

**MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
HELD AT
270 Washington St., S.W.
Atlanta, Georgia
March 7 and 8, 2006**

CALL TO ORDER

The Board of Regents of the University System of Georgia met on Tuesday, March 7, and Wednesday, March 8, 2006, in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent J. Timothy Shelnut, called the meeting to order at 2:15 p.m. on Tuesday, March 7, 2006. Present on Tuesday, in addition to Chair Shelnut, were Vice Chair Patrick S. Pittard and Regents William H. Cleveland, Michael J. Coles, Robert F. Hatcher, Julie Ewing Hunt, Felton Jenkins, W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Elridge W. McMillan, Doreen Stiles Poitevint, Wanda Yancey Rodwell, Benjamin J. Tarbutton III, Richard L. Tucker, and Allan Vigil.

SAFETY BRIEFING

Vice Chair Pittard called upon the Director of Administration and Compliance Policy, Mark Demyanek, to give the Regents and audience a safety briefing.

Mr. Demyanek said that the Chancellor had asked him to brief the Regents and audience at each Board meeting about basic safety information about the building so that everyone knows evacuation routes and emergency procedures in case of emergency. He then discussed the primary and secondary evacuation routes from the Board Room and identified the locations of automated external defibrillator units.

REMARKS FROM THE CHANCELLOR

Chancellor Davis welcomed new Regents Hatcher, Jenkins, and Tarbutton, who had been sworn-in along with Regent Willis J. Potts, Jr. by Governor Sonny Perdue at 1:00 p.m. that day. He thanked all of the Regents for taking time out of their busy schedules to serve the University System of Georgia and said that he values and appreciates their contributions to the Board. He said that he hoped to maximize the effectiveness of their time with more of a focus on issues of policy and governance and less focus on day-to-day operations. The Regents will focus more on the direction of the System, why the System is going in that direction, and whether the System is headed in that direction effectively, efficiently, and with quality. The Regents will also focus more on how the System is serving its customers. The Chancellor noted there will be metrics associated with these items.

Over the next few days and in the coming months, there may be some changes in the meeting format and content of the presentations. Chancellor Davis said that during Board meetings, Regents sometimes make suggestions and that he would be receiving a list of such recommendations, which will be assigned to appropriate staff members with due dates. That list is then sent to the Chair of the Board for his review as well. After the February 2006, there were approximately ten items for staff to follow up on, and the staff have initiated action or completed work on all but three of these items. Some of these items will require further review. For example, the Chancellor had pulled from the agenda the update on the communications plan for further review and another item concerning the System's relationship with the Department of Technical and Adult Education. The third item under review was the budget, which will be finalized in time for the April 2006 Board meeting.

At the end of this and future Board meetings, the Chancellor will be asking the Regents for feedback on various aspects of the meeting. The staff will then use this feedback to respond to the needs of the Regents, and hopefully, the quality and efficiency of Board meetings will improve going forward. In closing, Chancellor Davis asked the Regents to give some thought to both the content and format of the Board meeting in order to respond to a few short questions after the Board meeting.

ATTENDANCE REPORT

The attendance report was read on Tuesday, March 7, 2006, by Secretary Gail S. Weber, who announced that Regents Hugh A. Carter, Jr. and Willis J. Potts, Jr. 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 February 7 and 8, 2006, were unanimously approved as distributed.

TASK FORCE REPORT: NEW SYSTEM TO APPROVE FACILITIES PROJECTS

Chair Shelnut next called upon the Vice Chancellor for Facilities, Linda M. Daniels, to update the Board on the new system to approve facilities projects.

Ms. Daniels said that she had three items to cover at this meeting, so she would be brief. First, she would update the Board on Senate Bill ("SB") 562, the legislation the Board has been promoting to permit state revenue bonds as an additional funding mechanism for the University System's capital projects. Second, she would give a quick overview of a major initiative to improve the construction process in this state by the adoption of a new state manual based upon the construction industry best practices. Finally, she would follow up on the Board's recommendation to establish a capital funding task force with representation from the areas of facilities, finance, and, in Regent Carter's

words, “political reality.”

Regarding the first item, proposed legislation for revenue bonds, Ms. Daniels reported that in the previous week, the Senate Finance Committee gave SB 562, which establishes the Georgia Higher Education Funding Authority (“GHEFA”), a “do pass” recommendation. She encouraged the Regents to thank Senator Daniel J. Weber and members of the committee for their support. She asked that they also let others know of the importance of SB 562. Staff will continue to follow this legislation on the House of Representative side.

About a year ago, Governor Sonny Perdue signed an executive order directing the Construction Division of the Georgia State Finance and Investment Commission (“GSFIC”) to work with the Board of Regents to create a state construction manual to inform and facilitate all construction funded by the State of Georgia. Ms. Daniels explained that this initiative had three goals by which the System will measure its success. First, the manual is intended to address all projects from start to finish. One challenge of having a separate construction division is ensuring a timely and smooth transition of the project to the user at completion of construction. Also, of particular interest to this Board is the new documentation of three construction delivery options, including two “fast-track” methods of construction. Second, the new manual is consolidated, coordinated, and easy to use. The new manual incorporates a multitude of existing documents and resources, including the Board of Regents project manual and several other Board guidelines and templates, as well as components of the GSFIC manual that was previously under development and other state agency resources as well. Third, a Web-based electronic format was desirable to ensure the manual can be updated and improved on a regular, ongoing basis and so that it does not become outdated. This will also allow the core manual to be streamlined with the option of electronic links to other more in-depth analysis of specific subject topics. Ms. Daniels noted that a unique aspect of this initiative was the team approach. The genesis of this initiative came from the Governor’s Commission for a New Georgia, which was co-chaired by our Regent Hatcher. The Construction Division at GSFIC and the University System Office have worked in collaboration to make this initiative a success, and they have tried to bring in all the impacted user groups in state government as well as strong representation from their partners in the private sector. The new document is currently being edited and will be rolled out over the next couple of months in time for the next round of state-funded capital projects.

