provide construction administration services on the project under the auspices of the Office of University Architects for Facilities Planning.

#### **14. Information Item: Update on Sale of Chancellory, University System of Georgia**

The Assistant Vice Chancellor for Facilities (Real Property and Administration), Peter J. Hickey, presented information to the Committee concerning the sale of the Chancellory. He reported that following the Board's decision at the September 2005 Board meeting to sell the Chancellory and establish instead a housing allowance for the next Chancellor, staff began the process to sell the Chancellory. They have identified several realtors to consider assisting in this process. The realtors have toured the property. Staff are in the process of interviewing the realtors and hope to have these interviews completed by the end of this week. Their goal is to have the property available for showing by the beginning of November.

#### **COMMITTEE ON ORGANIZATION AND LAW**

The Committee on Organization and Law met on Tuesday, October 11, 2005, at approximately 11:00 a.m. in room 215 of the Student Center on the campus of Southern Polytechnic State University. Committee members in attendance were Chair James R. Jolly, Vice Chair Joel O. Wooten, Jr., and Regents Connie Cater and Elridge W. McMillan. Chair Jolly reported to the Board on Wednesday that the Committee had nine applications for review; of these, eight were denied, and one was continued. In accordance with H.B. 278, Section 3 (amending O.C.G.A. § 50-14-4), an affidavit regarding this Executive Session is on file with the Chancellor's Office. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

##### **1. Applications for Review**

- a. In the matter of Dr. Stuart Taylor at Georgia State University, concerning grievance petitions, the application for review was denied.

- b. In the matter of Leroy Baldwin at Atlanta Metropolitan College, concerning disciplinary sanctions imposed by the president, the application for review was continued for further consideration.
- c. In the matter of file no. 1792 at the Medical College of Georgia, concerning dismissal from the nursing program, the application for review was denied.
- d. In the matter of Lucy E. Taylor at South Georgia College, concerning termination of employment, the application for review was denied.
- e. In the matter of Debra Jacobs at South Georgia College, concerning termination of employment, the application for review was denied.
- f. In the matter of Betty New at Albany State University, concerning removal from position as Interim Director of Alumni Affairs, the application for review was denied.
- g. In the matter of Rita Wade at Abraham Baldwin Agricultural College, concerning grievance of the decision to change employment status and salary from 12 months to 10 months and grievance of the decision to set the salary and administer the search and selection process for the Director of Student Support Services, the application for review was denied.
- h. In the matter of Virginia H. Luttrell at the Georgia Institute of Technology, concerning termination of employment, the application for review was denied.
- i. In the matter of file no. 1798 at Macon State College, concerning sanctions imposed by the institution, the application for review was denied.

## **COMMITTEE ON INFORMATION AND INSTRUCTIONAL TECHNOLOGY**

The Committee on Information and Instructional Technology met on Tuesday, October 11, 2005, at approximately 2:40 p.m. in the Student Center Ballroom on the campus of Southern Polytechnic State University. Committee members in attendance were Vice Chair Joel O. Wooten, Jr. and Regents W. Mansfield Jennings, Jr. and Doreen Stiles Poitevint. Regents Connie Cater, Julie Ewing Hunt, James R. Jolly, and Elridge W. McMillan were also in attendance. Vice Chair Wooten reported to the full Board on Wednesday that the Committee had reviewed two items, neither of which required action. Those items were as follows:

### **1. Information Item: Discussion of Revisions to the Committee on Information and Instructional Technology Task Statement**

At the September meeting of the Committee, Chair Hugh A. Carter, Jr. circulated the Committee on Information and Instructional Technology Task Statement, which was originally approved in October 2000 when the Committee was established. He asked the members to review this document and to suggest changes and/or modifications. At this meeting, the Committee discussed possible revisions to this document that may be brought back for action at a future meeting of the Board. A final draft will be brought back to the Committee for action at a future meeting.

## **2. Information Item: Update on Major Information and Instructional Technology Systems**

As the University System of Georgia relies increasingly on technology systems and services provided by the Office of Information and Instructional Technology (“OIIT”), future directions and decisions become critical to the System’s success in providing high-quality instruction, research, and service. The Vice Chancellor for Information and Instructional Technology and Chief Information Officer, Randall A. Thursby, reviewed the major systems and applications supported by OIIT, including PeachNet (Systemwide network), WebCT™ (course management system), Georgia Library Learning Online (“GALILEO”), Banner (student information system), and PeopleSoft (human resources, payroll, finance, etc.) with respect to each one’s description, value, and current status. This review highlighted recent accomplishments and significant challenges, such as getting network fiber to all campuses; maintaining and improving support for academic applications such as WebCT™ and GALILEO; choosing and then implementing the appropriate human resources, payroll, and financials application; and attracting and retaining highly skilled personnel.

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

After the Committee meeting reports, Interim Chancellor Cummings gave her first report to the Board, which was as follows:

Thank you, Chairman Shelnut. First, it’s a pleasure to have the opportunity to visit this dynamic institution and meet the people who make it work. My thanks to all of those who have made our visit to Southern Polytechnic State University (“SPSU”) possible, especially President Lisa Rossbacher and her wonderful students, administration, faculty, staff, and institutional supporters and stakeholders. I know how much advance work goes on behind the scenes to host the Regents’ meeting, and I appreciate your efforts to make us feel at home. I also want to thank ABL Management for their hospitality in hosting a wonderful dinner for us last night. We are fortunate to have such generous and dedicated supporters of the institution and System. To all at SPSU, you have done a superb job and deserve our sincere thanks and appreciation.

