

**MINUTES OF THE MEETING OF THE  
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA  
HELD AT  
270 Washington St., S.W.  
Atlanta, Georgia  
January 7 and 8, 2003**

**CALL TO ORDER**

The Board of Regents of the University System of Georgia met on Tuesday, January 7 and Wednesday, January 8, 2003, in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent Joe Frank Harris, called the meeting to order at 1:00 p.m. on Tuesday, January 7. Present on Tuesday, in addition to Chair Harris, were Vice Chair James D. Yancey and Regents Hugh A. Carter, Jr., Connie Cater, William H. Cleveland, Michael J. Coles, Hilton H. Howell, Jr., George M. D. (John) Hunt III, Donald M. Leebern, Jr., Allene H. Magill, Elridge W. McMillan, Martin W. NeSmith, Wanda Yancey Rodwell, Glenn S. White, and Joel O. Wooten, Jr.

Chair Harris welcomed the Regents back from the holidays and said that he was looking forward to a renewed sense of mission for the Board and renewed energy to work in partnership with the new Governor. On behalf of the Board, he assured the Governor of the Board's support and best wishes for his success in all of his endeavors.

Chair Harris then welcomed the Senior Vice Chancellor for Academic Affairs, Daniel S. Papp, back to the University System of Georgia after his decision not to accept the Chancellorship of Florida's Division of Colleges and Universities. He said this is good news for the Board and the University System.

**ATTENDANCE REPORT**

The attendance report was read on Tuesday, January 7, 2003, by Secretary Gail S. Weber, who announced that Regent J. Timothy Shelnut 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 November 19 and 20, 2002, were unanimously approved as distributed.

## **SPECIAL PRESENTATION: INTERNATIONAL EDUCATION AWARDS**

Chair Harris next called upon the Senior Advisor for Academic Affairs and Director of International Programs, Richard C. Sutton, to make a special awards presentation to the Board.

Dr. Sutton greeted the Board and said that it was his privilege to inaugurate a new tradition with the Board of Regents: the first annual Best Practices in International Education Awards. Following his announcement of the winners, Chancellor Meredith and Chair Harris would give the awards. When the Board developed its new strategic plan last spring, it placed an emphasis on best practices in the fourth and seventh goals and on the quality of international opportunities in the third goal. This led the Office of International Education to start two new competitive programs to recognize and encourage exemplary campus-based initiatives in international education.

The first of these competitions focused on degree programs with an integrated study abroad component, explained Dr. Sutton. The staff were particularly interested in the integration of a student's academic experience abroad with his academic experience at home. They were looking for programs where study abroad was not something that occurs outside of a student's major field, but rather is something that adds value and gives a whole new dimension to it. Dr. Sutton reminded the Regents that Georgia and the nation currently face a shortage of nurses. Georgia also needs nurses who can speak Spanish with increasing numbers of their patients. Georgia Perimeter College ("GPC") is meeting both of these challenges by providing a special study abroad program in Costa Rica for nursing students. In addition to learning about healthcare issues in Central America, GPC students also take an intensive Spanish language course for health workers. Through this short but specialized program abroad designed specifically for future nurses on the front lines of Georgia's healthcare system, the state and the nation can expect to find more trained people in hospitals and clinics who can treat a disease or injury as a matter of health and not one of language or culture. So the third prize winner for degree programs with a study abroad component was given to GPC's Associate of Science in Nursing degree with its study abroad program in Costa Rica. Accepting the award on behalf of the program was the Director of the International Center, Harriett Nichols, accompanied by the Interim Vice President for Academic Affairs, Virginia Michelich; the Provost of the Clarkston Campus, Dennis Harkins; the Assistant Vice President for Educational Affairs, Jeanne Clerc; and Ms. Jonsey Jones, a private benefactor who established a scholarship to support this program.

Dr. Sutton announced that the second prize went to Georgia Southern University ("GSOU"). He noted that the global economy is now a reality of daily life. Across the University System, there are a number of degree programs in international business. GSOU offers a Bachelor of Science in International Trade that requires an international internship. Students in this program gain several months of full-time practical experience working with an international company, usually spending most or all of that time abroad. The program also requires working knowledge of a foreign language and an understanding of the different cultures in which businesses must now operate. Accepting this award on behalf of the program was the Director of the Center for International Studies, Dr. Nancy Shumaker, accompanied by the Associate Vice President for Academic Affairs, Alison Ridley.

The First Prize Winner in this category was a remarkably ambitious and innovative program, said Dr. Sutton. Georgia State University (“GSU”) offers a Bachelor of Arts degree in either History or English with a two-year Joint Studies Program in British and American Cultures. This two-year integrated curriculum sends third-year GSU students to England for one year of classes at the University of Northumbria and then follows that with a full set of senior year courses back at GSU that build on the prior overseas experience. British students do a parallel program starting off with a year in Atlanta. This program operates as a true exchange, and students pay roughly the same costs for their education abroad as they do at home. More importantly, they really learn from each other over the course of two years, study with faculty at two separate universities, and can live comfortably with a foot in two different cultures. Accepting the award on behalf of the program was Dr. Paul H. Schmidt, Professor of English.

Dr. Sutton explained that the other Best Practices competition sought to honor the most internationalized department (or other academic unit). The goal is to change the academic culture of the institutions. The staff thought if they could get departments, which are the core academic units where business really gets done in higher education, to value the international dimensions of teaching and scholarship as much as they value the domestic ones, then they would really start moving in the right direction. The staff asked the nominees to provide some real evidence about their actual practices in three areas:

- Process measures (Particularly did they have explicit international factors in their hiring, promotion, and tenure criteria?);
- Performance measures (What were their international benchmarks for students, faculty, and curriculum?); and
- Progress measures (How much improvement could they show over time?).

Departments submitted portfolios to the review committee. The staff committee found that the academic unit that most closely matched the criteria for this award was the Department of Foreign Languages and Literature at the State University of West Georgia. Accepting the award on behalf of this program was the Chair of the Department, Professor Caryl Lloyd, accompanied by President Beheruz N. Sethna.

Chancellor Meredith and Chair Harris then presented the Best Practices in International Education Awards.

Chair Harris thanked Dr. Sutton for this presentation.

### **SPECIAL RECOGNITION: RHODES AND MARSHALL SCHOLARS DESIGNEES**

Chair called upon the Chancellor to make a special presentation.

Chancellor Meredith called upon President Michael F. Adams of the University of Georgia (“UGA”) to share some good news with the Regents.

President Adams said that the first week of December 2002 was a wonderful week for UGA. While the

football team received most of the attention, President Adams was just as excited, if not more so, about the recognition he was about to make. This year, in addition to two Gates Cambridge Scholars, UGA also has a Marshall Scholar and a Rhodes Scholar. He noted that this year, UGA again has its brightest and best students in its 217-year history. In December, Adam Cureton was selected as the nineteenth Rhodes Scholar in UGA history, the fourth since 1996. He was also involved across a broad range of activities across the university in addition to his academic pursuits. He will pursue a doctorate in Philosophy at the University of Oxford over the next two or three years. From Kingsport, Tennessee, Mr. Cureton will graduate from UGA in the spring with a Bachelor of Arts degree (“B.A.”) in Political Theory and Evolutionary Theory and a Master of Arts degree (“M.A.”) in Philosophy. He is a Foundation Fellow, which is the highest academic scholarship UGA offers, and he was named a United States Presidential Scholar in 1999. He is active in the Center for Undergraduate Research Opportunities (“CURO”) and has authored and coauthored research articles in several scholarly journals. He works with the Athens Commission for Persons with Disabilities, was a judge for the Georgia Science and Engineering Fair, was a quarter finalist in a rock climbing competition, and also performs stand-up comedy at local Athens comedy clubs. President Adams called upon Mr. Cureton to approach the Board.

Mr. Cureton thanked the Regents and President Adams for the opportunities they have afforded him for the past four years. He remarked that his years at UGA had been nothing short of amazing. The opportunities he had been provided have prepared him to move ahead in his career and to be a competitive student at the University of Oxford.

President Adams stated that the Marshall Scholarship was established by the British Parliament in 1953 to express the gratitude of the British people to the United States for creating the Marshall Plan after World War II. It enables American students to earn a degree in the United Kingdom in any field of study. Hailing from Thomasville with roots in Tifton, Josh Woodruff is a senior in the Honors Program at UGA with a double major in Biochemistry and Molecular Biology and Cellular Biology. He will use his Marshall Scholarship to attend the London School of Hygiene & Tropical Medicine to earn a Master of Science degree in Immunology of Infectious Diseases. Mr. Woodruff received a Barry Goldwater Scholarship in addition to Courts, Regents Scholarship, Governor’s, and HOPE Scholarships. He has worked in the laboratory alongside two of UGA’s leading professors in studying infectious diseases, and he spent the last two summers in Tanzania using that experience to help officials improve healthcare. He has used his research expertise to win the top award for a science paper in CURO. He is active in the Alpha Phi Omega national service fraternity, and he and several friends formed a student organization at UGA devoted to international service projects.

President Adams then invited Mr. Woodruff to speak to the Regents.

Mr. Woodruff stated that being awarded the Marshall Scholarship has been a tremendous honor that reflects on the quality of UGA and the University System of Georgia. He said that this never could have happened without the opportunities he had been given at UGA. He thanked the Board and stepped down.

Chair Harris congratulated Mr. Cureton and Mr. Woodruff, as well as UGA, on these honors and remarked that the students have brought honor to UGA, its Honors Program, and the University System of Georgia.

Regent NeSmith asked how many Marshall Scholarships were awarded this year.

The Secretary to the Board, Gail S. Weber, responded that there were only 40.

Regent NeSmith then asked how many Rhodes Scholars are named.

The Senior Vice Chancellor for Academic Affairs, Daniel S. Papp, responded that there were only 32 this year.

### **SPECIAL PRESENTATION: RESEARCH AT THE UNIVERSITY OF GEORGIA**

Chair Harris called upon the President of the University of Georgia (“UGA”), Michael F. Adams, to make another special presentation to the Board. He remarked that the Regents were extremely proud of the UGA Bulldogs for their outstanding record this year as the Southeastern Conference and Sugar Bowl champions and their ranking as third nationally. The Regents are also very proud of the important research going on at UGA.

President Adams greeted the Regents and stated that he had been allotted 20 minutes to tell them about \$300 million worth of research. He said that it really all comes down to people. When an institution has the right kind of people in research, good things happen. As the Regents heard at the January 2003 meeting of the Strategic Planning Committee, the research universities are paying additional attention to research. He is grateful for the Board’s increased emphasis in this area because, of everything the University System does, this is the one area the public understands the least.

UGA does research because it is part of the university’s mission, said President Adams. It is as important as teaching and public service. The research done at UGA will dramatically impact the future health of the State of Georgia in a broad range of areas. The research program at UGA has four major goals. Clearly, the first of these goals is to advance knowledge. Every faculty person is expected to do research. Even administrators research and publish periodically. The second goal is to help solve societal problems. Third, institutions have a responsibility to improve the quality of life in the State of Georgia. Finally, UGA takes very seriously the expectation that it be a major economic development engine for the state.

These goals are not achieved without a plan, said President Adams, and plans are built around people. UGA recently lost Dr. Eugene Odom, probably the most distinguished ecologist in the United States. His research at UGA dates back to the 1950s. In the 1960s, UGA’s research broadened to include chemistry and biochemistry. Two of the ten most cited chemists in America today are on the UGA faculty: Professors Paul v. R. Schleyer and Henry F. Schaeffer III. In the 1970s, UGA hired Professor Norman H. Giles, who

took UGA even further into genetics and biotechnology. Dr. Giles, along with Dean Wyatt W. Anderson and National Academy of Science member Professor Susan Westler, are the core basis for those research programs. In the 1980s, UGA branched into complex carbohydrates with Professors Peter Albersheim and Alan Darvill. UGA is now building its fourth facility for them, a 140-square-foot facility funded by the University of Georgia Research Foundation, Inc. Increasingly, researchers believe that the complex breakdown of carbohydrates has a great deal to do with the development of cancer. The research in this field is very promising. In the 1990s, under the leadership of President Adams and former Provost Karen A. Holbrook, UGA branched into genomics and proteomics. Proteomics helps scientists analyze sequences of genetic movement in the body. In the twenty-first century, this will become even more important.

President Adams stated that UGA is leveraging state dollars better than it ever has. He noted that the state's investment in research has been relatively stable over the past five years, while UGA has made dramatic strides in leveraging state dollars to acquire external research awards. The kinds of researchers he had just mentioned deserve the credit, he said. They write the grant proposals and develop relationships with the National Institutes of Health ("NIH") and the National Science Foundation. External research awards and fundraising have allowed UGA to keep its head above water during the recent economic downturn. UGA now ranks twenty-second among public universities in total research expenditures. UGA is thirty-fourth among both public and private. For universities without a major engineering or medical complex, UGA is either first or second. The dollar value is dramatic, said President Adams. UGA's \$300 million in research is the third highest in the University System of Georgia, and it has a tremendous impact on the State of Georgia. Last year, UGA received \$134 million in total research awards and \$3.8 million in licensing income, and there are three new start-up companies as a result.

UGA's genetics and genomics research creates genetic maps and genomics tools that benefit Georgia. For example, research creates genetic improvements to crops such as peanuts, turf, forage, sorghum, and rice. Research creates "gene encyclopedias" for chicken and cotton and new medical therapies for neural diseases like Parkinson's. Under Drs. Darvill and Albersheim in particular, UGA is now in its fourteenth year as the leading NIH National Resource Center for Biomedical Complex Carbohydrates and its sixteenth year as the Department of Education Center for Plant and Microbial Complex Carbohydrates. UGA is developing carbohydrate-based adjuvant for better vaccines, which is the substance that contains the vaccine. Additionally, carbohydrate-based cancer diagnostic tests and inhibitors are presently one of the major areas in cancer research. UGA is doing a great deal of research in the area of structural biology and proteomics. Professor Bi-cheng ("B. C.") Wang is one of UGA's eminent scholars funded jointly by outside fundraising and the Georgia Research Alliance. He is a specialist in x-ray crystallography. Researchers can now identify protein structures in four to five hours instead of five to ten years. UGA is now among the 22 leading institutions in this kind of research, along with Duke University, Emory University, and the University of North Carolina at Chapel Hill. UGA recently received funding in the amount of over \$5 million for a 900 megahertz MMR spectrometer. This is the largest magnet size available, which helps in this breakdown process. There are only four institutions in the United States that have received this kind of NIH funding, and this was accomplished largely by the efforts of Dr. Wang.

The biomedical area is probably one of the biggest growth areas in the twenty-first century, said President Adams. UGA's School of Pharmacy is currently undertaking clinical drug trials for both HIV and hepatitis B. UGA is very advanced in disease prevention and immune response vaccines. UGA is also working in agriculture to use small laboratory fish to replace rodents in toxicology studies. UGA is collaborating with the Georgia Veterinary Diagnostic Laboratory System and the Medical College of Georgia. UGA's mosquito gene discoveries may yield better malaria control and aid in preventing the spread of West Nile virus.

President Adams stated that UGA is also doing research in agriculture and forestry. The "Georgia Green" peanut is the number one peanut producer. The leading competitive grasses for golf and other sports were developed by UGA in Tifton. There has been a 2.5-fold increase in fiber production in the State of Georgia fueled by UGA research. UGA has also performed important research in water, including irrigation and hydrology. The Agricultural Irrigation Park near Camilla will assist farmers in more efficiently using water to help mitigate the conflict between rural Georgia, which needs farm water, and urban Georgia, which needs water for a whole range of uses. UGA and Associate Professor Steven L. Stice have also received a great deal of international press attention for its leading research in livestock cloning.