Ms. Daniels introduced and publicly thanked two key players in this initiative: the Director of the Office of Implementation of the Commission for a New Georgia (the “Commission”), Lonice Barrett, and the Director of the GSFIC Construction Division, Gena L. Abraham. Ms. Daniels noted that Dr. Abraham had recently been appointed the new State Property Officer, another initiative of the Commission, and will be taking over those responsibilities at the Georgia Building Authority (“GBA”) as well. She invited them to approach the Board.

Dr. Abraham thanked the Regents for inviting them to visit at this meeting and said that it had been a pleasure to work with the Board of Regents’ Office of Facilities. She said the staff’s leadership

throughout the process had been terrific and that Board of Regents practices were shared with other state agencies in the process. The Governor chose the Board of Regents and GSFIC to bring that component to other state agencies. She said it had been a true pleasure to work with Ms. Daniels and her staff to complete the construction manual and that she looked forward to presenting the manual to the Governor very soon.

Mr. Barrett thanked Ms. Daniels for her hard work on the construction manual. He also thanked the Chancellor and the Regents for the outstanding work of the staff on not only the construction manual, but also a number of other collaborative projects with the Commission. He said the University System of Georgia has a lot of expertise to offer the State of Georgia, and Regent Hatcher has done an outstanding job co-chairing the Commission. He thanked the Board for its enthusiasm and support for this initiative.

Ms. Daniels said that, following up on the Board's recommendation to establish a capital funding taskforce, she had an information item on the agenda of the Committee on Real Estate and Facilities. In Committee, she would present the current status of the Board's capital request in ongoing budget deliberations in the legislature. She would also talk about the ramifications of making any significant change in the major capital priority list to try to use a new system to approve projects as a springboard to change the System's recent funding track record. She noted that any new system may well entail a change in the present prioritization. She stressed that staff have not made that conclusion or judgment yet, but it could well be an outcome. Finally, she would engage the Committee members in a discussion to guide the new task force and to gain some insights on the task force makeup and its charge. She said that she hopes the process will move quickly enough to have input back to the Regents in time for their annual review of capital projects in June 2006.

COMMITTEE ON REAL ESTATES AND FACILITIES, "COMMITTEE OF THE WHOLE"

Chair Shelnut next convened the Committee on Real Estate and Facilities as a Committee of the Whole and turned the Chairmanship of the meeting over to Regent Vigil, the Chair of the Committee.

At approximately 2:30 p.m. on Tuesday, March 7, 2006, Committee Chair Allan Vigil called for an Executive Session for the purpose of discussing a potential acquisition of property. With motion properly made and variously seconded, the Regents who were present voted unanimously to go into Executive Session. Committee members in attendance were Chair Allan Vigil and Regents Michael J. Coles, Felton Jenkins, Donald M. Leebern, Jr., and Elridge W. McMillan. Also in attendance were Board Chair J. Timothy Shelnut and Regents William H. Cleveland, Robert F. Hatcher, Julie Ewing Hunt, W. Mansfield Jennings, Jr., James R. Jolly, Patrick S. Pittard Doreen Stiles Poitevint, Wanda Yancey Rodwell, Benjamin J. Tarbutton III, and Richard L. Tucker, as well as Chancellor Erroll B. Davis, Jr.; Interim Chancellor Corlis Cummings; the Secretary to the Board, Gail S. Weber; the Vice Chancellor for Facilities, Linda M. Daniels; the Assistant Vice Chancellor for Facilities (Real Property and Administration), Peter J. Hickey; the Director of Administration and Compliance

Policy, Mark Demyanek; and the Assistant Vice Chancellor for Legal Affairs (Contracts), Daryl Griswold . 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 2:50 p.m., Chair Vigil reconvened the Committee meeting in its regular session and announced that no actions were taken in the Executive Session. Seeing that there were no further questions or comments, Chair Vigil adjourned the meeting of the Committee on Real Estate and Facilities as a Committee of the Whole and turned the chairmanship of the meeting back to Regent Shelnut.

At approximately 2:50 p.m., Chair Shelnut adjourned the Regents into their Committee meetings. Following the Committee meetings, the Board was recessed until 9:00 a.m. on Wednesday, March 8, 2006.

CALL TO ORDER

The Board of Regents of the University System of Georgia met again on Wednesday, March 8, 2006, in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent J. Timothy Shelnut, called the meeting to order at 9:00 a.m. Present on Wednesday, in addition to Chair Shelnut, were Vice Chair Patrick S. Pittard and Regents William H. Cleveland, Michael J. Coles, Robert F. Hatcher, Julie Ewing Hunt, Felton Jenkins, W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Elridge W. McMillan, Doreen Stiles Poitevint, Benjamin J. Tarbutton III, Richard L. Tucker, and Allan Vigil.

Chair Shelnut recognized Senator Ed Tarver of Augusta and thanked him for attending the meeting.

The Director of Administration and Compliance Policy, Mark Demyanek, gave the Regents and audience a briefing of basic safety information in the event of an emergency.