Now, let’s turn to my inaugural Chancellor’s report. I thank this Board for your support and your confidence in selecting me to serve as your Interim Chancellor. It is an extraordinary

honor and privilege to have the opportunity to serve the University System of Georgia and my native state in this capacity. Chairman Shelnut, your remarks yesterday were eloquent and inspiring. I deeply appreciate this honor as a professional, a woman, and an African-American.

Some of you have been appointed to the Board after I became Senior Vice Chancellor, so you didn't get to hear my background. I'd like to tell a little of my background. I grew up in Decatur, Georgia, which was then a small suburb east of Atlanta. I am the oldest of five children. My mother was a stay-at-home mom who raised us and taught all five of us to read before the age of five. I was the kid that read the dictionary and the set of encyclopedias from cover to cover while convincing my mom that it was fine for a six- or seven-year-old to have a BB gun. My father was one of the first African-American men to work at General Motors. Yet, he kept his other full-time job because he wasn't sure about GM's commitment to workplace integration. I learned the importance of hard work and perseverance from both of them.

I attended DeKalb County public schools, and I graduated from Druid Hills High School with honors in the eleventh grade. I decided to attend the University of Georgia ("UGA") because my parents were a little hesitant about enrolling their 16-year-old daughter and sending her away to college. My major was Microbiology. As I approached graduation, I couldn't decide whether I should go to medical or law school. I'd always enjoyed the sciences, but I also liked to analyze matters and debate. So, I of course decided to go to the Caribbean. In order to earn my plane ticket, I taught physics, biology, and physical science at Lithonia High School for a few months. When I returned, I enrolled as a scholar in Washington University's School of Law in St. Louis. I later transferred to the UGA School of Law, where I received my J.D. [juris doctorate] cum laude. After graduation from UGA's School of Law, I practiced insurance defense, products liability, and medical malpractice for the largest law firm in South Carolina. I also married Mr. McBride.

A few years later, I was recruited to Atlanta and worked at the city attorney's office where I worked on several Olympic projects. One of those projects had me on one side of the table and the System on the other. The rumor is that the former Chancellor Portch thought it made better sense to have me on the Board's side of the table at all times and, hence, my almost decade of employment at the System. I am the happy and proud mother of Corric and Chandler. I think I stand here today because of my education, the incredible support and strength of my family, as well as my mom and dad's belief in me.

In preparing this report, I wanted to talk about a few of the matters that I have worked on. There are so many projects and initiatives that I've lost count, but there are a few that are memorable to me. First, I recall being new on the job and then Senior Vice Chancellor Arthur N. Dunning asked me to co-chair the Tuition Remission and Reimbursement ("TRR")

initiative. Levy Youmans (my co-chair) graciously and basically allowed me to chair the committee that implemented the Systemwide program. Next, negotiating the Microsoft contract. The Microsoft agreements had some provisions that we could not agree to. I can recall thinking if I don't pull this off, every institution and those hundreds and thousands of computers in the entire System will no longer be using Microsoft. I remember the fun of serving on the former Governor's statewide task force for implementation of HIPPA, the determination behind the implementation of the U.S.A. PATRIOT Act after 9/11, working with faculty to modify the Board's faculty contracts, the innovation and creativity and incredible work associated with the spin-off of the hospital and clinics at the Medical College of Georgia, working with the Georgia Hospital Association to create a Systemwide and statewide agreement for our nursing students and allied health students to complete their clinical work. And I also have devoted a substantial amount of time to our legal and risk-management work and our employee benefits and health insurance plan. So, I hope that overview gives you a sense of the person before you.

Now, turning to today. I have had an absolutely incredible first "official week." I attended an agency heads' meeting where Governor Perdue recognized this Board and the System for its efforts during the aftermath of Hurricane Katrina. I had the honor of introducing Dr. Daniel J. Kaufman, the first President of the first four-year public institution to be created in 100 years in this state. And this Board meeting. Last week, I met with the University System Office staff and outlined some of the activities ahead. At that meeting, I praised their professionalism, dedication, and skills. And I also noted that there is much we must accomplish in the coming months. I also told them their best efforts will be needed even more.

I have thought a great deal about my assumption of these duties and my service to this Board and this state, and I understand my role and responsibility to serve as your chief executive officer and to keep our staff energized and motivated during a period of significant change. I have worked with most of you for many years in several different roles, and I am looking forward to continuing to work with each of you, our presidents, the University System Office staff, and others in the coming months to make sure we continue our progress and get the job done. And I am mindful of my responsibility to you and our other stakeholders to ensure a smooth and seamless transition to the next Chancellor.

As has been noted; one of the special structural factors making the University System of Georgia unique in public higher education is its single governing board. It always comes back to the wisdom of this state's leaders in creating a unified system of public higher education under the governance of a single board committed to serving the needs of this state. Most states don't have this arrangement, and it has made all the difference in Georgia in terms of the ability of this System to truly benefit the state. For example, one of the first jobs I had to tackle after the September Board meeting was the response to the call to action for

Hurricane Katrina. I can't tell you the number of meetings that the Director of Administration and Compliance Policy, Mark Demyanek, and I attended at the Capitol, the number of conference calls or emails. But I was able to leave those meetings and call upon our presidents for assistance. Mark was able to call upon our 34 facilities' officers. Having a unified System gave us the ability to respond in a cohesive and powerful manner.