UGA is also working diligently in the area of technology transfer, reported President Adams. UGA has had over 1,000 faculty disclosures of new inventions in the past few years and filed 56 patents in fiscal year 2002 alone. UGA ranks sixth nationally in ratio of licenses to disclosures and eighth nationally in the number of start-up companies, which dramatically impacts economic development. President Adams noted that start-up companies often disappear quickly, but 57 of UGA's 75 start-up companies are still in business and making major economic contributions to the state. There are also two incubation centers based on UGA research.

In the areas of social sciences and education, UGA has performed nationwide studies of rehabilitation center business practices and treatment options as well as some of the leading research on programs that strengthen academic and social performance of African-American families. President Adams said that UGA has also done work in children's literacy, reading, and math achievement and violence prevention programs for the nation's middle schools. Professor Arthur M. Horne is a major national leader in that field. UGA is developing programs to prevent the spread of weapons of mass destruction. Drs. Gary Bertch and Igor Khripunov, Director and Associate Director, respectively, of the Center for International Trade and Security, are recognized national experts in nonproliferation in a time when such expertise is certainly needed.

President Adams next identified six areas in which he expects UGA to make regional, if not national, strides in the future: biomedical sciences and public health; bioinformatics; nanoscience; water; land use and urban environmental planning; and homeland security. He noted that Assistant Professor Massimo Palmarini's research involving lung cancer in sheep shows great promise, as does cancer cell proliferation research by Assistant Professor Edward T. Kipreos. Two years ago, Professor John McDonald, Head of the Department of Genetics, helped form the National Ovarian Cancer Research. Assistant Professor Walter

K. Schmidt's research on proteases localized in cell membranes that impact Alzheimer's and other diseases. Endowed Professor and Head of the Department of Pharmaceutical and Biomedical Sciences Vasu Nair performs research on molecules that fight viral diseases. Associate Professor Suchendra M. Bhandarkar and others are working with their colleagues at MCG to develop technology for computer-assisted surgery. President Adams said there is incredible opportunity for advancement in the biomedical sciences. The area of bioinformatics is particularly important for bringing together statistics from a range of fields and analyzing them for the future to impact obesity, neurological diseases, gerontology, and other areas of great need in the State of Georgia and the nation. Georgia is one of the few states in America without a school of public health at a public research institution. UGA is working with MCG to develop programs in that area. Although it does not wish to compete with the Georgia Institute of Technology, UGA will also be bringing more proposals to the Board for more bio- and agricultural engineering programs. Nanoscience is an emerging science concerned with the study of things of very small dimensions. A nanometer is a billionth of a meter, and that is the kind of precise engineering at the biomedical level that UGA is researching. President Adams said that all of the identified areas provide an incredible research base for the future. As the flagship institution of the state, UGA has a major responsibility to move knowledge forward. The faculty are not only doing an important job of teaching and public service, but also in research enterprise. He stated that UGA could not do research without the support of the Board of Regents and the legislature. He concluded that UGA cannot be successful without its peers at the Medical College of Georgia and the Georgia Institute of Technology, and they cannot be successful without collaborating with UGA. The cross-pollination that needs to take place is very important and offers great promise. UGA has had success in attracting to UGA the leading researchers in these areas, and he was deeply appreciative of the Board's support in that regard.

Chair Harris thanked President Adams for this presentation and his leadership at UGA. He then asked whether the Regents had any questions.

Seeing that there were no questions, President Adams recognized the Associate Vice President for Research and Director of Sponsored Programs, Regina A. Smith, and the Director of Technology Commercialization, Robert R. Fincher. He noted that there were many others who work alongside them, but these are two key people not only in helping research take place, but also in moving it into economic development. He stressed that research is a team effort that will continue to grow and build upon itself.

At approximately 1:45 p.m., Chair Harris adjourned the Board into its regular Committee meetings.

### **CALL TO ORDER**

The Board of Regents of the University System of Georgia met again on Wednesday, January 8, 2003, in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent Joe Frank Harris, called the meeting to order at 9:00 a.m. Present on Wednesday, in addition to Chair Harris, were Vice Chair James D. Yancey and Regents Hugh A. Carter, Jr., Connie Cater, William H. Cleveland, Michael J. Coles, Hilton H. Howell, Jr., George M. D. (John) Hunt III, Donald M. Leebern, Jr., Allene H. Magill, Elridge W. McMillan, Martin W. NeSmith, Wanda Yancey Rodwell, Glenn S. White, and



Joel O. Wooten, Jr.

## **INVOCATION**

The invocation was given on Wednesday, January 8, 2003, by Regent Glenn S. White.

## **ATTENDANCE REPORT**

The attendance report was read on Wednesday, January 8, by Secretary Gail S. Weber, who announced that Regent J. Timothy Shelnut had asked for and been given permission to be absent on that day.

## **AUDIT COMMITTEE**

The Audit Committee met on Tuesday, January 7, 2003, at approximately 10:30 a.m. in room 7005. Committee members in attendance were Chair Joel O. Wooten, Jr., Vice Chair Connie Cater, and Regents Hilton H. Howell, Jr., George M. D. (John) Hunt III, and James D. Yancey. Chancellor Thomas C. Meredith was also in attendance. Chair Wooten reported to the full Board on Wednesday that the Committee had reviewed three items, none of which required action. Those items were as follows:

### **1. Information Item: Year-to-Date Status of Fiscal Year 2003 Audit Plan**

The Associate Vice Chancellor for Internal Audit, Ronald B. Stark, evaluates the status of the University System audit plan each quarter. The campus-based auditors submit quarterly reports showing the status of their individual plans and their resource utilization. The information is consolidated with the Board of Regents Internal Audit Department information.

At this meeting, Mr. Stark presented the overall status of the fiscal year 2003 audit plan as of December 31, 2002. He reported that there were 175 audits included in the original audit plan and that 84 had since been added for a total of 259 audits. To date, 74 audit reports and 20 draft audit reports have been issued; 61 audits are in progress. There will be 16 investigations performed as part of this year's audit plan. To date, three investigative reports and one draft investigative report have been issued. The remaining investigations are in progress. Finally, there are 39 advisory services in progress; 8 have been completed.

### **2. Information Item: Implementation of the Sarbanes-Oxley Act**

An overview of the Sarbanes-Oxley Act of 2002 (the "Act") was presented at the September 2002 Audit Committee meeting. The Act, although not specifically applicable to higher education, includes certain business practices that would improve controls and continue the high level of reliance that the Board of Regents places on the University System of Georgia financial statements. In September, the Audit Committee asked the Associate Vice Chancellor for Internal Audit, Ronald B. Stark, to return to the

Committee with recommended best practices from the Act that should be implemented in the University System of Georgia.

At this meeting, Mr. Stark presented recommended best practices as information only to be brought back in February 2003 for final discussion and approval. The following recommendations were made:

- Copies of the annual financial statements will be distributed to all Board members.
- The Vice Chancellor for Fiscal Affairs will present the statements to the Audit Committee and Committee on Finance and Business Operations each year.
- The State Department of Audits and Accounts staff will be invited to attend all Audit Committee meetings and will be asked at least annually to provide an overall assessment, based on their observations, of the University System's internal controls and compliance with Generally Accepted Accounting Principles ("GAAP").
- Chancellor Thomas C. Meredith will establish a committee of campus representatives and University System Office personnel to develop a "Code of Ethics and Business Conduct."
- Presidents, chief business officers, and chief information officers will be asked to certify that they:
  - 1) Are responsible for establishing and maintaining internal controls;
  - 2) Have designed (or caused to be designed) internal controls to provide reasonable assurance that financial statements are fairly presented and are in conformity with GAAP;
  - 3) Have evaluated the effectiveness of the internal controls;
  - 4) Have reported all instances of fraud to appropriate University System Office personnel in accordance with Board policy and business procedures; and
  - 5) Have presented their conclusions of the effectiveness of internal controls to the University System Office annually.

Chair Wooten requested that the final proposal be submitted to the Regents at least one week in advance of the February 2003 Board meeting.

### **3. Information Item: Status of Savannah State University Management Study**

Chancellor Thomas C. Meredith requested that a study be performed to help Savannah State University evaluate its management structure and perhaps identify areas for efficiency or cost improvement. Price Waterhouse Coopers has completed the study and has presented findings to President Carlton E. Brown. At this meeting, the Vice Chancellor for Fiscal Affairs, William R. Bowes, updated the Committee on the status of the study.

Mr. Bowes explained that the purpose of the study was to review key management functions with the goal of identifying opportunities to streamline processes, to modify and improve procedures, and ultimately to reduce cost. The study was begun at the end of September 2002 with a kickoff meeting at SSU involving University System Office staff, President Carlton E. Brown, SSU senior management, and PricewaterhouseCoopers. PricewaterhouseCoopers delivered a draft report in December 2002. Following further consultations with the president and senior management of SSU and consultants to refine the findings

and correct errors of fact, the final report will be delivered within a week of this Board meeting. Mr. Bowes expressed his gratitude to SSU senior management and staff for cooperation in working with PricewaterhouseCoopers on the project and arranging interviews with key staff on campus.

Mr. Bowes noted that the study was intended to develop a broad understanding of the key administrative functions at SSU; to identify three or four priority areas for in-depth review; to analyze these processes, organizational structures, roles, and responsibilities and identify cost drivers in each of the selected functions; and to make recommendations to improve controls and processes and to identify cost-saving opportunities and changes to organizational structure and staffing.

The study process included 66 interviews, stated Mr. Bowes. It also considered data provided by the University System Office and SSU, direct observation of operations, workflow analysis, and review of reports and organizational charts. He noted that the scope of the study was limited. It focused on key business areas based on high-level statistics and input from SSU management. It did not perform comparisons with other University System institutions. It did not attempt to duplicate previous audit reports or focus specifically on audit findings.

The study revealed that there are too many people doing too many manual tasks and that available technology is widely under-utilized. Other issues included broad resistance to change, no sharing of information, and lack of coordination among different offices. There exists a general lack of policy and procedures to ensure an effective control environment. Recommendations were made in the four areas reviewed: procurement, student services, business and finance organization, and academic clerical support.

Mr. Bowes said that the next steps include developing an action plan for addressing the specific recommendations outlined in the report. The action plan will identify specific actions to be taken by the university and will include completion dates. The dates should not extend beyond six months. This action plan may include assistance from within the University System to help develop processes and procedures and would suggest that SSU work with University System Office staff to expand use of centrally supported systems to eliminate manual processes. The action plan will be presented to the Regents at the February 2003 Board meeting.

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

Though there was no quorum, members of the Committee on Information and Instructional Technology and other Regents gathered on Tuesday, January 7, 2003, at approximately 11:25 a.m. in room 6041, the Training Room. Committee members in attendance were Chair Michael J. Coles and Regent Martin W. NeSmith. Also in attendance were Chancellor Thomas C. Meredith and Regents Connie Cater, Joe Frank Harris, George M. D. (John) Hunt III, Joel O. Wooten, and James D. Yancey. Regent Coles reported to the full Board on Wednesday that the Regents had reviewed two items, neither of which required action. Those items were as follows:

**1. Information Item: Discussion Regarding Electronic Distribution of Board Materials**

Currently, the Regents receive a number of mailings prior to Board meetings, such as the agenda and related documents. Committee Chair Michael J. Coles asked if a number of these mailings could be replaced with less costly and more efficient electronic distribution, beginning with the agendas and draft minutes.

The Secretary to the Board, Gail S. Weber, stated that she would survey all of the Regents on the Board and determine how to best meet this request. Increasing the electronic distribution of communications and documents is a continuation of an effort led by Ms. Weber and the Associate Secretary to the Board, Jennifer E. Fairchild-Pierce. In addition, mailings of documents to others will be examined to see if electronic distribution may be substituted.

This item may be brought back to the Board for action at a later date.

**2. Information Item: National Light Rail Briefing**

Georgia Institute of Technology's ("GIT") Chief Technology Officer, Ronald R. Hutchins, and Chief Information Officer, John K. Mullin, briefed the Regents on the National Light Rail ("NLR") advanced optical networking project. NLR is a new program initiated by key research universities to create and own a national optical research network to meet advanced research requirements, secure dark fiber (fiber optical cable infrastructure) for purchase by the national education and research community, and provide advanced optical electronics. NLR has the potential to become "Internet 3" with its independent, flexible, and secure ultra-high bandwidth and is critical to supporting advanced science. Mr. Mullins and Mr. Hutchins discussed the opportunities and benefits associated with this cutting-edge program for GIT, the State of Georgia, and the entire Southeast.

**COMMITTEE ON FINANCE AND BUSINESS OPERATIONS**

The Committee on Finance and Business Operations met on Tuesday, January 7, 2003, at approximately 1:50 p.m. in the Board Room. Committee members in attendance were Vice Chair Glenn S. White and Regents Connie Cater, Michael J. Coles, George M. D. (John) Hunt III, Donald M. Leebern, Jr., Martin W. NeSmith, Joel O. Wooten, Jr., and James D. Yancey. Chancellor Thomas C. Meredith was also in attendance. Vice Chair White reported to the Board on Wednesday that the Committee had reviewed four items, all of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

**1. Ratification of Fiscal Year 2003 Additional 2% Holdback Allocation**

Approved: The Board ratified the prorated allocation of the 2% holdback instituted by the Governor's Office of Planning and Budget for fiscal year 2003 among the institutions and operating units of the University System of Georgia. There were no exemptions for this holdback.

Background: Beginning July 2001, the revenue collections for each month decreased over the corresponding month in the prior year, with the exception of September 2002, which experienced an increase of 2.1% over September 2001. Revenues for October 2002 once again declined 5.3% below October 2001. In response to the continuing downturn in the economy, the Governor announced holdbacks of 1% in May and 2% in August and a 5.86% reduction in the original budget for the fiscal year. While the previous 3% total holdback exempted instruction, this 2% holdback applies to the entire state appropriation. All holdbacks are pending legislative action and are expected to continue in fiscal year 2004.

The additional 2% results in a holdback of \$28.6 million for the resident instruction budget, \$4.3 million for the "B" and other line item "A" units, \$696,199 for special funding initiatives, and \$477,505 for the research consortium. The total additional holdback is \$34 million. The cumulative impact of all budget reductions to the original budget and the holdbacks required in fiscal year 2003 is \$183.9 million.

**2. Approval of Sublease Space at the Medical College of Georgia Hospitals and Clinics by MCG Health, Inc. to a Subsidiary of Select Medical Corporation and Improvements to the Sublease Space by Select Medical Corporation**

Approved: The Board approved the sublease of space at the Medical College of Georgia ("MCG") hospitals and clinics by MCG Health, Inc. ("MCGHI") to a subsidiary of Select Medical Corporation and improvements to the subleased space by Select Specialty Hospital, as presented below.

Background: Over the last few months, MCGHI has engaged in discussions with several vendors on the outsourcing of a long-term acute care hospital unit within the MCG hospitals and clinics. More recently, MCGHI has been negotiating a specific arrangement with Select Medical Corporation. At its September 19, 2002, meeting the executive committee of the board of directors of MCGHI approved a resolution authorizing its president and chief executive officer to negotiate and execute the documents necessary to implement the creation of a long-term acute care hospital unit to be operated by Select Medical Corporation. The MCGHI board of directors approved the actions of the executive committee on October 16, 2002.