INVOCATION

The invocation was given on Wednesday, March 8, 2006, by Regent Julie Ewing Hunt.

ATTENDANCE REPORT

The attendance report was read on Wednesday, March 8, 2006, by Secretary Gail S. Weber, who announced that Regents Hugh A. Carter, Jr., Willis J. Potts, Jr., and Wanda Yancey Rodwell had asked for and been given permission to be absent on that day.

SPECIAL PRESENTATION ON THE MEDICAL COLLEGE OF GEORGIA

Chair Shelnut said that he had asked President Daniel W. Rahn to tell the Board about new and exciting things going on at the Medical College of Georgia (“MCG”).

President Rahn greeted the Regents and said that he would not be talking about emerging plans for MCG’s new dental facility but that he is very excited about it. He would also not discuss the new cancer research center for which the ribbon cutting ceremony was planned for Friday, March 10, 2006. Instead, he would discuss the practice of medicine and how science is leading to a new era of “personalized predictive medicine” and an understanding of how social, environmental, and behavioral factors interact with peoples’ individual genetic predispositions to either result in health or produce disease. He would feature the Georgia Institute for the Prevention of Human Disease and Accidents (the “Institute”) at MCG and how its research agenda over the past 25 years has epitomized this transformation. The Institute has huge implications for all health professionals and challenges the traditional boundaries of medical practice, engaging public policy and public health in ways that have not traditionally been part of medical practice. President Rahn introduced MCG’s Vice President for Research, Frank A. Treiber, who is the former Director of the Institute, and the current Director of the Institute, Gregory A. Harshfield. Drs. Treiber and Harshfield were available to answer any questions about the Institute.

President Rahn asked the Regents to consider the traditional paradigm of medical practice and what has led them to see a physician. Typically, someone goes to see a physician because he or she has a complaint. The physician identifies the complaint and then collects historical information to determine the cause of the complaint. Most of the time, the patient will tell the physician the cause of the complaint. Then, the physician will collect more information through a physical examination. If necessary, the physician will perform diagnostic tests, like x-rays, blood tests, urinalysis, etc. All of the information is synthesized to develop a diagnosis and a treatment. That process works very well, but it is based upon the identification of some kind of pathological process. Education hinges on learning about normal anatomy, physiology, and functioning, as well as what goes wrong, or disease; that is abnormal anatomy, physiology, and functioning. This approach is called the patho-physiologic basis of disease, and the presumption is that if there is something going wrong, it will produce symptoms, and if physicians can explain the symptoms, they can identify therapy to approach it. It is disease-based. That works well for acute problems, but it does not work well for more chronic problems and maintenance of health because it is focused on the existence of disease rather than the maintenance of health.

“How do we move toward health maintenance?” asked President Rahn. Health screening is one way to move in this direction. For example, a man over age 50 should have certain tests done, such as blood pressure, cholesterol, and blood sugar screening. He should have a colonoscopy and a prostate examination. The reason for these tests is to search for conditions that have important health implications that could be present without producing symptoms but may be detected by the

identification of certain disease states, such as high blood pressure or cholesterol. The modern era of genomics and epigenetics is setting the stage for the identification of the predictors of disease even prior to the development of abnormalities and provide for the opportunity that interventions could be designed in a way that help prevent disease. This provides for an opportunity to predict future health rather than just react to disease states that are present. This represents a totally new era in medicine, but researchers are coming to understand that it is not just genetic makeup that determines disease, but also environmental factors play a role in disease. Behavioral traits and environmental factors interact with genetics to maintain health or produce disease.

The Institute has been focused on the concept that the health of the adult population of the future is dependent upon the health of youth today. Therefore, the Institute focuses on the predictors of health in youth and the implications for a healthier society in the future. The Institute was formed in 1981 and received its first National Institutes of Health (“NIH”) grant 20 years ago. Presently, there are 25 active NIH or American Heart Association grants supporting the work of the Institute, which has total active funding of \$12 million. The success of the Institute is focused upon the importance of its research mission, which is the prevention of cardiovascular disease in high-risk youth, as well as the quality of faculty the Institute has been able to recruit and retain, persistence in the focus over time despite the fact that knowledge has changed, and collaboration. President Rahn noted that there are faculty involved in the Institute from various schools across MCG. There are molecular geneticists, genetic epidemiologists, psychologists, physiologists, nurse researchers, physician scientists, and others. The collaboration extends beyond MCG to the Georgia Center for the Prevention of Obesity and Related Disorders (“GCORD”) at the University of Georgia (“UGA”) as well as researchers at Georgia State University. So, there is broad collaboration across disciplines, schools, and University System of Georgia institutions focused on problems of tremendous importance related to the health of our youth, particularly as it relates to cardiovascular disease and, more recently, cancer.

The Institute’s research agenda was begun by undertaking a longitudinal study of high-risk youth, a cohort that began two decades ago. President Rahn reported that some very important observations had come from this study. Some youth experience a phenomenon known as stress-induced high blood pressure. That is, under certain kinds of stress, some people react by having their blood pressure rise. Stress-induced high blood pressure in youth predicts the eventual appearance of sustained high blood pressure, often over a period of ten years or more. At that time, structural changes in the circulatory system and the heart will appear. So, if stress-induced high blood pressure appears in someone 13 years old, by 23, that person may have sustained hypertension. However, that could be 30 years before it might emerge under other circumstances, which means 30 years more potential treatment. Another observation from the longitudinal study is that obesity plays a significant role in exacerbating this problem. Stressful living environments also contribute to the problem, which connects the problem to many sociological phenomena. The problem is under genetic control. It is not a single gene, but rather a polygenic problem. It occurs identically in identical twins, which is part of the evidence that it is under genetic control.