We can look to GALILEO [Georgia Library Learning Online], a Systemwide collaborative that tied all of the state's libraries together (this was before the Georgia Public Library Service was transferred to the Board) and financed with \$10 million provided by the Governor and General Assembly to the System because they had faith in our ability to create what was a one-of-a-kind online library initiative.

This unification also gives us the ability to meet and address the educational needs of this state and contribute to its economic development, which is key to our future. The rest of the world recognizes this as well. Several years ago, a Chinese car manufacturer was concerned about the shortage of well-trained workers in China. He put \$800 million on the table. In 2000, Beijing Geely University was founded. Today the university enrolls 20,000 students. We must have well-educated citizens in this state. Many in this room have either read or know about the observations contained in the book *The World is Flat: A Brief History of the Twenty-First Century*. We must all work together in this world to have a better life for all, but we must focus on education of our children, our students, and ourselves to compete on that global, but flat, plain.

The greatest strength of this System beyond its unified structure is its people. We have outstanding people on our campuses, in the University System Office, and on this Board. And it is the caliber of the people that make all the difference. Our intentions, our plans, and our resources don't result in accomplishments unless we have the right leadership and the people to create and implement ideas and use those resources wisely and effectively. We have the talent in the University System to accomplish your goals. I will be spending a significant amount of my time focusing on these goals and working to bring them forward to the Board with final recommendations and action steps.

This also is the time of year when we have large responsibilities related to our budget request in preparation for the annual legislative session. We have devoted a lot of time to develop a meaningful model to create performance funding factors. This morning's earlier discussion clearly shows the complexity of this matter and the importance of data and the interpretation of data. I believe it meets the objectives of the Governor and the needs of the System and our institutions.

I have focused on our internal work but also worked externally. I've had an early morning meeting with Senator Regina Thomas of Savannah, a late afternoon meeting with

Representative Bob Smith, and a midday conference call with Representative Freddie Powell Sims. I have spoken to a minimum of three presidents a day. I have celebrated the tenth anniversary of our nationally award winning online library, GALILEO, with Regents Poitevint and Senator Seth Harp. There are more, but I don't want to be here all day reciting my calendar and meetings.

The Chancellor search continues to move forward under the leadership of Regent McMillan. I'm proud to represent so many fine individuals throughout our System, and I know we will continue to make progress during the coming months toward the Board's ultimate goal of creating a more educated Georgia. This will be the ultimate focus of my service as I ensure a smooth transition as your Interim Chancellor. Mr. Chairman, that concludes my report.

### **STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"**

Chair Shelnut next convened the Strategic Planning Committee as a Committee of the Whole and turned the Chairmanship of the meeting over to Regent Leebern, the Chair of the Committee.

Chair Leebern said that at this meeting, the Regents were pleased to present awards to eight System institutions for their best practices in academic affairs, finance and business, student affairs, and information technology. This program, which was started two years ago, has been very successful in encouraging institutions to pursue innovative means of delivering services that have resulted in lower costs, greater efficiency and effectiveness, and enhanced productivity. Several of the practices presented at this meeting were in the process of being implemented across the University System, and many others have been implemented individually by System institutions. Chair Leebern asked the Vice Chancellor for Fiscal Affairs, William R. Bowes, to provide an overview of the program and introduce the award recipients. Then, the Board would hear from the four top award recipients regarding the practices for which they have received recognition.

Mr. Bowes explained that the best practices competition award program, which is modeled after similar national and regional programs, was created to encourage institutions to develop and implement best practices and, perhaps more importantly, to share with other institutions those best practices that could be replicated to achieve cost savings, increase productivity, and/or enhance services. The program is tied to the sixth goal of the Board's reformulated strategic goal, which is for the System to seek the most efficient, effective, and technologically sound business and service best practices and regularly compare itself to its national peers. In May, a call went out to all System institutions to submit their best practices for consideration in the award program for 2005. Staff asked for best practices that had been in place for some time and had resulted in some significant impact on campus operations. The response was overwhelming. Twenty-one institutions, representing all sectors within the University System, submitted a total of 83 best practices that cover the full range of institutional operations; that is, academic affairs, student affairs, information

technology, and finance and business. Staff asked senior administrators in the University System to evaluate and score the proposals according to criteria that consider the following criteria:

- The impact of the practice on institutional operations. Is it substantial and measurable?
- The benefits provided by the practice to students, faculty, staff, or others.
- The effectiveness and efficiencies created by the practice including cost savings, cost avoidance, or productivity enhancements.
- The relationship of the practice to the achievement of institutional strategic goals and objectives.
- And, the opportunities the practice presents for replication at other System institutions.

Mr. Bowes explained the peer review process utilized in determining the award winners. Each major administrative committee in the University System reviewed proposals submitted in their area of expertise. So, for example, the chief business officers reviewed proposals submitted in the finance and business area. Chief student affairs officers reviewed proposals submitted in the student affairs area and so on. This, staff believe, provided the most appropriate means to determine which of the many proposals received were viewed as having the greatest value from an institutional perspective, from the people who are engaged daily in the operations that these practices model. The peer process resulted in the selection of eight award recipients, the two top-rated submissions in each of four categories: academic affairs, student affairs, information technology and finance and business. In addition to receiving a certificate from us today, the award recipients will also receive monetary awards in the amounts of \$15,000 for each top recipient and \$10,000 for each second recipient in the four categories, a total of \$100,000 that we set aside for the purpose of awarding performance as part of the allocation process. The staff are confident these funds will be put to good use in furthering the exploration and implementation of best practices.