The major components of the arrangement to be entered into with a subsidiary of Select Medical Corporation, American Transitional Hospitals, Inc., d/b/a Select Specialty Hospital, are presented below:

1. Select Specialty Hospital will sublease from MCGHI space to operate 35 long-term acute care beds and additional space not exceeding 1,500 square feet for related administrative services at a fair market price for a term of six years commencing after a certificate of need and other licenses are obtained from the Department of Community Health by Select Specialty Hospital.
2. Select Specialty Hospital will make certain improvements to the areas it will

sublease at a cost of approximately \$500,000 to \$750,000.

3. Select Specialty Hospital will purchase services from MCGHI to support the operation of its long-term acute care hospital unit, including surgical, laboratory, radiological, CT/MRI, certain diagnostic, and dietary services, at fair market prices.
4. Select Specialty Hospital will provide a specified level of services to indigent and near indigent patients.
5. Through an affiliation agreement between Select Specialty Hospital and MCG, the long-term acute care hospital unit will provide educational opportunities to students.

MCGHI and Select Specialty Hospital are very close to agreeing to the final terms and conditions of the necessary documents with closing of the transaction to occur before the end of January 2003.

According to the master lease between the Regents and MCGHI (Paragraph 38, Transfer, Assignment and Subletting), the Board of Regents' consent was required before MCGHI may enter into a sublease. The master lease (Paragraph 19, New Improvements) also required the Board of Regents' consent to certain improvements to the MCG hospitals and clinics. The president of MCG recommended that the requested approvals be granted.

**3. Approval of Amendment to Fiscal Year 2004 Budget Request to Add a Minor Capital Infrastructure Project for the Medical College of Georgia**

Approved: The Board ratified the Chancellor's action on December 13, 2002, requesting that the Governor's Office of Planning and Budget ("OPB") accept an amendment to the University System of Georgia's fiscal year 2004 budget request to add a minor capital infrastructure project for the Medical College of Georgia ("MCG").

Background: President Daniel W. Rahn at MCG notified Chancellor Thomas C. Meredith that cracks have developed in the steam boilers that serve the Sanders Research and Education Building (the "Sanders Building"), causing a risk of failure. MCG included in its facilities master plan a proposal for a cost-effective energy plant to support existing and future needs of multiple research facilities there, including the Sanders Building. The planned equipment to serve multiple facilities cannot be contained in the basement where the failing boilers are located. President Rahn proposed to solve the immediate problem of the steam boilers by replacing them with a satellite boiler plant outside the Sanders Building that will support both current and future research facility needs. In this way, the short-term solution will contribute to the longer-term implementation of the master plan. The cost is projected at approximately \$4.9 million.

Chancellor Meredith consulted with the Chair and Vice Chair of the Board of Regents and with the Chairs of the Committees on Finance and Business Operations and Real Estate and Facilities. With their concurrence and acting on the authority granted to the Chancellor by the Board of Regents to take necessary action between the November 2002 and January 2003 meetings of the Board, Chancellor Meredith sent a letter and budget request amendment to Mr. Bill Tomlinson, Director of OPB, on December 13, 2002. This action required ratification by the Board.

**4. Acceptance of Gifts for the University of Georgia**

Approved: The Board accepted on behalf of the University of Georgia (“UGA”) gifts from the following donors:

<u>Donor</u>	<u>Value</u>	<u>Department</u>
Iona Nunnally Trust Fund	\$3,281,139.20	General Support
Frederick Wittop Trust	365,000.00	Wittop Center, Hargrett Library
Estate of Sue Woodruff Cromartie	200,000.00	Art Education and Elementary Education
Estate of Judy Denard Loveless	100,179.00	General Support

Background: Board policy requires that any gift to a University System of Georgia institution with an initial value greater than \$100,000 be accepted by the Board of Regents.

**COMMITTEE ON REAL ESTATE AND FACILITIES**

The Committee on Real Estate and Facilities met on Tuesday, January 7, 2003, at approximately 2:00 p.m. in the Board Room. Committee members in attendance were Chair George M. D. (John) Hunt III, Vice Chair Martin W. NeSmith, and Regents Connie Cater, Michael J. Coles, Donald M. Leebern, Jr., Glenn S. White, Joel O. Wooten, and James D. Yancey. Chancellor Thomas C. Meredith was also in attendance. Chair Hunt reported to the Board on Wednesday that the Committee had reviewed nine items, one of which required action. Item 10 was withdrawn during the Committee meeting. One of the appointments of architects included in Item 4 was withdrawn prior to the Committee meeting. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

**1. Naming of Paul D. Coverdell Center for Biomedical and Health Sciences, University of Georgia**

Approved: The Board approved the naming of the Biomedical and Health Sciences Center at the

University of Georgia (“UGA”) the “Paul D. Coverdell Center for Biomedical and Health Sciences.”

Understandings: A long-time elected official serving in state and federal government, Senator Coverdell was a supporter of the University System of Georgia and the research programs of UGA.

Under the leadership of Senator Phil Gramm of Texas and Senator Zell Miller of Georgia, both UGA alumni, the United States Senate authorized legislation that included a federal allocation of \$10 million to construct an appropriate facility on the campus of UGA in honor of Senator Paul D. Coverdell.

The Paul D. Coverdell Center for Biomedical and Health Sciences (a 90,000-square-foot facility) will be the university’s signature building for education, research, and the creation of new technology relating to the biomedical and health sciences and will be centrally located among other life sciences buildings on campus.

**2. Authorization of Project, “Renovation of Laboratory, Sanders Research and Education Building for Pharmacology and Toxicology,” Medical College of Georgia**

Approved: The Board authorized Project No. BR-40-0301, ‘Renovation of Laboratory, Sanders Research and Education Building for Pharmacology and Toxicology,’ Medical College of Georgia (“MCG”), with a total project budget of \$2,410,000 to be funded from institutional interest income.

Understandings: The Sanders Research and Education Building was built in 1969 and houses many of the research functions at MCG. The proposed renovation will modernize 10,400 square feet of laboratory space for pharmacology and toxicology research. The renovated space will include laboratories, administrative and office space, and lab support space.

Methodology and technology for scientific research have changed from a wet bench/test tube/pipette type of research to some wet bench and heavy technology methodology research. The renovation will provide both wet bench and technology bench type space, as well as smaller, more efficient and appropriately sized laboratory space than currently exists. By creating smaller laboratories, different types of research can be better segregated, and doing so will provide the flexibility of assigning space based upon need.

The estimated construction cost will be \$1,916,000.

The University System Office staff and MCG will proceed with the selection of appropriate professional consultants.

**3. Authorization of Project, “Renovation of Folk Residence Hall,” Georgia Institute of Technology**

Approved: The Board authorized Project No. BR-30-0304, “Renovation of Folk Residence Hall,”



Georgia Institute of Technology (“GIT”), with a total project budget of approximately \$3,766,000 from GIT Auxiliary Housing funds.

Understandings: GIT, as part of its proposed revised “Student Housing Comprehensive Plan – 1998,” includes the incorporation of a larger west campus housing renovation program that will renovate eight residence halls between 2002 and 2014. The current plan has already renovated four residence halls (Harrison – fiscal year 1998, Howell – fiscal year 1999, Fulmer – fiscal year 2000, and Caldwell – fiscal year 2002). Folk Residence Hall is the next planned renovation project.

Folk Residence Hall was constructed in 1969. The project will involve the renovation of approximately 28,700 gross square feet. The facility has a total capacity of 158 beds. The scope of work includes mechanical, plumbing, and electrical system replacement, refurbishment of water-damaged areas, and roof replacement, as well as interior finishes and furniture upgrades. The renovation also includes the installation of a new sprinkler system. The existing room style and ancillary area configuration will remain the same.

The estimated construction cost is \$3,100,000.

Because of the range and mix of student housing at GIT, this facility will not be constructed to include bathrooms within each suite. An exemption from the University System policy concerning student housing facilities will be granted upon approval of this project authorization.

The University System Office staff and GIT will proceed with the selection of appropriate professional consultants.

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

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

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

#### **Project No. J-44, Academic Classrooms and Laboratory Building, Fort Valley State University**

Project Description: This project provides for approximately 86,000 gross square feet of new construction, including general classrooms, lecture halls, wet and dry labs, and the School of Graduate Studies.

Total Project Cost	\$16,030,000
Construction Cost (Stated Cost Limitation)	\$12,500,000

A/E (Fixed) Fee \$ 874,300

Number of A/E firms that applied for this commission: 39

Recommended A/E design firms in rank order:

- 1) Goode Van Slyke, Architecture, Atlanta
- 2) Thompson, Ventulett, Stainback & Associates, Inc., Atlanta
- 3) Stevens & Wilkinson of Georgia, Inc., Atlanta

**Project No. J-43, Professional Sciences and Conference Center,  
Macon State College**

This appointment was withdrawn prior to the Board meeting.

**Project No. J-39, Parks Nursing and Health Sciences Renovation,  
Georgia College & State University**

Project Description: This project will rehabilitate two historically significant structures and will add 11,700 gross square feet of new space. There will be new computerized clinical labs, classrooms, and support spaces. The electrical and mechanical systems will be replaced.

Total Project Cost	\$10,046,000
Construction Cost (Stated Cost Limitation)	\$ 7,000,000
A/E (Fixed) Fee	\$ 607,800

Number of A/E firms that applied for this commission: 38

Recommended A/E design firms in rank order:

- 1) Surber Barber Choate & Hertlein, Architects, Inc., Atlanta
- 2) Lord Aeck & Sargent, Inc., Atlanta
- 3) Richard + Wittschiebe, Atlanta

**Project No. J-55, Cancer Research Center,  
Medical College of Georgia**

Project Description: This project will provide approximately 170,000 gross square feet and will include research laboratories, laboratory support spaces, research offices, administrative offices, a clinical trials support office, and meeting/seminar rooms. Program components will include bio-informatics, tissue/tumor bank, vivarium facility, open laboratory plan, BL-3 containment rooms, and dry and wet laboratories. The project will be funded using 25% state funds and 75% private funds.

Total Project Cost	\$46,900,000
Construction Cost (Stated Cost Limitation)	\$35,892,000
A/E (Fixed) Fee	\$ 2,340,000

Number of A/E firms that applied for this commission: 21

Recommended A/E design firms in rank order:

- 1) Cooper Carry, Inc., Atlanta
- 2) O'Neal, Inc., Atlanta
- 3) CUH2A, Inc., Atlanta

## **5. Executive Session – Property Acquisition**

At approximately 2:55 p.m. on Tuesday, January 7, 2003, Chair Hunt called for an Executive Session for the purpose of discussing the future acquisition of property. With motion properly made and variously seconded, the Committee members who were present voted unanimously to go into Executive Session. Those Regents were as follows: Chair Hunt, Vice Chair Martin W. NeSmith, and Regents Connie Cater, Michael J. Coles, Donald M. Leebern, Jr., Glenn S. White, Joel O. Wooten, and James D. Yancey. Board Chair Joe Frank Harris and Regents William H. Cleveland, Hilton H. Howell, Jr., Allene H. Magill, Elridge W. McMillan, and Wanda Yancey Rodwell attended part of the Executive Session.

Also in attendance during the Executive Session were Chancellor Thomas C. Meredith; the Senior Vice Chancellor for External Activities and Facilities, Thomas E. Daniel; the Senior Vice Chancellor for Academic Affairs, Daniel S. Papp; the Senior Vice Chancellor for Support Services, Corlis Cummings, the Secretary to the Board, Gail S. Weber; the Vice Chancellor for Facilities, Linda M. Daniels; the Vice Chancellor for Fiscal Affairs, William R. Bowes; the Assistant Vice Chancellor for Legal Affairs (Contracts), Robyn A. Crittenden; and the Assistant Vice Chancellor for Facilities (Real Property and Administration), Peter J. Hickey. The following attended part of the Executive Session: the Special Assistant to the Chancellor, Shelley C. Nickel; Senior Policy Advisor Robert E. Watts; the Vice Chancellor for Information and Instructional Technology and Chief Information Officer, Randall A. Thursby; Program Director William N. Hearn; the Senior Vice President for Administration and Finance at the Georgia Institute of Technology (“GIT”), Robert K. Thompson; and the Executive Director for Real Estate Development at GIT, Scott Levitan. 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 3:45 p.m., Chair Hunt reconvened the Committee meeting in its regular session and announced that no actions were taken in Executive Session. Chair Hunt then called for a motion that the Committee authorize the acquisition of several former right-of-way properties. With motion properly made, variously seconded, and unanimously adopted, the Committee approved this motion.

## **6. Information Item: Master Plan, Gordon College**

Gordon College (“GOC”) and the Office of Facilities proposed a physical master plan for future development of the institution. President Lawrence V. Weill and Mr. Bill Polk of the consulting firm Richard + Wittschiebe Architects presented the plan to the Committee. The consultants reviewed the college’s

enrollment targets, mission statement, strategic plan, academic and support programs, and other variables. They met with the administration, faculty, senate, students, and community leaders to receive input and then presented options for facilities, parking/traffic patterns, student/pedestrian circulation patterns, and campus beautification. Based on the consultants' findings, GOC's master plan recommendations included the following:

- Creation of a future faculty office/academic building and student services space;
- Moving Gordon Road and rerouting vehicular and pedestrian traffic; and
- Strengthening the campus character by planning for the creation of new traditional quadrangles in the east academic core to emulate the traditional west campus. These proposed quad areas include proposed areas of new housing and will be linked by a strong pedestrian network connecting these destinations.

**7. Information Item: Coverdell Center, University of Georgia, and Cancer Research Center, Medical College of Georgia**

The Vice Chancellor for Facilities, Linda M. Daniels, gave an update on the Coverdell Center at the University of Georgia ("UGA") and the Cancer Research Center at the Medical College of Georgia ("MCG"), stressing the importance of leveraging state resources and the complexity of the multi-funding source building process. She explained that facilities privatization efforts that have come before the Board have typically involved a ground lease of University System property to a private entity for a specified period of time. The actual capital cost of the new building has been fully borne by the private entity. There has also been an accompanying rental agreement for the System to rent the space. The capital cost will be paid back over time with the Board's eventual ownership of the facility.

A new model is necessary for the Coverdell Center at UGA and the Cancer Research Center at MCG because there are also state general obligation bonds in the projects. To simply mix public and private funds (more specifically, ownership rights) is not permitted in Georgia and would jeopardize the state's bond rating. Therefore, attorneys for the University of Georgia Real Estate Foundation, Inc. and for MCG's Physician Practice Group have worked with staff from the University System Office staff and the Office of the Attorney General to develop a building process acceptable to the state and this Board. The documents are in the process of being developed.

The existing form of ground lease is the template being used. However, in these cases, the Board of Regents owns the ground and will fund construction of two or three floors of the building. There will be an air rights lease to build the remaining floors funded through the sale of municipal authority bonds. The Board of Regents will then lease back the upper floors from the third party nonprofit for the term of the air rights lease.

Additionally, another agreement is being written that will allow the third party, through an owner's program manger, to manage the design and construction of the project. Issues such as project scope, size, location,

compliance with Board of Regents criteria, and conformity with the campus master plan will be overseen by campus and Board of Regents facilities staff. Construction will be done through a construction manager.

Ms. Daniels then introduced President Michael F. Adams of UGA and President Daniel W. Rahn of MCG. President Adams discussed the status of the Coverdell Center and its funding and thanked the University System Office facilities staff for their help to date. President Rahn discussed the Cancer Research Center MCG.

Chair Hunt reminded the Committee that later this spring the staff will be bringing back for approval an air rights lease, a rental agreement, and other necessary legal documents for each project.