Sustained high blood pressure over the past 20 years in youth has increased in prevalence between 200% and 400%, as high as 700% by some estimates. Based upon the predictors of prevalence, a city the size of Atlanta has approximately 100,000 hypertensive youths. President Rahn said that was not the case 20 years ago. The genetic regulation of this condition involves salt regulation. It has something to do with the way kidneys handle salt during periods of stress, which has important implications for treatment and the precise genetic mechanisms under study at the present. The breadth of this study is precisely why a multidisciplinary center focused on an important problem really gets at the root of the problem. These observations have led to both behavioral and targeted therapeutic interventions, such as relaxation techniques, school-based exercise programs, and targeted pharmacotherapy. The interaction between genetic predisposition, behavioral factors, and environmental factors is creating a “perfect storm” for the youth of today, who are predicted to be the first generation in the history of America who will live less healthy lives than their parents. The goal is to take the knowledge gleaned from multiple avenues to effect public policy, educational policy, public health initiatives, and specific kinds of pharmacological and therapeutic interventions to help forestall the disease in individuals. The benefit can be huge, but the consequences of not approaching this in a multidisciplinary, multifaceted way can also be huge. The implications of this can be extracted to approaches to cancer, diabetes, and a variety of other chronic diseases that plague the population today. The approach will transform medical practice and break down the traditional barriers that exist between the provision of individual health services and addressing needs at a population level. In order to have a healthier society in the future, such problems will require a multifaceted approach. In closing, President Rahn said that the opportunity and importance are enormous, just as the implications of inaction are enormous.

Seeing that there were no questions, Chair Shelnut thanked President Rahn for this interesting presentation. He then called for the Committee reports.

COMMITTEE ON ORGANIZATION AND LAW

The Committee on Organization and Law met on Tuesday, March 7, 2006, at approximately 9:40 a.m. in room 7019, the Chancellor’s Conference Room. Committee members in attendance were Chair James R. Jolly and Elridge W. McMillan. Board Chair J. Timothy Shelnut and Regents-Elect Robert F. Hatcher and Felton Jenkins were also in attendance. Chair Jolly reported to the Board on Wednesday that the Committee had reviewed three items, all of which required action. Item 1 was a walk-on item. Item 2 included ten applications for review. Of these, eight were denied, one was continued, and one was recommended for referral to the State Office of Administrative Hearings. In accordance with H.B. 278, Section 3 (amending O.C.G.A. § 50-14-4), an affidavit regarding this Executive Session is on file with the Chancellor’s Office. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Ratification of Committee Membership

Ratified: The Board ratified a decision by Chair J. Timothy Shelnut to permit a Committee on Organization and Law consisting of two voting Regents to hear and make recommendations to the full Board at the March 2006 meeting.

Background: The Chair's request was made because the Bylaws of the Board of Regents provide for no fewer than four members on any Committee. Since the new Regents were not sworn-in until after the Committee meeting, the ratification was deemed necessary.

Walk-on: This item was added by unanimous consent as a walk-on item to the Committee's agenda.

2. Applications for Review

At approximately 9:45 a.m. on Tuesday, March 7, 2006, Chair James R. Jolly called for an Executive Session for the purpose of discussing personnel matters and academic records of students. 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 Jolly, Regent Elridge W. McMillan, and Board Chair J. Timothy Shelnut (Ex-Officio). Also in attendance were Regents-Elect Robert F. Hatcher and A. Felton Jenkins, Jr.; the Associate Vice Chancellor for Legal Affairs, Elizabeth E. Neely; and the Assistant Vice Chancellor for Legal Affairs (Prevention), J. Burns Newsome. 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 10:30 a.m., Chair Jolly reconvened the Committee meeting in its regular session and announced that the following actions were taken in Executive Session:

- a. In the matter of file no. 1823 at the University of Georgia, concerning expulsion, the application for review was denied.
- b. In the matter of file no. 1824 at the University of Georgia, concerning reinstatement matters, the application for review was denied.
- c. In the matter of Joanna Sanders Mann at Atlanta Metropolitan College, concerning nonrenewal of employee contract, the application for review was denied.
- d. In the matter of file no. 1818 at Savannah State University, concerning summary suspension, the Committee recommended referral to the Office of State Administrative Hearings.
- e. In the matter of William Pollard at Valdosta State University, concerning nonappointment of a neutral fact finder, the application for review was denied.
- f. In the matter of Georing J. Gerard at the Georgia Institute of Technology, concerning

termination, the application for review was denied.

- g. In the matter of Ronda Starks at the University of Georgia, concerning termination, the application for review was denied.
- h. In the matter of file no. 1822 at Georgia State University, concerning suspension, the application for review was continued.
- i. In the matter of file no. 1809 at the Georgia Institute of Technology, concerning academic hardship matters, the application for review was denied.
- j. In the matter of Willie Johnson at Savannah State University, concerning alleged failure to meet requirements for post-tenure review, the application for review was denied.

3. Approval of the Valdosta State University Mutual Aid Agreement with Lowndes County

Approved: The Board approved a mutual aid agreement between Valdosta State University (“VSU”) and Lowndes County, effective March 8, 2006.