Mr. Bowes said that he was pleased to announce and recognize the top eight award recipients, but first, he wanted to make a few comments. He noted that although the Board is singling out only eight submissions for special recognition, it is clear from the responses to this award program that System institutions are actively engaged in pursuing more efficient and more cost-effective means of doing business. In an era of reduced budgets and continued pressure to constrain administrative costs, this discovery comes as no surprise. It is also clear that many of the institutional submissions, which are not being recognized today, offer great potential for replication and savings throughout the University System. Many of the best practices the Regents have previously heard about at previous meetings and would hear about at this meeting have been implemented in several institutions in the University System. Examples include the voice-over Internet protocol (“VoIP”) system at Southern Polytechnic State University (“SPSU”), the electronic student funds disbursement at the University



of West Georgia (“UWG”) and Kennesaw State University (“KSU”), and the hybrid fellowship program at Georgia Perimeter College (“GPC”). Mr. Bowes thanked the leadership of each institution that participated for helping to make this program a success and congratulated them on their fine efforts. He noted that all of these best practices on the University System website at [www.usg.edu/bestpractices](http://www.usg.edu/bestpractices).

Mr. Bowes said that he would introduce and recognize each of the eight institutions that were receiving awards. Following that, he would ask the top award recipients in each category to provide a brief, five- to ten-minute presentation on their best practices so that the Regents could hear about some of the very creative efforts underway at the institutions. He asked the Senior Vice Chancellor for Academics and Fiscal Affairs, Daniel S. Papp; the Vice Chancellor for Academic, Student, and Faculty Affairs, Frank A. Butler; the Vice Chancellor for Information and Instructional Technology and Chief Information Officer, Randall A. Thursby; and the Associate Vice Chancellor for Student Affairs, Tonya R. Lam, to join him at the podium to recognize each award recipient.

In the category of academic affairs, Valdosta State University (“VSU”) created a community practicum course as part of its Spanish and Foreign Languages major, which requires students to interact with the local Hispanic community that not only helps the student gain much better understanding of the Spanish language and cultures, but also develops the student’s understanding of the importance of volunteer participation in the community. Mr. Bowes announced that the second place award recipient was VSU for its submission, Learning More Than We Teach: Service Learning in the Hispanic Community of South Georgia. Representing VSU to accept the award were President Ron Zaccari and the Vice President for Academic Affairs, Louise Levy.

In the category of finance and business, the Board awarded a joint award for two practices addressing textbook purchases. Georgia State University (“GSU”) created a program that integrates student registration with the university bookstore for textbook orders giving greatly improved convenience to students in the timely selection and purchase of their books and increasing online sales. Augusta State University (“AUSU”) developed a textbook cost-reduction program by aggressively stepping up communication with faculty, students, and textbook publishers and wholesalers, which has resulted in a doubling of the used book market at AUSU and has saved students approximately \$500,000 in the cost of new textbooks. Mr. Bowes announced that one of the second place award recipients was GSU for its submission, Integration of BANNER Registration with the University Bookstore. Representing GSU to accept the award were President Carl V. Patton; the Vice President of Finance and Administration, Jerry Rackliffe; the Assistant Vice President for Auxiliary and Support Services, Wayne Reed; and the Manager of the University Bookstore, Wayne Douglas. The other second place award recipient was AUSU for its submission, Textbook Cost Reduction Program. Representing AUSU to accept the award was the Director of Business Services, Karl Munsch.

In the category of student services, the second award recipient was Georgia Southern University

("GSOU") for its practice entitled House Calls, a program designed to intervene with students who may be experiencing adjustment issues, time management problems, or academic difficulties through onsite visits from faculty and staff. Representing GSOU to accept the award was President Bruce Grube.

In the information technology category, Darton College ("DC") developed a video streaming project to benefit rural communities providing low-cost ability to deliver critical academic programs. The project was entitled Streaming Classes to Rural Communities. Representing DC to accept the award was the Director of the Instructional Technology and Distance Learning Department, Darryn Ostrander.

Mr. Bowes next presented the first place award winners. In the category of academic affairs, the top award recipient was GSU for its practice entitled Freshman Learning Communities. Representing GSU to accept the award were President Patton; the Associate Provost for Academic Affairs, William J. Fritz; and the Assistant Vice President for Recruitment and Retention, Nannette Commander.

In the category of finance and business, the top award recipient was the Georgia Institute of Technology ("GIT") for its program called Low-Cost Online Payment Strategy. Representing GIT to accept the award was Bursar Carol Payne.

In the category of student services, the top award recipient was Georgia College & State University ("GCSU") for its submission titled Bobcat DEN – Detailed Eligibility Notification, an Electronic Financial Aid Award Letter. Representing GCSU was the Associate Vice President for Enrollment Services, Paul Jones.

Finally, in the category of information technology, the top award recipient was the University of Georgia ("UGA") for its practice Information Security – Security Awareness, Training and Education. Representing UGA to accept the award were President Michael F. Adams; the Chief Information Officer and Associate Provost, Barbara White; and the Chief Information Security Officer, Stanton Gatewood.

Mr. Bowes stated that the top award winners would now make brief presentations about their best practices. He then called upon Dr. Commander of GSU to make the first presentation.