**8. Information Item: Sanford Stadium, University of Georgia**

President Michael F. Adams of the University of Georgia (“UGA”) provided a briefing concerning expansion of Sanford Stadium.

The football program at UGA has had a banner year and the University of Georgia Athletic Association Inc. (the “Athletic Association”) wishes to expand the north stands by 5,000 seats, bringing the capacity of the stadium to approximately 93,000 seats. The expansion is currently being designed.

An infrastructure project to relocate electrical service lines in the vicinity was implemented by the university. Such projects are slightly disruptive, but they are a necessary consequence of doing business.

Having researched the history of the Athletic Association from its inception in 1928 to the present, President Adams explained that the Athletic Association has solicited donations, borrowed funds, and sold bonds to fund and construct the majority of all athletic venues on campus, as well as subsequent renovations and expansions of facilities.

Regent Leebern asked if the athletic director and associate directors understood that certain actions are the prerogative of the Board of Regents. President Adams stated that the president’s office and the administration were aware of this and that the Senior Associate Athletic Director of the Athletic Association, Damon M. Evans, was in attendance at this meeting.

**9. Information Item: Rockdale Center, Georgia Perimeter College**

President Jacquelyn M. Belcher stated that Georgia Perimeter College (“GPC”) is asking to expand its role at the Rockdale Center and to become a host for other higher education institutions by building a permanent, state-of-the-art instructional site located on 87 acres at the Georgia International Horse Park in Rockdale County. As proposed, the City of Conyers will donate approximately 87 acres to the Georgia Perimeter College Foundation, Inc. (the “Foundation”), which, in turn, will pursue private financing to fund the construction of this educational facility.

GPC has had a presence in Rockdale County for over 13 years and has been in its present location for 10 years. The Rockdale Center has experienced 60% growth in the last five years in a space-limited storefront facility of 26,000 square feet. There is strong community support for a significantly enlarged facility. The need for increased space is driven by the need for expansion in academic programs and is substantiated by population increases and rapid economic growth. More extensive facilities will also make it possible to implement collaborative activities with other institutions. Georgia State University has committed Business Administration and Teacher Education courses at the new site leading to baccalaureate and master's degrees in these two high-demand areas. GPC is also seeking to develop partnerships with Georgia Institute of Technology, DeKalb Technical College, and the Rockdale County School System. GPC is projecting 3,000 students of its own with 1,000 upper division and graduate students for a total student population of 4,000.

The Foundation will create an LLC as the entity responsible for the property and the project. The Foundation will contract for underwriting, design and construction of the facility. A local development authority will issue tax-exempt bonds with the proceeds from the sale being used to build the facility. The proposed facility will be approximately 85,000 square feet at an estimated cost of \$18 million. With Board approval, this facility will be operational January 2005. Under the authority of the Board of Regents, GPC would lease the facility from the Foundation for instructional use with options to renew for a total of 25 years, at which time the facility would be gifted to the Board of Regents and the State of Georgia. The dollar value of the proposed property is estimated at \$1,740,000. In addition to the 87 acres, the community and the Conyers-Rockdale Chamber of Commerce have pledged a one-time gift of \$1 million to fund the initial equipment acquisition for the facility.

President Belcher explained the timeline for the proposed facility. She stated that the proposal is in line with the goals of the University System and within the strategic plan of GPC. She will come back to the Committee in August 2003 to ask the Board to authorize the execution of a rental agreement between the Foundation and the Board of Regents. Until then, GPC will continue to move forward with this project.

**10. Information Item: Privatization Staffing**

This item was withdrawn during the Committee meeting.

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

The Committee on Education, Research, and Extension met on Tuesday, January 7, 2003, at approximately 1:50 p.m. in room 6041, the Training Room. Committee members in attendance were Chair William H. Cleveland, Vice Chair Allene H. Magill, and Regents Hugh A. Carter, Jr., Hilton H. Howell, Jr., Elridge W. McMillan, and Wanda Yancey Rodwell. Chair Cleveland reported to the Board that the Committee had reviewed 11 items, 10 of which required action. Additionally, 116 regular faculty appointments were reviewed and recommended for approval. With motion properly made, seconded, and unanimously

adopted, the Board approved and authorized the following:

**1. Establishment of the Major in Business Information Systems Under the Bachelor of Science, Albany State University**

Approved: The Board approved the request of President Portia Holmes Shields that Albany State University (“ALSU”) be authorized to offer the major in Business Information Systems under the Bachelor of Science, effective January 8, 2003.

Abstract: ALSU sought approval to offer the major in Business Information Systems under the Bachelor of Science degree. In a rapidly changing and increasingly technological society, a high demand exists for a skilled workforce in the field of information technology. According to the 1996 study, “New Expectations for Undergraduate Education in Science, Mathematics, Engineering and Technology” conducted by the National Science Foundation, graduates with technical skills will be successful in the changing workplace.

Need: Since the mid to late 1980s, businesses have sought not simply to automate their activities, but also to enhance business processes through information systems networks. Extensive communication and interconnectivity arising from information systems integration, communication networks, and database systems are resulting in cycle time reduction in product development and in effective customer service and delivery. As reported by the National Science Foundation, U.S. colleges awarded 37% fewer degrees in computer/technology related fields in 1998 than in 1988. An informal survey of 374 current ALSU enrollees revealed that they want more programming, networking, and decision-support components in an approved program of study.

Objectives: The objective of the program is to prepare students for productive careers in business information systems in such areas as systems development, computer operations, database administration, end-user computing, and data communications. The program will also serve as a major resource from which Georgia information systems corporations can recruit applicants.

Curriculum: The 120-semester-hour program will include courses such as Database Management Systems, System Analysis and Design, and Information Resource Management. The program is further supported by an internship requirement.

Projected Enrollment: The institution anticipates enrollments of 30, 40, and 40 during the first three years of the program.

Funding: The institution will reallocate resources to implement the program.

Assessment: The Office of Academic 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.

## **2. Establishment of the Master of Agricultural Leadership, University of Georgia**

Approved: The Board approved the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to establish the Master of Agricultural Leadership, effective January 8, 2003.

Abstract: Representatives from the agricultural industry indicate that baccalaureate level graduates from the College of Agricultural and Environmental Sciences are technically prepared but need formal education in the areas of leadership and communication at the master’s level. Graduates of baccalaureate programs within the College of Agricultural and Environmental Sciences are frequently employed in administrative roles with commodity organizations or in such areas as agricultural finance, agricultural sales and service, and governmental agencies.

Need: Performing in a diverse array of areas within the agricultural discipline requires educational attainment beyond the baccalaureate level. To fulfill this need, the Department of Agricultural Leadership, Education and Communication proposes the Master of Agricultural Leadership. Social, economic, and technical changes with which agricultural scientists and practitioners must deal increasingly require greater skills in leadership, communication, collaboration, participatory decision-making, managing change, and public involvement.

Objectives: The overall objective of the program is to provide training beyond the undergraduate level for students seeking employment and leadership roles with agricultural agencies, producer groups, and government agencies. The program will focus on developing skills and knowledge in communication, leadership, cooperation, and negotiation. Students will be expected to conceptualize theories of organizational development relative to profit and nonprofit agricultural organizations. In addition, students will be expected to research, synthesize, and articulate public issues education related to agricultural and environmental issues.

Curriculum: The thesis option of the program requires 30 semester hours of course work and 6 semester hours of research. The nonthesis option requires 36 semester hours of course work. Strengths of the program include collaboration with other institutional units, linkages between public service and outreach, and opportunities to focus on contemporary issues.

Projected Enrollment: The institution anticipates enrollments of 10, 12, and 15 during the first three years of the program.

Funding: The institution will reallocate resources to implement the program.

Assessment: The Office of Academic 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.

### **3. Establishment of the Associate of Applied Science in Paralegal Studies, Gainesville College**

Approved: The Board approved the request of President Martha T. Nesbitt that Gainesville College (“GVC”) be authorized to establish the Associate of Applied Science in Paralegal Studies, effective January 8, 2003.

Abstract: GVC sought approval to establish the Associate of Applied Science in Paralegal Studies program due to changes in the discipline and certification requirements. The existing Paralegal Studies program began as a noncredit legal assistant certificate offered through the Department of Continuing Education in 1979. In 1991, the National Association of Legal Assistants Certifying Board changed the requirements for students to qualify to take the Certified Legal Assistant examination. These requirements included an associate level degree in legal assistance. Thus, the Continuing Education program at GVC was no longer able to meet these eligibility requirements. In 1996, GVC submitted a self-study report to the American Bar Association to establish an accredited certificate program. GVC obtained American Bar Association accreditation in 1998. By 1998, the name of the certificate program was changed to Paralegal Studies to reflect current nomenclature. The program grew and became an option under the existing Associate of Applied Science in Management program. Due to increased growth, GVC sought approval to offer the option as a separate degree program.

Need: The fall enrollment in the program for the option under the Associate of Applied Science in Management was 46 students. Since the option has been offered over the past two years, at least 49 students have graduated from the existing Management program with an option in Paralegal Studies.

Objectives: The overall objective of the program is to provide quality education for paralegals for the efficient and effective delivery of services. The program has been developed to encourage graduates to obtain certification by passing the Certified Legal Assistant examination.

Curriculum: Strengths of the 60-semester-hour program include emphasis in such areas as civil procedures, criminal litigation, legal research, contracts, estate administration, bankruptcy, and real estate examinations and closings.

Projected Enrollment: The institution anticipates enrollments of 25, 30, and 35 during the first three years of the program.

Funding: The institution will reallocate resources to implement the program.

Assessment: The Office of Academic 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 the Existing Bachelor of Science in Nursing as an Online External Degree, Georgia Southern University**

Approved: The Board approved the request of President Bruce Grube that Georgia Southern University (“GSOU”) be authorized to offer the existing Bachelor of Science in Nursing as an online external degree, effective January 8, 2003.

Abstract: GSOU sought approval to offer its existing Bachelor of Science in Nursing as an online external degree. The program will be offered online, with the exception of orientation, photo identification, book purchases, class registration, and on-site advisement. Students will attend class on campus at the end of their first course, Conceptual Basis of Nursing, and again during the capstone course of the program, Critical Analysis.

Need: The existing program has been offered via the Georgia Statewide Academic and Medical System (“GSAMS”) since 1993. Over the past four years, the number of requests by students and prospective students for online education opportunities has increased. A survey of all current and prospective students was conducted. The results indicated a strong interest in online education at GSOU for place-bound registered nurses in the rural area. With online education opportunities, more rural nurses will have the opportunity to further their education, which will increase the quality of the nursing professionals in the region.

Objectives: The online nursing program will not replace other nursing programs in Georgia. It is merely substituting the GSAMS method of delivery with an online approach. Course descriptions and objectives of the nursing program remain unchanged. The online students will have access to all information that is currently available to students registered for the program offered on campus. A dedicated server has been established for online course management software. Three departments support WebCT™, and the Center for Excellence in Teaching offers workshops for faculty relative to pedagogical issues and other online technologies.

Projected Enrollment: The institution anticipates enrollments of 20, 20 to 30, and 30 to 40 during the first three years of the program.

Funding: The institution will reallocate resources to implement the program.

Assessment: The Office of Academic 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 the Existing Master of Public Health as an Online External Degree, Armstrong Atlantic State University**

Approved: The Board approved the request of President Thomas Z. Jones that Armstrong Atlantic State University (“AASU”) be authorized to offer the existing Master of Public Health as an online external degree, effective January 8, 2003.

Abstract: The demand for public healthcare personnel is a global issue that is apparent in Savannah, Georgia, and its surrounding communities. Residents in this region experience heart disease, cancer, respiratory disease, stroke, and digestive diseases. As one of three designated regional health professions education centers in the University System of Georgia, AASU works closely with healthcare delivery systems that serve the extended South Georgia region. AASU seeks approval to offer the Master of Public Health as an online external degree in order to meet the demands of place-bound students interested in pursuing this degree.

Need: The current report to congress by the Department of Health and Human Services has indicated that accredited Master of Public Health programs provide the widest base in public health education. The significant growth in the Master of Public Health program since 1998 illustrates the demand for the program (from 31 majors in 1998 to 83 majors in 2002). Many current and prospective students are place-bound and find it difficult to leave home to pursue this degree program at AASU.

Objectives: The overall objective of graduates of the degree program is to enhance the quality of the human health status in communities through education, scholarship, and service in community health education principles and practices. Reaching that goal entails assessing perceived and real health needs of the community, promoting public health skills and knowledge as tools to develop sound public health policy, and ensuring that mandated services be provided. The curricular content and objectives of the program remain unchanged. The mode of delivery enables easier access for students who meet existing admissions requirements. Students meet with their academic advisor a minimum of once per semester. AASU is in the process of establishing a mentorship program involving advanced students and alumni working with newly admitted students in a career orientation capacity.

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

Funding: The institution will reallocate resources to implement the program.

Assessment: The Office of Academic 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. 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 Education, Research, and Extension 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.

### **7. Reorganization of the College of Education, Georgia Southern University**

Approved: The Board approved the request of President Bruce Grube that Georgia Southern University (“GSOU”) be authorized to reorganize the College of Education, effective January 8, 2003.

Abstract: GSOU sought approval to group instructional programs in Early Childhood, Middle Grades, Secondary Education, and Special Education under a Department of Teaching and Learning. It is projected that the reorganization will give more coherent teacher preparation emphasis to programs.

The College of Education previously had four departments: the Department of Early Childhood Education and Reading, which contains the Early Childhood Education and Reading Education programs; the Department of Curriculum, Foundations, and Research, which offered course work in Educational Foundations, Curriculum, Educational Psychology, and Educational Research, and the Doctor of Education (“Ed.D.”) in Curriculum Studies; the Department of Middle Grades and Secondary Education, which administered programs in Middle Grades Education and Secondary Education; and the Department of Leadership, Technology, and Human Development, which included programs in Educational Leadership, Higher Education Administration, Counselor Education, Higher Education Student Services, School Psychology, Special Education, Instructional Technology, and the Ed.D. in Educational Administration.

The new organization includes three departments and their respective degree programs, as follows:

#### **Department of Curriculum, Foundations and Reading**

Educational Psychology, Educational Foundations, Curriculum, Reading Education, Educational Research, Ed.D. in Curriculum Studies

#### **Department of Leadership, Technology, and Human Development**

Educational Leadership, Higher Education Administration, Counselor Education, Higher Education Student Services, School Psychology, Instructional Technology, Ed.D. in Educational Administration

#### **Department of Teaching and Learning**

Early Childhood Education, Middle Grades Education, Secondary Education, Special Education

It is projected that the revised organizational structure will build upon and strengthen ongoing initiatives within the college to contribute to P-16 reform efforts. The reorganization uses existing resources and results in a reduction in administrative costs, since the college will reorganize from four departments to three.

## **8. Reorganization of Institutional Units, Gordon College**

Approved: The Board approved the request of President Lawrence V. Weill that Gordon College (“GOC”) be authorized to reorganize institutional units, effective January 8, 2003.

Abstract: GOC sought approval to reorganize institutional units to provide for increased efficiency and effectiveness in the operations that report directly to the Office of the President. The approved changes are as follows:

- 1) The Office of Institutional Advancement was established during the current academic year. The cost impact of this change has been absorbed into the institutional budget.
- 2) Changes involving the movement of functions from one area of responsibility to another are as follows:
  - a) Public Relations is now called Public Information and has been moved from the Director of Enrollment Services and Community Services to the Office of Institutional Advancement.
  - b) Community Services has been renamed Community Education and moved from the Director of Enrollment Services and Community Services to the Office of the President.
  - c) The Director of Institutional Research has been moved from the Office of the President to the Office of the Vice President for Academic Affairs and Dean of the Faculty.
  - d) Public Safety has been moved from the Office of the Vice President for Student Affairs to the Office of the Vice President for Business Affairs.
  - e) Departments within the Office of the Vice President for Business Affairs have been renamed to more closely reflect their functions.
  - f) The Office of Financial Aid has been moved from the Office of the Vice President for Student Affairs to the Office of the Director of Enrollment Services.