Background: VSU reached an agreement with Lowndes County to provide for the rendering of extraterritorial assistance as defined in Georgia Code 36-69-2 (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 agreement follows a statutory format and was approved by the Office of Legal Affairs.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

The Committee on Finance and Business Operations met on Tuesday, March 7, 2006, at approximately 2:55 p.m. in room 7005. Committee members in attendance were Chair W. Mansfield Jennings, Jr., Vice Chair Patrick S. Pittard, and Regents Robert F. Hatcher, Julie Ewing Hunt, Wanda Yancey Rodwell, and Richard L. Tucker. Vice Chair Pittard reported to the Board on Wednesday that the Committee had reviewed one item, which required action. Item 1 was withdrawn at the request of MCG Health, Inc. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Renewal and Amendments of Agreements Between the Board of Regents and MCG Health, Inc. Regarding Medical College of Georgia Hospitals and Clinics

Withdrawn: This item was withdrawn at the request of MCG Health, Inc.

2. Approval of Mandatory Fees for Georgia Gwinnett College

Approved: The Board approved the mandatory fees for the new Georgia Gwinnett College (“GGC”) for the fall semester 2006.

Background: GGC is the thirty-fifth institution of the University System of Georgia. In the 2005 legislative session, the General Assembly endorsed the Board of Regents’ approval of a new institution in Gwinnett County through Senate Resolution 33 (“S.R. 33”). The Governor signed SR 33 in May 2005.

Under the implementation plan for the new state college adopted by the Board at its June 2005 meeting, upper-division classes are slated to begin in fall semester 2006 in four to six discipline areas. Initial enrollment is expected to be between 250 and 500 juniors in fall 2006. In fall 2007, the college will begin accepting freshmen, juniors, and seniors. Beginning fall 2008, the college will enroll students at all levels. An enrollment of approximately 8,000 to 10,000 students is expected by fall 2009, when the college becomes fully operational.

The new college will require mandatory fees beginning fall 2006. In order to assist the college in providing information to potential students about costs, the following is the approved list of fees for GGC:

Approved Mandatory Fees:

Student Activity Fee:	\$35
Recreational Fee:	\$20
Technology Fee:	\$75
Parking Fee:	\$18

This does not represent a comprehensive list of fees proposed by GGC. The president has requested two facilities fees, which are still under review by the staff. It is expected that recommendations of these fees will be forthcoming in April 2006, when all institutional mandatory fees are presented for consideration by the Board.

The total mandatory fees above are \$148 per semester. All these fees are expected to be eligible for the HOPE Scholarship.

COMMITTEE ON REAL ESTATE AND FACILITIES

The Committee on Real Estate and Facilities met on Tuesday, March 7, 2006, at approximately 2:55 p.m. in the Board Room. Committee members in attendance were Chair Allan Vigil and Regents Felton Jenkins, Donald M. Leebern, Jr., and Elridge W. McMillan. Chair Vigil reported to the Board

on Wednesday that the Committee had reviewed 12 items, 10 of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Amendments to Ground Leases and Rental Agreements for Housing, Parking, and Office Space, Kennesaw, Kennesaw State University

Approved: The Board approved the assignment by Kennesaw State University Foundation, Inc. (the “Foundation”), Lessee, to the entities below for the ground lease transactions listed as follows:

<u>Transaction</u>	<u>Acreage</u>	<u>Board Actions</u>	<u>Lessee Assignment to</u>
Student Housing	14.346	June 2001	KSU UP Real Estate Foundation, LLC
Student Housing	8.449	June 2003, November 2003	KSU Village I Real Estate Foundation, LLC
Parking – East Campus	3.010	June 2001, April 2003	KSU Parking Decks Real Estate Foundation, LLC
Parking – West Campus	2.380	June 2001	KSU Parking Decks Real Estate Foundation, LLC
Parking – North Campus	3.000	November 2003	KSU Parking Decks Real Estate Foundation, LLC

The Board concurred with the assignment by the Foundation, Landlord, to the entities below for the rental agreements listed as follows:

<u>Transaction</u>	<u>Board Approved</u>	<u>Landlord Assignment To</u>
3333 George Busby Parkway	September 1998	KSU Center Real Estate Foundation, LLC
1507 Parking Spaces - East Campus	September 2001, April 2003	KSU Parking Decks Real Estate Foundation, LLC

<u>Transaction</u>	<u>Board Approved</u>	<u>Landlord Assignment To</u>
667 Parking Spaces - West Campus	September 2001	KSU Parking Decks Real Estate Foundation, LLC
2,000 Parking Spaces - North Campus	November 2003	KSU Parking Decks Real Estate Foundation, LLC
3201, 3203, 3205, 3207, 3209, 3211, 3213, 3215, and 3217 Frey Lake Road	April 2002	KSU Houses Real Estate Foundation, LLC
3499 Frey Lake Road	January 2004	KSU Houses Real Estate Foundation, LLC
Chastain Pointe	November 2004	KSU Chastain Pointe Real Estate Foundation, LLC
3391 Town Point Drive	October 2005	KSU Town Point Real Estate Foundation, LLC
7 acres adjacent to 3391 Town Point Drive	October 2005	KSU Town Point Real Estate Foundation, LLC

Understandings: The amendments to the ground leases will permit assignment of the ground leases. Concurrence to rent from the assigned entities is also desired.

All the remaining actions and understandings contained in the Board actions remain the same.

2. Amendment to Rental Agreement, KSU Center, Kennesaw, Kennesaw State University

Approved: The Board authorized the execution of an amendment to the rental agreement between the KSU Center Real Estate Foundation, LLC, Landlord, and the Board of Regents, Tenant, for 162,677 square feet of space located at 3333 George Busbee Parkway to include additional options to renew on a year-to-year basis for an additional 12 consecutive one-year periods (a total of 18 consecutive one-year option periods) at the same rent rate for the use of Kennesaw State University (“KSU”).