Dr. Commander said that it was a pleasure to represent GSU to accept the best practices award in academic affairs. Several years ago, GSU was faced with the question of how a large urban research institution meets the needs of a growing traditional aged freshman class, increase retention and graduation rates, and enhance learning. GSU's answer to this complex phenomena was freshman learning communities. A freshman learning community ("FLC") is a cohort of 25 students who take a block of five courses together. This is called the cluster model. GSU decided to create a theme-

based program, including pre-med, law and society, Internet and the information age, quantitative sciences, strategic thinking and learning, etc. FLC courses are general education core courses that apply to any major. The anchor course in each FLC is GSU 1010, New Student Orientation Course, which focuses 50% on an academic theme and 50% on orientation topics.

The outcomes of the FLC program have been very positive, reported Dr. Commander. The staff have learned that the value added is probably greater than measured. For example, the students who are least likely to join are the ones most helped by the program. African-American men who have entered the program have performed very well. GSU's National Survey of Student Engagement ("NSSE") data show that FLC students fare significantly better at GSU. They are more engaged, perceive greater academic rigor, have greater collaboration, and have greater faculty contact. The staff have also done focus groups of four cohorts, and have had no negative comments. Four years later, students are still in the same study groups in their senior year. Dr. Commander reported that the outcomes of the FLC program have included significantly improved grade point averages ("GPA"), retention, progression, and graduation rates. The FLC students have more core courses in which they earn a C or better even after three years, even though this is a first semester intervention.

Dr. Commander said that the FLC program also benefits the faculty. It provides them with opportunities to offer special topic courses in their specialty areas. It allows them to collaborate with faculty from other disciplines. They develop creative strategies to integrate the FLC curriculum. They often report that the FLC program challenges them to rethink their own ideas about pedagogy, classroom management, interactive learning, and team teaching. In short, their experience with the FLC program results in professional development and personal growth.

The FLC program connects students to each other, to faculty members, to the university, and to Atlanta. Dr. Commander explained that the program builds a sense of community within a large urban campus. The FLC program becomes a home where students develop bonds and transition more easily from high school to college culture. FLC students are then better able to focus on academics and the learning process. The FLC program is offered to students during GSU's one-day orientation program called Incept. The program is voluntary; it is expected but not required. Inceptors are the student leaders at the orientation program, and they encourage students to sign up for the FLC program. Students who choose to participate in the FLC program have a complete course schedule designed by faculty with the best classes at the best times.

The FLC program was started in fall 1999 with 11 cohorts and 295 students, approximately 16% of the freshmen class. In fall 2005, there were 45 cohorts with approximately 1,000 students, about 50% of the freshman class. The cost to implement this program has been minimal because of widespread involvement of faculty members and staff throughout the university. Faculty teach GSU 1010 as part of their regular work load. The FLC program has strong support from colleges and departments across the institution. The program also offers summer faculty grants to develop integration of courses (topics and assignments in one course are related to topics and assignments

in other courses), which has increased from \$40,000 to \$70,000 over the last five years. *U.S. News and World Report* listed the FLC program at GSU as among the “outstanding examples of academic programs that are believed to lead to student success” for the last three years. In closing, Dr. Commander said that the future plans for the FLC program are to continue to grow steadily with an emphasis on quality, to maintain the academic focus of program, and to eventually have all freshmen join an FLC cohort.

Mr. Bowes next called upon Dr. Payne of GIT. Dr. Payne thanked the Regents for the award and for the opportunity to present at this meeting. She said that the GIT best practice involved changing processes and procedures regarding student fee payments, which produced a substantial savings for the institution. The budget constraints over the last several years have had an impact on academic and student programming on campus. So, the staff reviewed business processes that carried a high administrative cost and looked for alternatives they could implement to produce savings. They also reviewed the impact that any of these alternatives might have on the institution’s existing goals, such as outstanding customer service and the secure administrative system, and the savings that could be realized and redirected into the institution’s programs. The merchant fees that GIT was paying in relationship to credit card acceptance on campus came under review.

In 2001, GIT students were registering exclusively on the Internet, and they wanted a convenient online fee payment method. E-commerce solutions were few, but GIT did provide the option of credit card payment online. By fall 2003, credit card receipts had hit \$22 million. GIT, the merchant, was charged anywhere from 1.7% to 2% based upon the amount of the credit card payment to accept and process that \$22 million in receipts. While the merchant rate was very good, full-time students could pay anywhere from \$6,000 to \$13,000 per semester for tuition and room and board. The merchant fees therefore can add up quickly. To process the \$22 million in credit card receipts for fall 2003 cost GIT over \$450,000 in merchant fees. By the end of fiscal year 2004, 68% of GIT students were paying their tuition and fees on the Web by credit card. The merchant fees for fiscal year 2004 were over \$900,000.

Dr. Payne explained that the popularity of online credit card payment is likely due to convenience. However, the service was beginning to have an impact on the institution’s net revenue. So, the staff sought a low-cost online payment alternative and implemented a two-stage plan. In the first phase, the staff wanted to be conservative because they were still trying to address the need for online credit card payments on campus. They also wanted the opportunity to increase the student and parent awareness of the budget restraints and the necessity for change. The first thing they did was add an e-check method to the online payment options, which is basically paying by check online by providing checking account and bank routing numbers. This option costs pennies per transaction versus the percentage-based charge of the credit card payment option. At the same time, GIT implemented a \$25 convenience fee for students who paid tuition and fees online by credit card. This fee was used as a disincentive for students to pay by credit card. This phase was implemented in fall 2004 and was well-communicated to the students. The percentage of online payments remained

unaffected. However, there was a shift in payment from credit cards to the e-check option; 43% of online payments were made via e-check. GIT realized a 58% savings as a result of the decline in credit card payments and the implementation of the convenience fee.