The reorganization of institutional units effects no financial impact on students, faculty, or administrators.

## **9. Establishment of the Georgia Research Alliance Eminent Scholar in Neuroscience, 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 the Georgia Research Alliance Eminent Scholar in Neuroscience, effective January 8, 2003.

Abstract: MCG sought approval to establish the Georgia Research Alliance Eminent Scholar in Neuroscience. The Medical College of Georgia Foundation, Inc. has on deposit \$1,500,301 in an endowment for this endowed chair. The funding for this endowed chair comes from a combination of

sources, as follows: 1) \$750,000 in contributions provided by the George G. Weiss Research Account and 2) \$750,301 from the University System of Georgia and the Georgia Research Alliance. The endowed chair will be used to support the salary of a distinguished faculty member for the MCG School of Medicine.

#### **10. Naming the School of Art and Design, Georgia State University**

Approved: The Board approved the request of President Carl V. Patton that Georgia State University (“GSU”) be authorized to name the School of Art and Design the Ernest G. Welch School of Art and Design, effective January 8, 2003.

Abstract: GSU requested approval for Mr. Ernest G. Welch, an alumnus, Sonoco Products Company administrator, and noted photographer, to be honored by having the School of Art and Design bear his name.

Mr. Welch, a graduate of the Georgia Institute of Technology’s Evening School of Commerce, later to become Georgia State University in 1928, began his career working for Sonoco Products Company as a salesperson for 25 years and then was promoted to marketing manager. He retired from Sonoco Products Company in 1972. Mr. Welch also served in World War II in the Counterintelligence Corps of the Army. He was stationed in France, Belgium, Luxembourg, and Germany, where he took photographs of the war effort.

During his late 80s, Mr. Welch returned to GSU and enrolled in photography classes, after taking workshops and studying with the renowned photographer, Ansel Adams. Though he did not initially intend to obtain a degree, Mr. Welch earned a bachelor of fine arts in 1999. During fall semester 2002, Mr. Welch enrolled in introductory painting and drawing classes in order to continuously improve his photography skills. Mr. Welch’s work has appeared at the Callanwolde Fine Arts Center and Arts for All Gallery in Atlanta as well as the gallery at Georgia State University.

Mr. Welch’s philanthropy is exceeded only by his passion for photography. Through his philanthropic efforts, more than \$150,000 has been donated to the university. In addition, Mr. Welch and his sister have planned gifts totaling \$3.25 million, the beneficiary of which will be the School of Art and Design at Georgia State University.

#### **11. Information Item: Service Agreements**

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

<b>University of Georgia</b>			
<b>Purpose</b>	<b>Agency</b>	<b>Duration</b>	<b>Amount</b>
Support indigent defense	Administrative Office of the Courts	11/1/02 – 3/31/03	\$10,000
Develop aflatoxin- and drought-tolerant hybrids for Georgia	Georgia Commodity Commission for Corn	7/1/02 – 6/30/03	\$25,000
Study effect of tillage systems and insecticides on soil insects	Georgia Commodity for Peanuts	7/1/02 – 6/30/03	\$2,000
Conduct Division of Cost Allocation 2003 program	Georgia Department of Community Affairs	7/1/02 – 6/30/03	\$90,000
Conduct adolescent health and youth development program	Georgia Department of Human Resources	7/1/02 – 6/30/03	\$50,000
Conduct wellness coordinator fitness education	" " "	10/1/02 – 6/30/03	\$15,000
Conduct Georgia Training Approval Project 2003	" " "	10/1/02 – 9/30/03	\$146,024
Conduct food stamp nutrition education program	" " "	10/1/02 – 9/30/03	\$1,339,459
Conduct abuse intervention project	" " "	9/30/02 – 8/15/02	\$107,283
Develop culturally diverse nutrition for low income families	" " "	10/1/02 – 9/30/03	\$601,893
Develop nutrition resources for elderly	" " "	10/1/02 – 9/30/03	\$604,468
Perform quality improvement on Advancing Careers through Education and Training	" " "	10/1/02 – 9/30/03	\$223,706
Maintain the Georgia Professional Development Registry	" " "	10/1/02 – 9/30/03	\$152,152
Monitor statewide stream water samples	Georgia Department of Natural Resources	5/31/02 – 6/30/04	\$40,000
Create Georgia archaeological site files	" " "	10/1/02 – 6/30/03	\$30,000

Study conservation of energy in agriculture	Georgia Environmental Facilities Authority	10/1/02 – 9/30/03	\$70,000
Conduct distinguished cancer clinicians and scientists program	Georgia Cancer Coalition	7/1/02 – 6/30/03	\$280,000
Conduct Georgia traffic injury prevention institute	Governor's Office of Highway Safety	10/1/02 – 9/30/03	\$970,200
Conduct Visualizing My Life program	Northeast Georgia Regional Development Center	1/1/03 – 4/30/03	\$990
<b>Georgia State University</b>			
<b>Purpose</b>	<b>Agency</b>	<b>Duration</b>	<b>Amount</b>
Support student internship	Georgia Department of Industry, Trade and Tourism	6/1/02 – 5/31/03	\$15,000
Provide electronic court filing	Georgia Courts Automation Commission	7/1/02 – 12/31/02	\$34,500
Conduct caregiver demonstration project	Georgia Department of Human Resources	8/15/02 – 3/31/03	\$11,815
Support senior corps program	" " "	3/1/02 – 6/30/03	\$60,048
Georgia Fatherhood Services Network evaluation	" " "	7/1/02 – 6/30/03	\$205,850
Social work case management services	" " "	7/1/02 – 6/30/03	\$162,978
Forecasting welfare caseloads in Georgia	" " "	9/1/02 – 7/31/03	\$17,169
Support Project Healthy Grandparents	" " "	10/1/02 – 9/15/03	\$150,000
Provide state planning grant for uninsured	Georgia Governor's Office	9/18/02 – 9/17/03	\$374,493
Provide social work education	Georgia Department of Family and Children's Services	8/16/02 – 8/15/03	\$331,893
Provide social work	Georgia Department of Human Resources	10/1/02 – 9/15/03	\$515,00
Conduct arthritis evaluation project	" " "	10/1/02 – 6/29/03	\$43,591
Conduct new teacher institute for trade	Georgia Board of Education	6/17/02 – 6/16/03	\$64,815
Provide human resource development	" " "	7/1/02 – 5/31/03	\$8,030
Conduct newborn hearing screening	Georgia Department of	7/1/02 – 6/30/03	\$85,000



	Human Resources		
Survey employers needs and expectations	Georgia Department of Labor	6/5/02 – 9/30/02	\$60,000
Evaluate cultural competence	Georgia Department of Human Resources	9/30/02 – 9/29/03	\$14,027
Conduct program on nutrition for new Americans	" " "	10/1/02 – 9/30/03	\$56,109
Conduct project on Babies Can't Wait	" " "	10/1/02 – 9/30/03	\$410,480
Conduct Enhancing Education project	Georgia Department of Education	10/1/02 – 9/30/03	\$225,000
Study law enforcement	Georgia Governor's Office of Highway Safety	10/1/02 – 9/30/03	\$15,000
Support technology development center	Georgia Research Alliance	7/1/02 – 6/30/03	\$18,737
Study prevention of gambling	Georgia Department of Human Resources	5/1/02 – 7/31/03	\$125,000
Study risk reduction in Driving Under the Influence	" " "	7/1/02 – 6/30/03	\$58,125
Provide documentation for Georgia government	Georgia Courts Automation Commission	5/1/02 – 12/15/02	\$10,000
Conduct drug study on lipids	Georgia Research Alliance	7/1/02 – 6/30/03	\$50,000
Provide services and training on HIV/AIDS	Georgia Department of Human Resources	9/30/02 – 9/15/03	\$206,820

<b>TOTAL AMOUNT – JANUARY</b>	<b>\$ 8,087,655</b>
<b>TOTAL AMOUNT FY 2003 TO DATE</b>	<b>\$20,225,613</b>
<b>TOTAL AMOUNT FY 2002 TO JANUARY</b>	<b>\$13,609,926</b>
<b>TOTAL AMOUNT FY 2002</b>	<b>\$25,222,651</b>

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

The Committee on Organization and Law met on Tuesday, January 7, 2003 room 7019, the Chancellor's Conference Room. Committee members in attendance were Chair Hilton H. Howell, Jr., Vice Chair Elridge W. McMillan, and Regents Hugh A. Carter, William H. Cleveland, Allene H. Magill, and Wanda Yancey Rodwell. Chair Howell reported to the Board on Wednesday that the Committee had reviewed three items, all of which required action. Item one included six applications for review; five were denied, and one was granted. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

## 1. Applications for Review

- a. In the matter of Sylviane Townsel, at Albany State University, concerning termination, the application for review has been granted.
- b. In the matter of file 1602, at Fort Valley State University, concerning withdrawal from class, the application for review has been denied.
- c. In the matter of Roger L. Ivey, at Bainbridge College, concerning reduction of term of employment, the application for review has been denied.
- d. In the matter of file 1604, at Valdosta State University, concerning disciplinary suspension, the application for review has been denied.
- e. In the matter of Sharon Marshall, at Georgia Institute of Technology, concerning allegations of abuse in the School of Architecture, the application for review has been denied.
- f. In the matter of Ronald K. Swint, at Georgia Southern University, concerning termination, the application for review has been denied.

## 2. Approval of Mutual Aid Agreements

Approved: The Board approved the following mutual aid agreements, effective January 8, 2003.

Background: Several universities and institutions have reached agreements with the stated agencies to provide for the rendering of extraterritorial assistance as defined in Georgia Code 36-69-2 (meaning of local emergency) and under the conditions established in Georgia Code 36-69-2 (extraterritorial cooperation and assistance to local law enforcement agencies or fire departments, commander of operations). The mutual aid agreements follow a statutory format and have been approved by the Office of Legal Affairs. The mutual aid agreements requiring approval are among the following institutions and agencies:

- Georgia College & State University and the City of Milledgeville and Baldwin County
- Augusta State University and the Richmond County Sheriff's Department
- Columbus State University and the American Red Cross
- Georgia Southern University and the City of Statesboro and the Georgia Emergency Management Agency
- Gordon College and the City of Barnesville and the Lamar County Emergency Management Agency
- The Medical College of Georgia and the Richmond County Sheriff's Department
- Savannah State University and the Chatham County Emergency Management Agency

### **3. Policy Regarding Maintenance of Healthcare Records**

Approved: The Board approved the addition of Section 1005 to The Policy Manual, as presented below, effective January 8, 2003.

Background: The Federal Health Insurance Portability and Accountability Act requires that all employers adopt policies governing the maintenance and disposition of healthcare records. Therefore, the following policy was approved by the Board of Regents and included in The Policy Manual:

#### **1005 HEALTHCARE INFORMATION**

As part of its broader mission and in support of the health and safety of the citizens of Georgia, the Board of Regents maintains personal healthcare information about its students, employees, patients, and others. The Board, its officers, and its employees are committed to protecting the privacy and confidentiality of this information. The Board fully supports and complies with all federal and state statutes and rules regulating the use, maintenance, transfer, and disposition of healthcare records and information.

#### **SPECIAL RECOGNITION: DR. EVELYN B. DANDY, CARNEGIE FOUNDATION “PROFESSOR OF THE YEAR”**

Chair Harris called upon the Vice Chancellor for Academic, Faculty, and Student Affairs, Frank A. Butler, to make a special recognition before the Board. He asked Chancellor Meredith, President Thomas Z. Jones of Armstrong Atlantic State University (“AASU”), and the Senior Vice Chancellor for Academic Affairs, Daniel S. Papp, to join Dr. Butler in making this presentation.

Dr. Butler explained that each year, the Carnegie Foundation for the Advancement of Teaching sponsors an award for the “Professor of the Year” to one faculty member in each of the 50 states. The process is highly competitive and requires an extensive portfolio nomination that demonstrates dedication to effective teaching and a creative approach to education. Dr. Evelyn Baker Dandy, Professor of Education and Director of the Pathways to Teaching program at AASU, received this past year’s award for Georgia at a luncheon held on November 21 at the National Press Club in Washington DC.

Dr. Butler stated that it was a matter of personal privilege for him to present Dr. Dandy to the Board. For more than 16 years, he was, like so her many of her students, inspired and motivated by her dramatic impact for the good. Dr. Dandy holds degrees in Elementary Education, Spanish, and Reading and Linguistics from Millersville University, Temple University, and the University of South Carolina. She has an excellent record of scholarship including her book, *Black Communication: Breaking Down the Barriers*, and her acclaimed Learning Channel documentary *The Drive to Teach*, which outlines her creative approach to motivating underrepresented populations to become teachers. Among her many awards and honors are invitations to lecture in Canada, Ireland, Russia, China, Hungary, Turkey, and Mexico. In 1997

she won the Harvard University Innovations in American Government Award. Dr. Butler remarked that Dr. Dandy has received too many awards for outstanding teaching for him to enumerate at this time. However, her single most life-changing accomplishment has been her work in directing the Pathways to Teaching program collaborative grant in Southeast Georgia. Originally sponsored by the Dewitt Wallace – Readers’ Digest Foundation and the Southern Education Foundation (“SEF”) under the leadership of Regent McMillan, this program has realized success after success in taking paraprofessionals, substitute teachers, school secretaries, and other school workers and helping them do what is necessary to become certified teachers. In closing, Dr. Butler introduced Dr. Dandy to the Regents.

Dr. Dandy greeted the Chancellor and the Regents and thanked Dr. Butler for his introduction. She thanked President Jones and the Dean of the College of Education, Paul Beare, for joining her at this meeting. She said that it was an honor to receive an award that recognizes work that she thoroughly enjoys: creating resilient teachers, teachers of color from the ranks of career changers, data clerks, substitute teachers, and paraprofessionals, individuals who live and work in their communities and can identify with the issues that plague poor children today. The 71 teachers who have progressed through the program to date have a 94% retention rate. Eighteen have earned “Teacher of the Year” distinction for their school. Twenty-two have earned their master’s degrees. One of the most recent received a degree from the University of Oxford in England. Four are doctoral candidates, and four are teaching at the college level. They all continue to distinguish themselves as leaders in the field of education as do teachers who have graduated from other Pathways to Teaching programs from around the nation. Dr. Dandy expressed her sincere appreciation to Regent McMillan, who, through the SEF, chose AASU as the recipient of a Dewitt Wallace – Readers’ Digest Foundation grant. It turned out to be an unprecedented 12-year grant from a private foundation, an effort that provided essential scholarship and support monies for the program participants. She thanked the administration at AASU. When the grant was initiated, then President Robert A. Burnett, Vice President Butler, and Dean Lloyd Newberry were a constant source of support. President Jones, Vice President of Academic Affairs and Dean of Faculty Edward Thompson III, and Dean Beare of the current administration are also strong advocates for the program, along with Department Chair Mary Ellen Cosgrove and the advisory committee, which is still active after 12 years. Dr. Dandy thanked the faculty of AASU for recognizing that students of color can and will achieve on a predominantly white campus given the opportunity. She stressed that there is still a dire need for teachers of color, especially African-American males, as the demographics of the state continue to change. Although the Pathways to Teaching program will close down this summer, it continues to receive phone calls daily from individuals who want to become teachers but do not have support mechanisms to attend college.