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

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

Understandings: In September 1998, the Board approved a subrental agreement for this facility. In 2005, the Kennesaw State University Foundation, Inc. acquired this property from The University Financing Foundation (“TUFF”). This amendment will ensure continued occupancy by KSU as needed.

At the end of the term of the rental agreement, the land and all improvements will become the property of the Board of Regents.

All the remaining terms of the rental agreement as approved by the Board in September 1998 remain in effect.

3. Amendments to Ground Leases and Rental Agreements, Kennesaw, Kennesaw State University

Approved: The Board authorized the execution of an amendment to the ground lease between the Board of Regents, Lessor, and KSU UP Real Estate Foundation, LLC, to increase the number of student housing beds from 658 to 700 for University Place.

The Board authorized the execution of an amendment to the ground lease between the Board of Regents, Lessor, and KSU Village I Real Estate Foundation, LLC, Lessee, to decrease the acreage from approximately 8.449 acres to approximately 5.87 acres, to decrease the number of student housing beds from 1,600 to 881, and to add approximately 25,000 square feet of space to be used for classrooms, computer labs, lounges, retail space, offices, meeting rooms, and security for University Village.

The Board authorized the execution of an amendment to the ground lease between the Board of Regents, Lessor, and KSU Parking Decks Real Estate Foundation, LLC, Lessee, to decrease the acreage from approximately 3.0 acres to approximately 2.57 acres and to decrease the number of parking spaces from approximately 2,000 to approximately 1,558 for the North Campus Parking Deck.

The Board authorized the execution of an amendment to the rental agreement between the KSU Parking Decks Real Estate Foundation, LLC, Landlord, and the Board of Regents, Tenant, to decrease the number of parking spaces from 2,000 to 1,558 for the North Campus Parking Deck.

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

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

Understandings: In June 2001, the Board approved a ground lease for University Place. Site availability permitted a larger number of beds to be effectively constructed.

In June 2003 and November 2003, the Board approved a ground lease for University Village. While construction was in progress, a second phase of housing was contemplated. Further market study indicated that this should be deferred. The site has been reduced accordingly. If additional housing is considered, KSU will request Board approval.

In November 2003, the Board approved a ground lease and rental agreement for the North Campus Parking Deck. Site constraints limited the size of the tract and the number of spaces.

All the remaining actions and understandings contained in the Board actions remain the same.

4. Authorization of Project, Renovation of Dining Facilities, Valdosta, Valdosta State University

Approved: That the Board authorize Project No. BR-70-0602, “Renovation of Dining Facilities,” Valdosta State University (“VSU”), with a total project budget of approximately \$4,120,000.

Understandings: VSU proposed to renovate and upgrade all existing dining facilities on the VSU campus: the Palms Dining Center, Palms retail restaurants, University Center Food Court, the Oasis Snack Bar in the Education Center, and the dining facilities at the Odum Library and on the North Campus. VSU is working with Sodexo, Inc., a national food service vendor, to implement a new dining services program to enhance and expand the food service experience throughout the VSU campus.

The renovations to the Palms Dining Center will be divided into two phases: the first phase will renovate the south wing, followed by the renovation of the remainder of the facility. The overall improvements will bring nationally known branded concepts such as Quiznos[®] and Einstein Bros[®] Bagels, but will also enhance the existing Loop Pizza Grill, which was renovated and reopened on the VSU campus in 2003.

The total project cost is approximately \$4.1 million. The majority of the funding will be spent renovating Palms Dining Center. The source of funding for the project is through Sodexo, Inc. and includes \$2.25 million for the Palms Dining Center, \$952,000 for the Palms retail restaurants, \$377,000 for the University Center Food Court, \$300,000 for the Oasis Snack Bar in the Education Center, \$163,000 for the Odum Library dining facility, and \$75,000 for the North Campus dining facility.

The renovation and upgrading of all campus dining facilities are consistent with VSU's master plan.

5. Authorization of Project, Soccer and Intramural Athletic Facilities, Tifton, Abraham Baldwin Agricultural College

Approved: The Board authorized Project No. BR-80-0603, "Soccer and Intramural Athletic Facilities," Abraham Baldwin Agricultural College ("ABAC"), with a total project budget of approximately \$2,700,000.

Understandings: ABAC proposed to construct state-of-the-art soccer and intramural athletic fields and facilities primarily with funds collected from private donations. Phase I of this project, for which funds have been secured, will utilize private donations, the Auxiliary Enterprises Reserve Fund, and the Student Activity Reserve Fund. Future phases will be funded as private funds are secured. In 2005, ABAC added women's intercollegiate soccer to its athletic program. ABAC is currently utilizing the local public recreation department to provide soccer field facilities; however, this is seen as a temporary solution until permanent facilities are constructed. ABAC currently has tennis courts, a softball field, and a baseball field as part of its athletic complex. The addition of these proposed athletic facilities will greatly enhance the physical educational programs at ABAC.

The project will be accomplished in phases. Phase I will include all site preparation and grading work, installation of all underground utilities and irrigation systems, and sprigging of athletic fields and other areas that are to be grassed. The cost of Phase I will be approximately \$800,000. Future phases will include the addition of the intercollegiate soccer field and a multipurpose athletic field with lighting, fencing, covered player seating areas, and bleachers. Also to be included in future phases are two additional softball fields, a new walking track, a parking lot, and a multi-purpose field house.