Phase two of the plan was implemented in spring semester 2005 to eliminate merchant fees altogether. In this phase, GIT maximized the convenience fee methodology to pass 100% of merchant fees on to the students who were paying online by credit card. Dr. Payne explained that one can only charge a convenience fee for a payment that is being accepted over an alternate channel, such as the Internet. So, GIT would have to eliminate credit card acceptance on campus except over the Web. Also, the fee must be consistent for all types of payments. For example, Visa charges a flat fee, but GIT needed to charge a fee that would cover the percentage-based merchant fee. So, GIT would have to eliminate Visa from the selection of available credit card options and use only percentage-based cards. In the meantime, GIT received communications from Mastercard objecting to the fact that GIT was charging a convenience fee for online credit card payments and not charging a convenience fee for e-check payments. GIT was adamant that the e-check option was substantially different from the credit card option, but Mastercard held firm that the e-check option was competing with its sales. So, GIT had to decide whether to stop accepting credit cards altogether or to outsource the credit card payment option to a third party. Dr. Payne said that this was a relatively new concept.

GIT approached its e-commerce provider, TouchNet, and asked what options existed. The e-commerce provider had just developed its solution called PayPath. Using PayPath, TouchNet would be a third party accepting payments on behalf of GIT. TouchNet would assess the user a service fee and remit 100% of the tuition and fees payments directly to GIT electronically. Because TouchNet is a merchant, this protected GIT's ability to offer online e-check service free of charge. So, GIT decided to stop accepting credit card tuition and fees payments on campus effective spring semester 2005. At that time, GIT outsourced the acceptance of online credit card payments to TouchNet. This approach eliminates merchant fees while still providing students with a variety of payment options. This approach also complies with credit card association rules and regulations, protects GIT's ability to offer free e-check service, and does not compromise information technology systems security. GIT communicated this transition to students and explained the necessity of the change. The result of this strategy was that the percentage of online payments changed very little. E-check payments grew to 83% of online receipts, while approximately 17% of online receipts were made by credit card through PayPath with no cost to GIT.

In fall 2005, credit card receipts further declined. Since the implementation of this strategy, credit card receipts overall have declined by 90%. However, had GIT not outsourced the credit card payment option, GIT would have still paid approximately \$45,000 in merchant fees. Instead, GIT was able to process 93% (\$27 million) of its online receipts using the e-check option for less than \$500.

Dr. Payne reiterated that convenience is very important to students. Of tuition and fees payments, 64% are made over the Internet. In summary, all of the objectives of this plan were met. There was no negative impact on student services. In fact, customer satisfaction increased with the implementation of the e-check option. GIT was able to utilize existing infrastructure for processing electronic payments, which meant that it did not compromise security. Moreover, GIT recognized substantial savings of approximately \$1 million that has been redirected back into academic and student programs. In the process of this transition, GIT learned that when its students understand the need for something, they are willing to change. GIT also confirmed its theory concerning convenience. The proportion of online payments did not change very much, though the preferred payment method shifted to the e-check option. GIT believes that the e-check option works best with a disincentive such as the convenience fee. Dr. Payne stressed that communications with students about the reasons for the online payment changes went a long way in preparing them and gaining their acceptance. Finally, GIT learned that “non-events” on campus are a good thing. That is, making a major change like this without affecting customer service or decreasing the efficiency of the existing payment options is a non-event and therefore a good thing. She thanked the Regents and stepped down.

Mr. Bowes next called upon Dr. Jones of GCSU to discuss Bobcat DEN. On behalf of President Dorothy Leland, who could not attend this meeting, Dr. Jones thanked the Board for this award. He explained that Bobcat DEN is GCSU’s online electronic financial aid award letter. The award letter allows GCSU to provide a solution to students that is real-time, paperless, interactive, and online. GCSU created Bobcat DEN because its students and their families demanded a real-time solution that is user-friendly, takes advantage of technology, and enables them to estimate their financial aid much earlier in process.

Dr. Jones said that Bobcat DEN is a collaborative project between the Office of Financial Aid and the Division of Technology Solutions. Later, the project became a partnership between GCSU and the University System’s Office of Information and Instructional Technology (“OIIT”) to make this project available to all System institutions. One of the important features of Bobcat DEN is that HOPE Scholars have real-time access to their financial aid, so they know early about their GPAs and their HOPE Scholarship status. It allows students to accept, reduce, or decline financial aid awards. It also allows the university to provide all of the students’ financial aid information in one place. It also allows students and their families to communicate more efficiently with the Office of Financial Aid.

Dr. Jones gave the Regents a brief demonstration of Bobcat DEN. He explained that the program also allows the university to customize information for students, which improves communications. The students are able to access all of their financial aid award information by semester. Also, through the program, students can fulfill their loan entrance counseling requirement online. At the bottom of the online award letter, students can accept, decline, or adjust their financial aid awards. Dr. Jones explained that students may not want to accept a student loan or an offer of student employment,

or a student may wish to accept a student loan at a reduced dollar amount. This is an improved feature over the previous BANNER student information system. In closing, Dr. Jones extended appreciation on behalf of the Director of Financial Aid, Suzanne P. Pittman, who was unable to attend this meeting.