“We become leaders so that we can serve,” said Dr. Dandy, noting the awesome responsibility and power the Regents have to make an impact on the education of Georgia’s citizens. She urged the Regents to consider and act upon the following. In this state, schools for the urban poor have not served them well. They need to take a serious look at the recruitment and training of teachers who are willing to work in high-need schools that serve poor children. Teachers need content, but they also need to know, identify with, and inspire the children they will teach. These schools need the best teachers the System can produce. They must recruit those who are willing to remain in the schools and not use them as training grounds before

moving on to better locations. Working conditions for teachers are such that very few people who are not extremely dedicated even dare to go into teaching, and even fewer remain in the field long enough to make a significant impact on the lives of their children. New teachers are initiated in a “trial by fire” mode. Novices get the most challenging children. They work in the most difficult circumstances. They receive few awards for their efforts. Finally, access for African-American males to education at all levels in this state must improve. As a member of the Board’s task force for investigating access, Dr. Dandy urged the Regents to act upon the recommendations that will come from the task force in the coming months. They will ultimately enhance the quality of life that Georgia’s citizens enjoy. She challenged everyone at the meeting to open the doors of opportunity for these citizens. It is they who ultimately affect the children. They will give the children hope. They will give them dreams. They will change their lives, and they will make this state a better place for everyone. Dr. Dandy thanked the Board and stepped down.

On behalf of the Board of Regents, Chair Harris expressed his appreciation to Dr. Dandy for her remarks and noted that the Regents share her concerns.

**SPECIAL RECOGNITION: ANNIE HUNT BURRISS, ASSOCIATE VICE CHANCELLOR FOR DEVELOPMENT AND ECONOMIC SERVICES**

Chair Harris next called upon the Senior Vice Chancellor for External Activities and Facilities, Thomas E. Daniel, to make another special recognition to the Board.

Mr. Daniel stated that in 1889, the *New York Ledger* published a series of articles by Henry Grady that featured the famous Pickens County funeral scene. The grave was dug through solid marble, but the marble headstone came from Vermont. The gravesite was in the middle of a beautiful pine forest, but the pine coffin came from Cincinnati. There was a mountain full of iron ore nearby, but the coffin nails and screws and the shovels came from Pittsburgh. With hardwoods and metals everywhere, the corpse was hauled on a wagon from South Bend, Indiana. The fields were full of cotton, but the cotton shirt came from Cincinnati, the suit came from Chicago, and the folded hands wore white gloves from New York. That county so rich in underdeveloped resources, said Mr. Daniel, furnished nothing for the funeral except the corpse and the hole in the ground and would probably have imported both of those if it could have done so.

In 1995, the Board of Regents advertised for “an exciting new position in the Board of Regents office which will be responsible for ensuring that the University System addresses the needs of Georgia’s business and industries and will serve as the key contact within the Chancellor’s Office for representatives of business and industry. This position will be a new link in recording all of the available services and making this information widely available to the public. This position shall be responsible for initiating a new set of responses and guiding the development of a coordinated approach throughout state government with economic development activities and with all other appropriate associations and organizations.” When Mr. Daniel recently reviewed this ad, it was easy for him to see why Annie Hunt Burriss was the perfect person for the position of Assistant Vice Chancellor for Development and Economic Services. Ms. Burriss came to the University System of Georgia after working with the Department of Transportation, the Governor’s Office

of Planning and Budget, the Department of Industry, Trade and Tourism, and the Governor's Development Council, all within state government. She had also headed the DeKalb County Chamber of Commerce and had worked with Georgia Power Company, the most preeminent private economic development activity in the State of Georgia. There are programs in Georgia like the Business Expansion and Support Act because of Ms. Burriss's efforts. The Holiday Inn world headquarters is located in DeKalb County because of Ms. Burriss's work with the DeKalb County Chamber of Commerce. The strong Centers for Disease Control and American Cancer Society presence in DeKalb County are due to her partnership with the Georgia Biomedical Partnership. Georgia was able to take economic advantage of the 1996 Olympics because of Ms. Burriss's work with Operation Legacy. Mr. Daniel remarked that Ms. Burriss is a person of vision and action. He saluted her enthusiasm, professionalism, and sense of humor. Most of all, he said, he appreciates her friendship. Bobby Jones said, "Friends are a person's priceless treasures, and a life rich in friendship is rich indeed." Mr. Daniel thanked Ms. Burriss for enriching his life during their association. He thanked her for her work in the Office of Economic Development and her association with everyone in the University System Office. Speaking on behalf of all of her friends and associates, Mr. Daniel wished Ms. Burriss the very best.

Chancellor Meredith added that when he came to the University System of Georgia, he realized that if he wanted to understand the workings of the legislature, all he had to do was pal around with Mr. Daniel. He also learned that if wanted to understand Georgia's economy and industry, he needed to pal around with Ms. Burriss. Everywhere they went, everyone knew Ms. Burriss and they felt just as positive about her as they did about Mr. Daniel. He thanked her for her service to the University System of Georgia. He noted that she can move gracefully among the political, business, and academic worlds. He was honored that Governor Perdue had selected Ms. Burriss to serve as one of his Deputy Chiefs of Staff, but it would be a dramatic loss for the University System Office. The Chancellor then called upon Ms. Burriss to approach the Board.

Ms. Burriss said that she just wanted to say three things. First, she noted that when Sonny Perdue was a state senator, his first role was Chair of the Higher Education Committee. Governor Perdue has the highest regards and respect for the Board of Regents, which is why he is borrowing talent from the University System Office. When he approached Ms. Burriss about joining his senior advisory team, he said that one of the things he wanted her to do was to work with boards to find the best leadership because she has worked with the very best. The Governor is depending on this Board of Regents to continue this legacy. Second, Ms. Burriss said that her legacy to the University System Office is a great program: the Intellectual Capital Partnership Program ("ICAPP<sup>®</sup>"). Governor Perdue has committed to her the continuation of this program. Ms. Burriss recognized the staff of the Office of Economic Development and asked them to stand. She also thanked the Senior Vice Chancellor of Academic Affairs, Daniel S. Papp, for mentoring her through her years in the University System of Georgia. Finally, she said that the past year has made quite a difference in her life. One year ago, she was leaving Yale Newhaven Hospital with her daughter, who had just had very serious brain surgery. Last week, they went back for tests and realized that there had been a miracle in her family. She thanked the Regents for their support. She said that the connection between brainpower and the future of this state is the most important thing. The average person only uses 10% of his brain capacity. She

said that she feels very privileged to have worked with the Board of Regents. She thanked them and stepped down.

On behalf of the Board, Chair Harris echoed the sentiments of Mr. Daniel and Chancellor Meredith. He thanked her for the contribution she has made to the University System of Georgia and the State of Georgia. He said that he knows she will be an asset to Governor Perdue because Chair Harris had also utilized her talents when he was Governor. The Board looks forward to working with her in her new capacity.

### **CHANCELLOR'S STATE OF THE SYSTEM ADDRESS**

After the Committee meeting reports, Chancellor Meredith gave his state of the System address, which was as follows:

Thank you, Chairman Harris. This will be my first State of the System address. One year ago, I was on my way to a joint appropriation hearing after being here less than a week. A lot has transpired since then.

The good news is that enrollment and SAT scores continue to climb. The bad news is the economy, although today's newspaper reported a second straight month of state revenue collections above projections. Even though they were small, we are delighted. However, the constant in all of this is the exceptional work being accomplished on our campuses by our dedicated faculty and staff under the outstanding leadership of our presidents. We couldn't expect to have a better team of leaders than we have now in our System.

Although we are not where we I want us to be Systemwide in terms of fiscal accountability, we're making great strides on a daily basis. We continue to improve academically. We have many institutions that are widely envied for their academic quality. However, it is critical we make sure every institution does what is necessary to provide their students with the opportunity to be competitive with the best. No excuse is acceptable.

Now let me address some of the challenges we are facing, some accomplishments of this past year, and some of the goals we are pursuing this year. First, the challenges. By far, the greatest challenge we face as a System is managing the growing demand for our services in this poor economic climate. While we were fortunate to receive funding for fiscal year 2003 for critical areas such as enrollment growth, health insurance, and merit salary increases, at the same time, we have had to take a cut totaling \$184 million to date. That's 10.6% of our state funding. The balance of that is a loss of \$61 million for a cut of 3.5%. Chairman Harris pointed out in his remarks in August that the upcoming fiscal year 2004 budget discussions will pose some very difficult decisions for our executive and legislative partners. He was obviously correct.

The State of Georgia has developed one of this nation's very best higher education systems. We

must work with the Governor and the General Assembly to make the case that what has been built must not be allowed to be torn down. Our System is the economic engine that will revive this state's economy. Governor-elect Sonny Perdue understands the importance of education to this state, and I am confident we will have an excellent partnership with him. Our new Governor has stated he intends to work for a Georgia that is educated, safe, healthy, and growing. This is a focused message. And it is a message that resonates easily with the University System of Georgia. We are going to be active partners in helping Governor Perdue achieve these objectives.

Our goal and our second challenge is "creating a more educated Georgia." This is critical, for we must increase the number of Georgians who pursue education past high school and earn a bachelor's or advanced degree. Through education, people lead healthier lives. And through our research institutions, the Medical College of Georgia, and our partnerships with the Georgia Research Alliance and the Cancer Coalition, we are working every day for a healthier Georgia. Education helps Georgia grow. Through our targeted economic development efforts on many levels – from ICAPP<sup>®</sup> through the Advanced Technology Development Centers to the Small Business Development Centers – we work every day to help Georgia's economy.

Of course, we also must continue to demonstrate our ability to be efficient and effective in our use of state dollars. This is our third challenge. One year ago, I noted that while the University System had a good record for fiscal responsibility and accountability, we could do more. Through our strategic plan, we have begun identifying a number of best practices related to business practices, purchasing, accounting, and related areas. We also are studying the possibility of regionalizing some administrative services. One key step to improve accountability and oversight was our decision to have internal auditors at all institutions and in the University System Office report directly to the presidents' offices. We have set the pace by having the Associate Vice Chancellor for Internal Audit, Ronald B. Stark, report to my office.

Our fiscal year 2004 budget request demonstrates our determination to be good partners: it is lean and focused in recognition of the economy. It reflects our commitment to fiscal prudence while making the case for preserving and enhancing quality. This is the message we will send in the coming weeks at the capitol. As always, this is a team effort. Your support is not only welcome, but it has a real impact on the discussions.

Our focus on the budget is not about dollars for dollars sake. It is, ultimately, about students. And on this front, the past year has been a standout. Our fall 2002 headcount enrollment is more than 233,000 students – an increase of 7.1% over the fall 2001 total of 217,546. This is an all-time high for the System. To put this in perspective, we added the equivalent of another Georgia Institute of Technology ("GIT") this past fall. Some of our two-year colleges have posted the biggest gains. Six had increases of over 11%, with Floyd College leading the pack at 19.3%. Those six are Floyd College, Bainbridge College, Georgia Perimeter College, Gainesville College, Dalton State College, and Macon State College. Four state universities, Clayton College & State University, Columbus State



University, Kennesaw State University, and Savannah State University, grew over 11%. Valdosta State University saw an enrollment increase of 7.3%. GIT and Georgia State University posted increases above 5%. And of course, the University of Georgia (“UGA”) keeps bouncing against its target enrollment. On almost every campus, we are serving more students. Even more impressive than the enrollment jump is the 8.2 % increase in full-time equivalent enrollment. In other words, more students are going full-time and more students are taking larger loads.

All of this increase is not only due to more students coming, but also to a record retention rate, which is one of our goals in the strategic plan. The retention rate of first-time, full-time freshmen from fall 2001 to fall 2002 is at the highest rate ever recorded in the System’s history. For students who remain at the same institution from their freshman to sophomore year, the rate is 73.9%. For those who remain in the System, but who may transfer to another institution for their sophomore year, the rate is just over 80%. We expect significant increases in enrollment to continue for another eight to ten years. With all of this enrollment growth, our challenge is to manage these increases well and be prepared.

Increasing the access to nontraditional students was one of the objectives we set for the System. In fact, Governor-elect Perdue has said that continuing education is important to the future of the state. He expects us to do more in this area. This Board has taken strong steps to enhance access to public higher education for traditionally underserved Georgians.

Now, let me highlight some of our achievements this past year, beginning with efforts to serve our nontraditional students. Implementation of our new policy called “Georgia LEADS” (Lifelong Education and Economic Development Services) has begun. We plan to have the Georgia LEADS program operational this summer and stage a major kickoff for new programs this fall. Distance education is another way in which we can reach nontraditional students. In a recent survey, more than half of our institutions indicated they offer students the opportunity to complete degrees, certificates, or diplomas exclusively by distance education. In August, we kicked off the nontraditional students segment of your “Enhancing Access” initiative. This \$1.9 million initiative brings high-demand, four-year degree programs to two-year campuses. Nine four-year System institutions are collaborating with ten two-year colleges and three centers. Also underway as part of this initiative is our Task Force on Enhancing Access for African-American Males. This task force is conducting research regarding the low percentage of African-American males enrolled in college. They have been working diligently, and you will hear some of the group’s research findings and “next step” recommendations as early as next month. By the way, I’m pleased to report our African-American enrollment for fall 2002 was up 8.8%, or 4,267 students. African-American students now represent 22.7 % of our enrollment Systemwide. In that same vein, we face a similar situation with our growing Hispanic population. While the Board addressed this issue with the Hispanic Task Force several years ago, we need to review that earlier good work and renew our efforts in this area.

All of these activities fit into a new study we have underway to ascertain the population patterns over the next ten years and to make sure we are positioned to meet these projected needs. Part of our study will address our capacity in terms of facilities to handle this exploding enrollment. Even as student numbers increase, right in lockstep, we continue to see an increase in the quality of our incoming freshmen. Our first-time, full-time freshmen in fall 2002 set another record for average SAT scores with a 1030 average, up from 1026 in fall 2001. This keeps our System average above the national average. Twelve University System institutions had an average SAT score above 1000. Three points of this increase is in math and one point is in verbal. That's proof of your decision to add an additional math unit to the college preparatory curriculum for System admission requirements.

And more of these bright students are recognizing the need for a broad educational experience. During the past year, we reached the highest number of students ever in our study abroad programs. Our national reputation for excellence continues to shine bright. Both GIT and UGA were ranked this year by *U.S. News & World Report* as the ninth and eighteenth best public universities in America, respectively. For GIT, that's a jump of one spot from last year.

As you heard yesterday, UGA has its nineteenth Rhodes Scholar, Adam Cureton, and a Marshall Scholar, Josh Woodruff. In many other areas we continue to shine.

In our use of technology, the University System continues to improve its reputation as a national leader. We graduated our first Georgia WebMBA™ cohort this fall of 23 students. Our eCore online program continues to grow. For the upcoming spring 2003 semester, there are 667 students registered in 26 courses – exceeding all previous enrollments. Our first graduates of the Georgia Tech Regional Engineering Program occurred last spring and all were hired immediately. And we debuted our “USG by the Numbers” Website this past fall, providing direct public access to the System's academic and financial data.