The total project cost is approximately \$2.7 million. The Phase I source of funding for the project includes approximately \$300,000 from private donations, \$400,000 from Auxiliary Enterprises Reserve Funds, and \$100,000 from Student Activity Reserve Funds. Maintenance will be provided by ABAC.

The Soccer and Intramural Athletic Facilities complex is consistent with ABAC's master plan.

University System Office staff and ABAC will proceed with design of the project with appropriate professional consultants in accordance with the Board of Regents procedures.

6. License Agreement, Department of the Army, Richard B. Russell Reservoir, Abbeville County, South Carolina, Georgia Institute of Technology

Approved: The Board authorized the execution of a license agreement between the Department of the Army and the Board of Regents covering the operation and maintenance of two seismic monitoring sites at the Richard B. Russell Reservoir, Abbeville County, South Carolina, for the use and benefit of Georgia Institute of Technology (“GIT”).

Understandings: This license agreement allows the GIT School of Earth and Atmospheric Sciences to monitor and facilitate the communications of seismic data from field sites to the School of Earth and Atmospheric Sciences at GIT. These monitoring sites are important for regional seismic monitoring, seismic imaging, and studies of aftershocks from local earthquakes.

There is no fee or rent charged to GIT for the use of these monitoring sites.

7. Appointment of Architect, College of Pharmacy, Athens, University of Georgia

Approved: The Board appointed the first-named architectural firm listed below for the identified project and authorize the execution of a contract with the identified firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to execute a contract with the other listed firms in rank order.

Following public advertisement, a qualifications-based selection process for an architectural firm was held in accordance with Board of Regents procedures. The following recommendation was made:

**Project No. J-46, “College of Pharmacy Project”
University of Georgia**

Project Description: This project for the College of Pharmacy includes classrooms, lecture halls, offices, teaching labs, research labs, animal labs, and holding spaces, as well as other academic and technology support areas. The project is anticipated to be fully funded from state General Obligation (“G.O.”) Bonds.

Total Project Cost	\$40,505,000
Construction Cost (Stated Cost Limitation)	\$26,500,000
A/E Fee	\$ 2,632,000

Number of A/E firms that applied for this commission: 13

Recommended A/E design firms in rank order:

1. The SLAM Collaborative, Atlanta
2. HOK, Atlanta
3. Lord Aeck & Sargent, Inc. Atlanta

4. Cooper Carry & Associates, Inc., Atlanta

8. Appointment of Architect, Health Sciences and Business Administration Center, Valdosta, Valdosta State University

Approved: The Board appointed the first-named architectural firm listed below for the identified project and authorize the execution of a contract with the identified firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to execute a contract with the other listed firms in rank order.

Following public advertisement, a qualifications-based selection process for an architectural firm was held in accordance with Board of Regents procedures. The following recommendation was made:

**Project No. J-99, “Health Sciences and Business Administration Center Building”
Valdosta State University**

Project Description: This project will house the College of Nursing, the Department of Special Education and Communication Disorders, the Sports Medicine and Exercise Science programs, the Marriage and Family Therapy program, the Division of Social Work, and the Langdale College of Business Administration. The new facility will include classrooms, teaching labs, counseling areas, computer labs, audio-visual labs, distance learning, and auditorium space. The location is on the North Campus directly across from the South Georgia Medical Center and will allow for interaction and partnership. The project is anticipated to be funded with \$39,909,000 from state General Obligation (“G.O.”) Bonds and \$3,000,000 from funds provided by the institution.

Total Project Cost	\$42,909,000
Construction Cost (Stated Cost Limitation)	\$32,000,000
A/E Fee	\$ 2,928,000

Number of A/E firms that applied for this commission: 15

Recommended A/E design firms in rank order:

- 1 Heery International/Ellis Ricket & Associates, Atlanta
- 2 The SLAM Collaborative, Atlanta
- 3 Stanley Beaman & Sears, Atlanta (Tied)
- 3 McCall & Associates/Freeman White, Valdosta (Tied)

9. Amendment to Subrental Agreement, 3475 Lenox Road, Atlanta, University of Georgia

Approved: The Board authorized the execution of an amendment to the subrental agreement between University of Georgia Real Estate Foundation, Inc. (“UGAREF”), Landlord, and the Board of Regents of the University System of Georgia, Tenant, covering an additional approximately 2,200 square feet of office space located at 3475 Lenox Road, Atlanta, Georgia, for the period December 1, 2005, with rent abated during the initial term, with options to renew on a year-to-year basis for eight consecutive one-year periods plus one seven-month period with rent during the first option period abated for the first three months then \$1,953.87 for the fourth month then \$3,831.67 for the remaining of the first option period, then for the remaining option periods monthly rent at the same per square foot rate as the original agreement for each option period, for the use of the University of Georgia (“UGA”).

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

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

Understandings In April 2004, the Board approved the initial subrental agreement for 25,000 square feet of space in this facility. UGA’s Terry College of Business currently utilizes that facility for classroom and office space in support of full-time Master of Business Administration (“M.B.A.”) and Executive M.B.A. programs.

This space is being rented from a third party by the UGAREF for a period of ten years and seven months. UGAREF will sublease the space on a year-to-year basis at the same square foot rent rate it is renting the space. The additional space is an adjacent suite.

Operating costs are included in the rent.

Rent and operating expenses will be paid from Terry College of Business operating funds and revenues.