Mr. Bowes next introduced Dr. White from UGA. Dr. White thanked the Regents for this award and applauded them on the best practices program. She also thanked Mr. Gatewood, the Chief Information Security Officer at UGA, for the work he has done with regard to information security at the institution. She explained that higher education institutions and their processes and procedures are a “target- rich environment” due to their open systems, free flow of information, history and resistance to change, decentralized nature, and high level of human error and/or omissions. UGA’s strategic approach was the implementation of institutional security awareness, training, and education based upon the premise that increased awareness and education would be the best practice and best return on the investment. UGA implemented a commercial online awareness training program called Security Awareness, Training and Education (“SATE”), which is designed to create awareness and provide training to staff about the risks and threats they face and the basic countermeasures that can be taken regardless of technical skills and/or abilities.

The SATE curriculum includes training modules covering passwords, computer viruses, malicious code, data backup and storage, incident response, personal use and gain, environmental issues, inventory control, physical security, and social engineering. There is a 50-question exam at the conclusion of the training, and a passing score gives the user a printable certificate of completion that is valid for a full year. Dr. White reported that the license cost for the program is \$1 per seat. The program required about 40 hours of labor for account setup. The curriculum itself requires between two and five hours per individual for completion of the training program. The goal is to have all university staff trained in the SATE program.

The benefits of the SATE program are that it is cost-effective, efficient, and readily available at the user’s convenience. Moreover, its security awareness and education focus regarding user best practices helps prevent the compromise of information and information systems. The program provides education about computer and Internet security risks, threats, and vulnerabilities. It offers a cost-effective strategy to promote and provide security training and education across the organization, and it empowers the user community in the implementation of information security best practices. SATE also builds support for the institution’s security programs, initiatives, actions, and investments at the institution level, and it aligns the information security effort with institutional mission and priorities. In closing, Dr. White said that security is a process, not a product, and stressed that awareness is the key.

Mr. Bowes said that this concluded the presentation on best practices. He thanked the presenters again and congratulated all of the award recipients.

Seeing that there were no questions or comments, Chair Leebern congratulated the award recipients. He then called upon the Senior Vice Chancellor for Academics and Fiscal Affairs, Daniel S. Papp, to update the Board of Regents on the University System of Georgia's relationship with the Department of Technical and Adult Education ("DTAE") and the Georgia Department of Education ("DOE"). He noted that there is a liaison committee that functions to keep all of the lines of communications open among these agencies. The Regents representing the University System's interests on this committee are Regents Cleveland, McMillan, and Poitevint. After a brief presentation, the Associate Vice Chancellor for Academic, Student, and Faculty Affairs, Frank A. Butler, would request Board approval of a vision statement developed by representatives of all three agencies.

Dr. Papp said that in light of the time, he would keep this presentation very brief and provide more details at the Regents' November retreat. He explained that there are three major agencies involved in education in the State of Georgia: DTAE, DOE, and the University System of Georgia. He said that there have been a number of policy and programmatic initiatives taking place over the course of the last decade and longer among these agencies. He then called upon the Associate Vice Chancellor for Academic Affairs and Co-Facilitator of the Georgia P-16 Initiative, Jan Kettlewell, to discuss some of the high points of the relationship between DOE and the University System of Georgia.

Dr. Kettlewell said that she heads up the Georgia P-16 Initiative ("P-16"), which means that she coordinates on behalf of the Board of Regents collaborative work with DOE and in some cases DTAE as well. The two overall goals of this collaboration are to align educational systems in ways that maximize student progression from preschool through college and to prepare and support educators for the schools to succeed in bringing all P-12 students to high standards while closing achievement gaps among groups. She said that she would explain the 16 initiatives under P-16 further at the Regents' November retreat. She then turned the floor over to Dr. Butler.

Dr. Butler said that he had planned to discuss the relationship between DTAE and the University System. Unfortunately, he did not have much time. He noted that the agencies have cooperative associate's degrees and a number of inter-institutional agreements. The agencies also share data and certain facilities across the state. Dr. Butler said that the joint liaison committee was established in 2004 to improve DOE, DTAE, and University System of Georgia communications and collaboration. The committee consists of three members from each agency board and is supported by agency staff members. The foci of the committee are workforce development and education, data sharing, and student and educator preparation. At the September 2005 meeting of the Committee on Academic Affairs, Dr. Butler had presented a vision statement on seamlessness in education that was developed by the joint liaison committee and agency staff. He then presented the following statement to the full Board:

"A Vision for Successful Student Progression in Public Education"



The vision of seamless education of the three educational boards of the State of Georgia is a system of education in which students can effectively move among schools as they advance their education from elementary school through higher education. The system envisioned will ensure that students in each sector are prepared for their future educational and career goals, have an excellent and uniform education advising process, and do not have to repeat work that they have mastered.

Dr. Butler stressed that this is not a statement of guaranteed transfer and noted that the University System does not even have that guarantee of transfer among its own programs and institutions. What this statement represents is a statewide commitment to giving students the best available information, to ensuring there are no artificial barriers among agencies, and to making a commitment to student success. He said that the purpose of the statement is to remind all three agencies to bear this in mind in their relationships with each other.

Chair Leebern thanked Dr. Butler for this presentation and asked for a motion to approve this vision statement. Motion properly made, seconded, and unanimously adopted, the Board of Regents approved “A Vision for Successful Student Progression in Public Education.”

Chair Leebern next called upon the Interim Chancellor to give the Regents a brief history of the development of the new state college in Gwinnett County. Following her remarks, Regent Tucker would propose a name for the new institution.