We graduated the first class of teachers under the Regents' 1998 revised teacher preparation principles, which included the “teacher guarantee.” You heard about this at our last meeting. We obtained two federal grants for \$4.4 million to support our new teacher recruitment initiative – “Destination Teaching,” which you also heard about in November from Dr. Jan Kettlewell, Associate Vice Chancellor for Academic Affairs and Co-Facilitator of the Georgia P-16 Initiative. And the first group of 60 school leaders have completed the core workshop in our Georgia Leadership Institute, which received \$3 million from the Bill & Melinda Gates Foundation. But we can and must do more. And we must continue to raise the bar. There is nothing we do that is more important than preparing teachers who will spend hours each day with our children and grandchildren, shaping their future.

In research, a number of distinguished chairs and professorships have been established over the past year. What is significant is the number of these positions that deal in the areas of biotechnology,

genomics, and genetics. This testifies to the System's growing strength and reputation in these important research areas. The System had a record \$795 million in grants and contracts for fiscal year 2002, an increase of 15.8 % over the previous fiscal year. We know, however, we can be doing more. The Washington Advisory Group pointed at the opportunities for us in research commercialization. Research has a real impact on the state's economy.

In October, the NCR Corporation announced charitable gifts valued at more than \$3 million to Georgia Southern University and Georgia Southwestern State University to position Statesboro and Americus in the worldwide software redevelopment market.

Under the category of meeting needs, we used our successful ICAPP® model to launch a new initiative in July 2002 targeted at addressing a worsening shortage of healthcare professionals in the state. Over the next two years, this \$4.55 million public-private partnership will increase the number of licensed healthcare professionals, primarily nurses, in the state by more than 500. We are not only producing more healthcare professionals, especially nurses, we are raising the bar on expectations regarding passing scores on the NCLEX, which is the nursing exam.

As you know, we conducted the ICAPP® "Knowledge Is Power" tour over the past year – visiting the state's 12 economic regions. Most of you participated in these events, and I appreciated your contributions. We also are pleased that so many legislators attended these meetings.

Over the course of the year, I visited 32 of our campuses. The last two visits were delayed by storms and will be completed this Friday. I've been very impressed with what I've seen on these visits.

As always, we continue to see changes in our leadership on both the campuses and here at the University System Office. Just this year we have witnessed the departure of East Georgia College President Jerry Ashcroft to head Southern Catholic College; UGA Provost Karen A. Holbrook, who is now president of the Ohio State University; Gwinnett University Center Director James L. Muyskens, now president of Queens College in New York City; and Georgia Global Learning Online for Business and Education ("Georgia GLOBE") President Rick Skinner, who is now President and Vice Chancellor for Royal Roads University in Victoria, British Columbia, for example. And here in the University System Office, we have seen the departure of William K. Chatham in the Office of Facilities and now Annie Hunt Burriss as one of Governor-elect Perdue's Deputy Chiefs of Staff. However, the Senior Vice Chancellor for Academic Affairs, Daniel S. Papp, has elected to continue to serve the University System, despite a strong opportunity in Florida. Dan has a national and international reputation, and we are indeed fortunate to continue to receive the benefits of his wisdom and experience.

We have great new presidents at Middle Georgia College with Richard J. Federinko and at Gordon College with Lawrence V. Weill. We asked Foster Watkins to come back to Georgia as the

Interim President at East Georgia College. And we were pleased to promote one of our own, Linda Daniels, to head up our Office of Facilities. In addition, Robert Watts continues to perform yeoman service as the Interim Director of the Gwinnett University Center. And our longest-serving Regent, Elridge W. McMillan, was named in March as Atlanta Metropolitan College's first-ever Scholar-in-Residence. And in April of last year, the Association of Governing Boards presented Regent McMillan with their 2002 Distinguished Service Award in Trusteeship.

*Georgia Trend* magazine in its list of the 100 most influential Georgians includes 12 individuals in the University System, including our Chairman, Governor Harris. I spend these moments on people because they are our greatest asset, and we must continue to provide our faculty, staff, and administrators with the resources and the rewards to help them grow and to retain their services. We have been in a position to raid other places, and we can't lose that advantage.

In summary, it has been a demanding and rewarding year. Our strategic plan and the one-year action plan were adopted by this Board and are underway. We face continuing and demanding budget issues. We must work diligently and closely with the Governor and the General Assembly not only to be responsive but also responsible.

We are going to see an increasing demand for our services from many constituents. Enrollment growth will continue. Demands on academic programs and our facilities will increase, and we will need to be innovative in meeting these demands. Business and government demands will increase, as will the demands for accountability. These factors – declining budgets and increased demand – can and will put a strain on quality. But we cannot let the economic pressures of the moment cause us to lose our focus on the long-term drive for quality improvements in the System. Our efforts to improve the quality of all we do will continue.

A more educated Georgia – educated with quality – likewise will depend upon our solid connection with the world and our many partners. Chairman Harris has emphasized it. I will underscore it. Creating a more educated Georgia means working together. Partnership is the key word. This must be a primary goal for us to pursue: the strengthening of existing partnerships and the creation of new relationships. We must continue to improve our relationships with the Department of Education and K-12. Likewise, we must continue to work with our partners in the Department of Technical and Adult Education to achieve a more educated Georgia. We also must continue to improve our partnerships with business – to meet their needs and be responsive.

Finally, in order to create a more educated Georgia – we have to do more than just say this is important. We must demonstrate how important this is. That takes leadership. And today is a great time to demonstrate leadership. As I have said to the presidents on several occasions, it's not hard to be a leader when times are good. But when times are tough, that's when great leadership will shine. So in a time of tight budgets and increased demand, in a period of economic uncertainty, we see opportunity. Public higher education has the opportunity to show vision and leadership. We

must seize this moment to remind the public that education is the key to growth and economic prosperity for people and for communities. Seventy years ago, 1932, was the height of the Great Depression. Vision was in short supply. But vision wasn't absent. There were some in Georgia who had a great vision, and that vision gave us the Board of Regents and a unified University System of Georgia. So in a time of economic depression, Georgia's leaders created an organization that has served this state with excellence for seven decades.

We have a great University System in Georgia. And while the state of the System is sound, we will be careful to ensure its continued health and to advance its growth to become the best system in the country. We have a good Board and I appreciate your dedication, your hard work, and your support. It is my privilege and honor to serve as your Chancellor. Thank you for giving me this opportunity during these challenging times.

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After the Chancellor's address, Chair Harris thanked him for his positive and professional leadership. He noted that the Chancellor was very quickly accepted and respected by the political leadership in Georgia, which has been very positive for the Board. He congratulated Chancellor Meredith for being included among *Georgia Trend's* list of the 100 most influential Georgians. He said this speaks well of the Chancellor's ability and is a credit to the Board of Regents for selecting him. In closing, he thanked Chancellor Meredith for his efforts.

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

Chair Harris 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 there were two items on the agenda of the Strategic Planning Committee, both of which pertained to the Board's third strategic goal. He called upon the Vice Chancellor for Academic, Faculty, and Student Affairs, Frank A. Butler, to introduce these items.

Dr. Butler greeted the Regents and reminded them that the third goal of the Board's strategic plan is "improving continuously the quality of its curricula, research activities, and international opportunities." To better address this goal, the Regents had solicited and received recommendations from a broad-based faculty committee. At this meeting, staff would report on two of those recommendations. Dr. Butler called upon the Senior Advisor for Academic Affairs and Director of International Programs, Richard C. Sutton, to discuss the international opportunities portion of the goal.

Dr. Sutton stated that the third goal of the Board's strategic plan cuts to the heart of the academic enterprise: curriculum, research, and international opportunities. International education captures a vast range of activities. These can include the opportunity to study abroad, to learn a foreign language, to take

courses on global issues, or to take classes with the 15,000 international students who enroll at System institutions, who, he noted, contribute over \$200 million to the state's economy each year. The international action items of the strategic plan focus on study abroad as the standard bearer for the System's entire international efforts, not to diminish the others, but to give a single clear measure of the System's progress that the public can quickly grasp and appreciate. The Regents recognize that study abroad is important. They included it in the first strategic plan back in 1995, with a goal of 2% of enrollments. The Regents have included it in the strategic plan again, with even higher expectations. In future reports, the staff will be working with the Regent to restate that target not just as a percentage of enrollments, but also as a percentage of students who earn degrees, a measure that is increasingly being used as a national standard. Regent Magill gave the keynote speech at this year's System study abroad conference, where she talked about the importance of international education. She noted that economic competition, social integration, and national security are some of the key issues that drive us forward in this area. More importantly, study abroad is also a huge factor in students' academic achievement. Staff are in the midst of a major research project called Georgia Learning Outcomes of Students Studying Abroad Research Initiative ("GLOSSARI") to determine the effects of study abroad on fundamental benchmarks, such as retention rates, graduation rates, and pass rates on licensure exams. In a few months, Dr. Sutton will return to update the Regents on institutional targets and progress, and he hopes to have some new findings to share with them on these questions.

Returning to the task at hand, Dr. Sutton first addressed where the System is with regard to in study abroad. Its progress over the last six years has been impressive, he said. The System has experienced significant growth in study abroad despite the trauma of September 11, the ongoing threats of war and terrorism, and the faltering economy. In this past year, the System sent more than 3,700 students abroad, a new System record. To support this growth, the System has awarded over 1300 Regents Study Abroad Scholarships, funded largely by grants from the corporate foundations of The Coca-Cola Company ("Coca-Cola") and the American Institute for Foreign Study ("AIFS"). Since 1999, these awards have been matched by each student's home institution. The numbers of students abroad continued to go up last year, even as scholarship funds began to drop off. Not surprisingly, nearly two-thirds of students studying abroad come from the research institutions. However, the recent growth rate of participation has been most dramatic at the two-year colleges. Students abroad come from many different disciplines. This is a very healthy sign of academic diversity. Business students now constitute the largest group that goes overseas, a complete reversal of where that field stood 15 years ago. Summer programs of four to eight weeks in duration are most popular, and the majority of our students are going to countries in Western Europe. This is consistent with national trends. Staff are concerned, however, that too few students are going to places like the Middle East, Africa, or Asia, areas where expertise will be increasingly important in the years to come.

Dr. Sutton said that staff had identified seven factors for the System to focus on for continued growth. The first was program array. System institutions offer many study abroad programs, but they may not have the right mix of programs abroad to satisfy the diverse interests of their students. Dr. Sutton questioned whether there are options for every type of student and for every academic field.

The second factor to consider was program capacity. The 3,700 students studying abroad would equal the fifteenth largest institution in the System in terms of headcount. The new strategic plan's participation goal would equal an enrollment that will place study abroad among the top 10 of the 34 institutions. Does the System have access to enough dormitories, classrooms, and teachers abroad to handle this number of students? Does the System have the administrative infrastructure to manage all of these students spread around the world, to ensure their welfare and protect them when emergencies occur? Another factor is cost. Does the System have programs to fit every student's budget? The least expensive program in the System is an eight-day study tour to Mexico that costs about \$1,200. For about \$4,500 a student can study in more than 30 countries as an exchange student for an entire semester, obviously, a better value for the dollar. At the high end of the scale are specialized programs that range up to \$9,000 per semester. The System needs to find ways to subsidize or contain the operational costs of overseas study wherever possible. To cover the additional costs of study abroad, many students need financial aid. The System has been fortunate that the Coca-Cola and AIFS foundations have awarded the System \$600,000 in scholarship grants over the past six years, but those funds will soon be depleted. Alternative sources of support will be necessary. Dr. Sutton stated that international education means collaboration. There are probably more inter-campus partnerships in the international arena than in any other field. Where can the System build new bridges between related programs at its institutions to serve greater numbers of students going abroad?

Faculty are the key to success in study abroad, said Dr. Sutton. They often design or run programs, but most importantly, they are the mentors who motivate students to take that big step. The System must keep them involved and rewarded for their efforts. He noted that the System achieved its previous 2% goal in part because presidents had to report their progress each year as one of three required measures in their annual performance evaluations. As Chancellor Meredith has often said, rewards drive behavior, and the Board needs to provide tangible incentives to institutions that excel in study abroad.

Dr. Sutton stated that the System could achieve the new study abroad goal by focusing on three areas: institutional planning, program development, and funding. For the last several months the Office of International Education has been working with the institutions to establish realistic campus targets for study abroad so that every sector is making a viable contribution to your strategic planning goal. The staff have also been helping them identify program options that respond to the academic needs of their particular students. The institutions are trying to build campus cultures that support study abroad from the president on down. At the System level, the staff will begin to look at program development strategies that build capacity, encourage collaboration, reward longer-term and immersion programs, and expand faculty development. To implement these plans and strategies, the staff would like the Board's support to explore a menu of funding models that will provide the resources necessary to achieve the Board's strategic planning goal. The staff believe that a mix of public, private, and participant funds offers the best approach to this challenge. In the private arena, the institutions need to continue to seek scholarship support from alumni gifts and foundation grants. Several System institutions, and at least one other state university system, have gone to the next level of creating permanent international endowments. Staff will also be alert to any potential federal grant opportunities, such as the one the System currently has for online foreign language study that includes some scholarship dollars. Fee revenues are another important source of study abroad financing. A number of

institutions around the country as well as the entire Texas public college system have adopted modest mandatory fees of \$1 to \$5 to fund their international initiatives. This approach has been extremely effective. Many study abroad programs charge all participants a designated service fee to pay for scholarships. For some programs, the Board may need to consider cost recovery models that return tuition revenue directly to the program. Finally, the Board needs to consider ways in which state appropriations can be channeled into the study abroad initiative. This can be done in several ways. One option is to expand operational support to selected programs, lowering the cost of participation to students. Another option is to create work and internship opportunities for study abroad students. Institutions could also offer student travel grants for service learning activities, particularly as those students could be goodwill ambassadors for Georgia in other countries. The Board should look at models adopted in states like Wisconsin and California that authorize state-funded study abroad scholarships. The staff envision that most of these funds would be awarded through partnership competitions. In all three categories, funding would be tied to institutional study abroad participation targets and their actual performance. The Board would also require an institutional match, and there may be additional conditions imposed by the various funding sources.

Dr. Sutton stated that the staff know that this is not the time to ask for new money, either from the state or from most other sources. But because they take the Board's mandate seriously, they are going to shift some funding from existing projects to put a little extra punch behind this initiative. It won't be enough to fully meet the challenge, but it will keep the process going forward. Ultimately, to sustain this momentum, the staff will be enlisting the Board's help in building a partnership of public and private support, not just to reach, but also to exceed the Board's strategic planning goal. With that, Dr. Sutton stepped down.

Dr. Butler next introduced action six of the Board's strategic action plan, which is to "work with constituents outside academia to improve their understanding of what a professor's job entails." At the November 2002 Board meeting, the Senior Vice Chancellor for Academic Affairs, Daniel S. Papp, summarized some of the activities of faculty members at research universities. As Dr. Papp noted, faculty in all sectors have many different and similar activities, but institutional mission differentiate the emphasis placed upon each of these. At this meeting, a faculty member from a research university and a faculty member from a two-year college would be making presentations to the Board to describe a typical week in their professional lives. Dr. Butler first introduced Dr. Stephanie A. Lindquist, Assistant Professor in the Department of Political Science in the University of Georgia ("UGA") School of Public and International Affairs. Dr. Lindquist also has a joint appointment in the Department of Public Administration and Policy at UGA. She graduated in 1988 from the Temple University School of Law, where she was editor-in-chief of the law review. Thereafter, she clerked for a judge on the U.S. Supreme Court of Appeals in the third district of Philadelphia and worked for several years as a corporate tax lawyer. She earned her doctorate in American Politics, Public Law, and Public Administration from the University of South Carolina in 1996. She has taught at UGA since that time, though she took a one-year leave of absence in 1998 to work as a research associate in the Federal Judicial Center in Washington, D.C. Dr. Mark A. Cunningham is an Associate Professor of Chemistry at Atlanta Metropolitan College ("AMC"). He holds a Bachelor of Science in Chemistry degree from Claflin College in Orangeburg, South Carolina. He received his Master of Science in Inorganic Chemistry from Clark Atlanta University and his doctorate in Organic Chemistry from Georgia State University. He joined the



faculty of Spelman College in 1988 and moved to AMC in 1992. Dr. Cunningham has received many honors. In 1999, he was awarded a Merck Fellowship. From 1999 to 2002, he chaired the successful reaffirmation of accreditation for AMC by the Southern Association of Colleges and Schools. Dr. Butler then called upon Dr. Lindquist to make her presentation.