Interim Chancellor Cummings said that one of the major developments within the University System over the past year has been the creation of the System’s first stand-alone institution since the 1970s. This development has a history going back 20 years. In 1997, the Board of Regents authorized a permanent center site with Georgia Perimeter College (“GPC”) and the University of Georgia (“UGA”) as the partners, with GPC offering associate degrees and UGA offering bachelor and graduate degrees. In October 2004, the Board voted to ask the legislature to support the establishment of an independent four-year college in Gwinnett County. That action came in the 2005 legislative session. The Board knew that the time had come because of the size and projected growth rate of the Gwinnett University Center (“GUC”). At 8,000 students, GUC is the ninth largest University System site. The first step was for the Board to approve a timeline for the creation of a new college. The second and third steps were the solicitation of a new president and the selection of a name for the institution, respectively. At the previous day’s meeting, the Regents met the college’s first president, Dr. Daniel J. Kaufman. A group of University System officials and leadership from Gwinnett County worked very hard on the name for this new institution. Regent Tucker was a key figure in this process, so the Interim Chancellor called upon him to propose the new name.

Regent Tucker said that it had been a pleasure and an honor to be involved in this exciting project. A great number of people spent a tremendous amount of time and energy in the creation of this new

institution. He thanked former Regent Glenn S. White for his hard work and contributions in making the new college a reality. The future is bright for this institution, he said, and that future holds great promise for Georgia. This institution is destined to be another jewel in the University System's crown, strengthening the System's efforts toward our goal of creating a more educated Georgia. First, the college must hire faculty, schedule classes, and admit students, and of course, the institution must have a name. Regent Tucker said that it gave him great pleasure to announce that the proposed name of the University System of Georgia's thirty-fifth institution was Georgia Gwinnett College. This name gives the institution a strong regional identity. This name clearly ties this new institution to the community it is designed to serve. Georgia Gwinnett College was the clear and overwhelming consensus of the group that researched a comprehensive list of potential names. It had the support of the Gwinnett County leadership and President Kaufman. Regent Tucker said that he was personally pleased with this proposed name and strongly supports its adoption by the Board. President Kaufman is eager to move forward and to begin to use the name to establish the institution's identity and to begin formal recruitment of faculty and students. Therefore, Regent Tucker formally placed the proposed name of Georgia Gwinnett College before the Committee of the Whole for its consideration and approval.

Chair Leebern called for a second to the motion. With motion properly made, seconded, and unanimously adopted, the Board of Regents approved the name of Georgia Gwinnett College. Seeing that there were no questions, Chair Leebern thanked everyone for their excellent presentations. He then adjourned the meeting of the Strategic Planning Committee as a Committee of the Whole and turned the chairmanship of the meeting back to Regent Shelnut.

Chair Shelnut encouraged the Regents to stay for an Executive Session. He noted that Regent McMillan would update the Board on the search for a new Chancellor.

### **UNFINISHED BUSINESS**

There was no unfinished business at this meeting.

### **NEW BUSINESS**

There was no new business at this meeting.

### **PETITIONS AND COMMUNICATIONS**

Secretary Gail S. Weber announced the next Board meeting would take place on Tuesday, November 15 and Wednesday, November 16, 2005, in the Board Room in Atlanta, Georgia. The Regents would also have a retreat on the morning of Tuesday, November 15, 2005, prior to the Board meeting. On the evening of Tuesday, November 15, there would be a very important reception honoring the System's eminent scholars sponsored by the Georgia Research Alliance at the Fox

Theatre. Following the Board meeting on Wednesday, November 16, and all day on Thursday, November 17, the Regents would interview the finalists for the Chancellor search. Secretary Weber said that she understood this would be a very long week for the Regents, but they were strongly encouraged to attend all of these important events. She noted that the Regents would likely not have a December Board meeting.

### **EXECUTIVE SESSION**

At approximately 12:40 p.m. on Wednesday, October 12, 2005, Chair J. Timothy Shelnut called for an Executive Session for the purpose of discussing personnel matters. With motion properly made and variously seconded, the Regents who were present voted unanimously to go into Executive Session. Those Regents were as follows: Chair Shelnut, Vice Chair Patrick S. Pittard, and Regents Connie Cater, William H. Cleveland, Michael J. Coles, Joe Frank Harris, Julie Ewing Hunt, W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Elridge W. McMillan, Doreen Stiles Poitevint, Wanda Yancey Rodwell, Richard L. Tucker, and Joel O. Wooten, Jr. Also in attendance were Interim Chancellor Corlis Cummings and the Secretary to the Board, Gail S. Weber. In accordance with H.B. 278, Section 3 (amending O.C.G.A. § 50-14-4), an affidavit regarding this Executive Session is on file with the Chancellor's Office.

At approximately 1:05 p.m., Chair Shelnut reconvened the Board meeting in its regular session and announced that no actions were taken in the Executive Session. He then called upon Regent Wooten to make a motion.

Regent Wooten thanked Regent McMillan for leading an excellent discussion about the Chancellor search. He then moved that the Board slightly revise the search process in order to ensure the confidentiality of the search. With motion properly made, seconded, and unanimously adopted, the Board approved revision to the Chancellor search process.

### **ADJOURNMENT**

There being no further business to come before the Board, the meeting was adjourned at approximately 1:10 p.m. on Wednesday, October 12, 2005.

s/ \_\_\_\_\_  
Gail S. Weber  
Secretary, Board of Regents  
University System of Georgia

s/ \_\_\_\_\_

J. Timothy Shelnut  
Chair, Board of Regents  
University System of Georgia