Dr. Lindquist greeted the Regents and thanked them for the opportunity to speak about life as a professor at UGA. She would share with them various professional obligations and responsibilities she and her colleagues fulfill and about the objectives they hope to achieve in their professional lives. A university professor's obligations fall into three categories. Teaching demands that she devote time and energy to her graduate and undergraduate students. Research demands that she devote her intellectual energy to the processes of discovery. The connection between the research she performs and the quality of her teaching is critical. The service she performs for the university requires that she focus her attention to the student body, the institution, the surrounding community, and the State of Georgia. Dr. Lindquist noted that she is a product of public universities. She received her law degree from Temple University School of Law where the tuition in the late 1980s was a mere \$3,000 a year. The University of South Carolina provided her with assistantships and fellowships so that she was able to obtain a doctorate without any financial burden. She is grateful to the citizens of Pennsylvania and South Carolina, whose tax dollars funded her graduate degrees. So, when she received job offers from UGA and Emory University, she chose UGA primarily because she wanted to contribute her energies to a public educational institution now as a teacher rather than a student.

Based upon her own experience, Dr. Lindquist believes that as a professor at a public university, her primary obligation lies with educating her students. Teaching well is an imperative duty, not only because educators serve the public, but also because the teacher must respect the students' intellects. They simply deserve the best, she said. For that reason, her teaching obligations structure her workweek. Like most professors at research universities, she teaches two 3-credit-hour courses each semester. Whether Dr. Lindquist is teaching graduate or undergraduate courses, she typically has between 80 and 100 students per semester. However, this semester, she is teaching a large lecture class in American Politics, so she will have about 350 students this semester. She noted that she will also manage six teaching assistants who will help teach that large lecture class. Classes generally meet two to three times per week, but the time spent in the classroom constitutes only a fraction of the time she spends on instruction. She uses the Socratic method to teach her classes, which requires tremendous interaction between her and the students discussing the material. For that reason, she must absorb the materials fully. So, before each class, she rereads everything she has assigned to the students as well as other sources she may need to enhance her understanding of the material. In the process, she revises her notes to account for new information or developments in the area. Although she has taught some courses several times, class preparation is essential if the lesson is to live in the classroom. To ensure that she uses the most effective teaching materials and the most current texts, she often changes the books from one semester to the next as well. So, like the students, she is often mastering the material for the first time or at least thinking about it in a new format. This, of course, also requires that she revise her syllabi every semester.

In addition to classroom preparation and reviewing the materials that she teaches, Dr. Lindquist spends time each week preparing handouts and overhead slides specifically on topics that students find particularly difficult. She writes quizzes and exams, and of course, she grades students' work throughout the week. In undergraduate courses, she gives about three exams per semester. They are typically essay exams. Graduate students write two take-home exams each semester at about 20 typed pages each. These exams not only help assess the students' progress, but they also help assess Dr. Lindquist's own effectiveness as a teacher. All students write research papers. At the end of last semester, she graded 80 ten-page research papers. She typically does this at home in the evening. It is very time-consuming, but she feels that writing assignments are a pedagogical necessity. Students graduating from UGA must be effective writers.

In addition to these activities, students request conferences with Dr. Lindquist for a number of reasons, such as to discuss exam performance, techniques they might need to conduct a research assignment, requests for letters of recommendation to graduate school or law school, questions about graduate or law school, or discussions about recent political events or Supreme Court decisions that pertain to class. Email correspondence covers similar topics. In addition, Dr. Lindquist is currently directing many honors theses, and she meets with those students to discuss their research progress, usually on a weekly or biweekly basis. She also supervises internships in local law offices, with the local district attorney, and in Georgia government. In turn, she often invites those parties to speak in her classes as guest speakers. Graduate students are important, explained Dr. Lindquist, because they become UGA's emissaries to the academic world. So, professors afford them special attention. Currently, she serves on approximately ten doctoral committees and several master's committees, and she chairs a number of the doctoral committees. For the doctoral students, she evaluates their comprehensive exams, advises them on the development of their dissertation topics, and assists them in defending their dissertations. Preparing students for job interviews and employment in academe and government is critical to UGA's institutional reputation.

These various teaching related tasks structure her workweek, but somewhere among all of this, Dr. Lindquist conducts her own research. It is a fact that a professor at a research university who neglects research must forego promotion and prestige. However, there are also idealistic reasons for research. After six years at UGA, it is clear to her that a considerable synergy exists between teaching and research. As she actively pursues knowledge in her field, she can in turn expect her students to be active learners also. Her ability to read students' work is enhanced because she does it herself, but the mutual engagement in the process of inquiry and discovery creates an arc of energy that connects teacher to student in a very important way. She finds this energy enlivens her classroom. So, rather than providing pat answers to student questions, Dr. Lindquist asks students how they would discover the answers themselves. This often leads to a question of research design, hypotheses, and data collection. Teaching students the process of inquiry is more important than feeding them facts and figures for later regurgitation on an exam. Modeling active scholarship and creative thinking gives her the right to laud lifelong learning. A teacher has to live what she teaches. Her research focuses on the rule of law with a particular emphasis on the manner in which legal institutions and judicial behavior promote or undermine the stability or predictability of legal rules. For example, she studies when and why judges dissent from majority rulings or why they overrule existing precedent. As a real-life application, one might consider the impact of a ruling from the U.S. Supreme Court

that is divided five votes to four rather than unanimously. The fact that the decision in the Bakke ruling in the case of affirmative action in education was so fragmented has led to some of the difficulties in terms of assessing how to admit students to universities. Conducting this type of research requires substantial data collection and analysis. Dr. Lindquist often evaluates hundreds or even thousands of judicial decisions that enable her to generalize about judicial behavior more broadly.

Dr. Lindquist presents papers at three or four conferences a year where scholars from other universities evaluate her research. In turn, she evaluates their research after it has been submitted to journals or also at conferences. She also writes and reviews grant proposals, particularly in connection with the National Science Foundation, which funds most political science research. To receive tenure, a professor must demonstrate a national reputation in her field and a well-developed research agenda. In Dr. Lindquist's field, that requires publication of about two or three articles a year or perhaps a book in a given year. While this may not seem like a lot, the rate of acceptance at top journals rarely exceeds 5% to 10% and the lead-time from submission to publication is usually about one year. Of course, once tenure is achieved, the professor must continue the effort in order to become a full professor. Post-tenure review further provides incentive to maintain one's research agenda. These institutional hurdles and evaluation points are very effective incentives for productivity in the research area.

Finally, Dr. Lindquist devotes time each week to service, both to her students and to UGA. She is the faculty advisor to the Demosthenian Literary Society, the oldest student organization on campus. Students meet each Thursday night in Demosthenian Hall and conduct extemporaneous debate, which they have been doing regularly since 1803 with a brief hiatus during the Civil War. The students debate all manner of topics: law, politics, psychology, education, science, literature, and popular culture. Last year, the group debated students from the Oxford University student union, a debate over which Dr. Lindquist moderated. She is also frequently invited to speak to other student groups, such as Phi Alpha Delta Pre-Law Fraternity or the student government association, and she gives welcome lectures to freshmen on behalf of the Office of Admissions. Service to UGA is also very important, she said, because strong institutions enable human development and productive change. For that reason, she is very committed to institution building at UGA. She serves on the governance council for the new School of Public and International Affairs, she is currently drafting the bylaws for the new school, and she also serves on the graduate committee that admits students to the school. She also serves on a committee convened by former Provost Karen A. Holbrook to review the procedural and substantive guidelines for universitywide awards. These committees typically meet weekly or biweekly, which means inevitably, on any given day, she has at least one committee meeting on her schedule.

In closing, Dr. Lindquist stated that her experiences at the UGA are generally representative. All faculty at UGA share the good fortune to teach bright young minds on a beautiful campus in a state rich in history, resources, and very good people. In her poem, "The Summer Day," Pulitzer Prize winning poet Mary Oliver asks, "What is it you plan to do with your one wild and precious life?" Dr. Lindquist has discovered what she wants to do. Sometimes, she said, her life gets a little wild, but it is quite wonderful and its rewards are infinitely precious.

Chair Leebern next called upon Dr. Cunningham.

Dr. Cunningham greeted the Regents and said that he would be sharing a first-hand account of the typical week of a two-year college faculty member in the University System of Georgia. He showed the Regents a workload agreement, which is a mechanism to structure his work activities. According to his workload agreement, his activities are divided into three categories: teaching (70%), academic and professional development (20%), and service to the college and the community (10%). His time is allocated consistent with the mission of the college. The workload agreement is a two-phase process. At the beginning of the academic year, he meets with the division chair to discuss which activities best meet the needs and challenges of his division. The final phase of the workload agreement occurs at the end of the academic year, when he meets again with the division chair to discuss the extent to which he was successful in meeting the objectives of the agreement. Strong agreement review means a good faculty evaluation, which translates into a good merit salary increase. So, this is a very meaningful process.

Dr. Cunningham estimated the number of hours per week that he dedicates to various activities. He spends about 15 hours per week lecturing, 12 hours in laboratory instruction, 10 hours of office time per week, and many hours in class preparation, student advising, and test preparation. He noted that a majority of students at AMC are nontraditional students, which makes it particularly challenging to teach. Dr. Cunningham spends a lot of time developing new techniques to impart information to the students and assessing how effectively he is doing so. He also spends considerable time grading papers and exams, as well as keeping his WebCT Internet sites active. He explained that he has a WebCT site for each of his classes, and it takes a considerable amount of time to upload students' grades to the site. Students can also access supplementary materials to complement the course on the site.

Next, Dr. Cunningham discussed his course offerings. He teaches basic science classes to future allied health majors and general chemistry courses to future chemistry, biology, and engineering majors. He also teaches more advanced students on special topics and undergraduate research courses. Advanced students also study geographical information systems, where students learn to model environmental research projects, and they learn from Dr. Cunningham's own research in HIV drug research.

Dr. Cunningham said that student advising is critical in terms of student retention and graduation, particularly with nontraditional students who have been out of high school for a number of years. He is assigned approximately 50 students per semester to advise. He advises them on academic issues as well as nonacademic issues, time management, degree planning and monitoring, course selection and scheduling, transfer selection, graduation application, mentoring, and recommendations. Dr. Cunningham discussed his weekly schedule. Thursday is usually a more challenging day for him, because he is busy from 10 a.m. to 10:30 p.m. However, most of his class preparation is done at home in the evenings and on weekends.

In addition to his teaching responsibilities, Dr. Cunningham undertakes service responsibilities for the college and the community. He sponsors at least one high school student per year and advises that student on a high

school science project. He participates in AMC's registration activities and serves on two committees: the Alternative Dispute Resolution Committee and the Curriculum Committee. He is also appointed to special roles, such as self-study director (1998-2001) or program review chair (2001-2002). In terms of academic and professional development, Dr. Cunningham participates in SACS accreditation team visits and participates in research projects. He also participates in an undergraduate research collaboration between Clark Atlanta University and AMC that is funded by NASA, which takes about four to six hours per week. He is also working with Dr. David W. Boykin, Regents Professor of Chemistry, Emeritus, at Georgia State University to develop drugs to treat the HIV infection. One such drug is in its second level of clinical trials. In closing, Dr. Cunningham thanked the Regents and the Chancellor and stepped down.

Dr. Butler asked whether the Regents had any questions or comments.

Regent Coles remarked that his son is a graduate of UGA who took advantage of a study abroad opportunity between his junior and senior year. The experience was life changing for him and his direction as he went forward. Regent Coles said that the professor's presentations were inspiring.

On behalf of the entire Board, Chair Leebern thanked the professors for their enlightening presentation. His noted that his daughter also had a very positive study abroad experience, and the Regents would like all students to have such an experience.

Regent White asked Chancellor Meredith to refresh his memory about the strategic planning timeline.

Chancellor Meredith responded that there are two pieces to the strategic plan. The strategic plan itself is spread over a five-year period, with a focus for each year. Many pieces are currently underway.

Dr. Papp said that there are specific goals within the action plan, many of which should be accomplished within five years.

Regent White asked for a copy of this timeline.

Chancellor Meredith responded that he would provide that. He then commented that the Board must find the funds to involve more students in study abroad. Many students are nontraditional students with other barriers, but the Board must find ways to help them participate. He noted that he helped his 48-year-old cousin, a single mom and nontraditional student, find a way to spend a semester in Spain, and it completely transformed her life. He remarked that he hoped the Regents appreciate the intention of the second part of this meeting. The two faculty members worked hard to give the Regents a better understanding of what their world is like on a day-to-day basis. It is critical that the Board stay in touch with the faculty. The University System Office staff are encouraged to be on the campuses as much as possible so that they do not forget the campus world.

Chair Leebern next updated the Board on its sixth goal, which pertains to economic development. In

October 2002, the Regents heard a presentation on the Georgia Lifelong Education and Economic Development Services (“Georgia LEADS”) report and the Chancellor’s intention to hire a director for this initiative. Dr. Barbara S. Calhoun is the Dean of Continuing Education at Kennesaw State University, and she has also agreed to be Interim Director of Georgia LEADS. Chair Leebern asked Dr. Calhoun to stand and be recognized. Seeing that there were no further questions or comments, Chair Leebern adjourned the meeting of the Strategic Planning Committee as a Committee of the Whole.

Chair Harris thanked the presenters and Dr. Butler for this informative session of the Strategic Planning Committee.

### **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 that the next Board meeting would take place on Tuesday, February 4, and Wednesday, February 5, 2003, in the Board Room in Atlanta, Georgia.

### **EXECUTIVE SESSION**

At approximately 11:00 a.m. on Wednesday, January 8, 2002, Chair Harris called for an Executive Session for the purpose of discussing a compensation issue. 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 Harris, Vice Chair James D. Yancey, and Regents Hugh A. Carter, Jr., Connie Cater, William H. Cleveland, Michael J. Coles, Hilton H. Howell, Jr., George M. D. (John) Hunt III, Donald M. Leebern, Jr., Allene H. Magill, Elridge W. McMillan, Martin W. NeSmith, Wanda Yancey Rodwell, Glenn S. White, and Joel O. Wooten, Jr. Chancellor Thomas C. Meredith and the Secretary to the Board, Gail S. Weber were also in attendance during the Executive Session. 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 11:15 a.m., Chair Harris reconvened the Board meeting in its regular session and announced Chancellor Meredith’s recommendation regarding a salary increase for the Senior Vice Chancellor for Academic Affairs, Daniel S. Papp. A motion was made to this effect, seconded, and unanimously approved.

**ADJOURNMENT**

There being no further business to come before the Board, the meeting was adjourned at approximately 11:20 a.m. on January 8, 2003.

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

s/  
Joe Frank Harris  
Chair, Board of Regents  
University System of Georgia