10. Executive Session, Potential Real Estate Acquisitions

At approximately 3:20 p.m. on Tuesday, March 7, 2006, Chair Allan Vigil called for an Executive Session for the purpose of discussing possible property acquisitions. 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 Allan Vigil and Regents Felton Jenkins, Donald M. Leebern, Jr., and Elridge W. McMillan. Also in attendance were Board Chair J. Timothy Shelnut; Regents Robert F. Hatcher, Patrick S. Pittard, and Richard L. Tucker; Chancellor Erroll B. Davis, Jr.; the Secretary to the Board, Gail S. Weber; the Vice Chancellor for Facilities, Linda M. Daniels; the Assistant Vice Chancellor for Facilities (Real Property and Administration), Peter J.

Hickey; the Director of Administration and Compliance Policy, Mark Demyanek; Assistant Attorney General Denise E. Whiting-Pack; Special Assistant Attorney General Kenneth L. Levy; the Senior Vice President for Administration & Finance at the Georgia Institute of Technology, Robert K. Thompson; and the Vice President for Finance and Administration at Valdosta State University, Jim Black. 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 3:40 p.m., Chair Vigil reconvened the Committee meeting in its regular session and announced that in Executive Session, the Committee had authorized the acquisition of two properties.

11. Information Item: Capital Funding Task Force

The Vice Chancellor for Facilities, Linda M. Daniels, briefed the Committee on a proposed new system to approve capital projects. The Director of Administration and Compliance Policy, Mark Demyanek, distributed to the Committee members a color-coded chart depicting the status of the existing capital projects list in the legislature, and Ms. Daniels updated them on the status of the fiscal year 2007 and amended fiscal year 2006 capital budget request in the legislative process. She stressed that the capital priorities list is very much a work-in-progress in the legislature and that the Governor has the power to veto individual projects.

Chancellor Davis added that in the Regents' notebooks, there was a two-page memorandum from him regarding the legislative process for funding capital projects.

Ms. Daniels next discussed the potential ramifications of making any significant changes to the current major capital priority process. A new system may well entail a change in the present priorities list. The Board has not made that judgment or jumped to that conclusion yet, but it could well be the outcome. She noted that needed reform can vary by degree. Some options are to perform a "tune-up" on the current prioritization process, to perform a major overhaul of the prioritization process, or to discard the process altogether and make a radical shift in thinking. She noted that there are many ways to look at this issue that may help the Board develop a creative solution to propose to its funding partners going forward.

Chancellor Davis added that it is important to determine first whether the problem is the Board's capital outlay process itself or whether it is the selling of the process to the funding partners.

Finally, Ms. Daniels discussed the Board's recommendation to establish a capital funding task force with representation from the facilities, finance, and the legislative affairs arenas. She said that she is looking for more input from the Regents about the makeup of such a task force and noted that the capital prioritization process is usually done in June of each year.

12. Information Item: Executive Session, Potential Real Estate Acquisition (Addressed by Committee of the Whole)

The Committee on Real Estate and Facilities met as a Committee of the whole on Tuesday, March 7, 2006, to discuss the potential acquisition of real estate. (See page 5.)

COMMITTEE ON ACADEMIC AFFAIRS

The Committee on Academic Affairs met on Tuesday, March 7, 2006, at approximately 3:00 p.m. in room 6041, the Sixth Floor Training Room. Committee members in attendance were Chair William H. Cleveland, Vice Chair Doreen Stiles Poitevint, and Regents James R. Jolly and Benjamin J. Tarbutton. Chair Cleveland reported to the Board that the Committee had reviewed 16 items, 15 of which required action. As part of Item 8, 110 regular faculty appointments were reviewed and recommended for approval. Chair Cleveland reported that the Senior Vice Chancellor for Academics and Fiscal Affairs, Daniel S. Papp, had noted that beginning in summer 2006, the University of Georgia and Georgia State University will initiate a three-year pilot program on plus/minus grading with both universities recording plus/minus grades and standard grades during that pilot period. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Establishment of a Bachelor of Science in Environmental Engineering, Georgia Institute of Technology

Approved: The Board approved the request of President G. Wayne Clough that the Georgia Institute of Technology (“GIT”) be authorized to establish a Bachelor of Science in Environmental Engineering, effective March 8, 2006.

Abstract: GIT requested approval to offer a Bachelor of Science in Environmental Engineering that will be offered through the School of Civil & Environmental Engineering. The environmental engineering profession seeks to manage natural resources and minimize anthropogenic impacts to achieve sustainable growth and development. Environmental engineers utilize scientific and engineering principles to assess, design, and implement environmental systems over a wide range of scales to ensure continued human and ecological health.

Need: A growing demand exists for professional engineers in the environmental engineering field. The program will attract students due to the unique combination of science, mathematics, and applied engineering courses, the importance of environmental resources, the opportunity to restore and prevent adverse human impacts on the environment, and the increased role of environmental factors on human health. According to the Bureau of Labor Statistics, employment of environmental engineers is expected to increase faster than the average for all occupations through year 2014. Environmental engineers will be needed to comply with environmental regulations, develop methods

of cleaning hazards, and advise on treatment and containment, especially in such areas as water supply and industrial wastewater treatment.

Objectives: The program is designed to meet the needs of students such that it will provide students with fundamental knowledge and engineering skills based upon principles of sustainable development for the protection of human health and the environment, provide laboratory and design experiences that encourage open-ended problem solving on science and engineering principles, and provide students with skill sets to address problems encountered in both natural and engineering environmental systems. To achieve the aforementioned objectives, the program will use the combined strengths of the College of Engineering and the College of Sciences.

Curriculum: The Environmental Engineering program will provide fundamental knowledge of chemistry, biology, physics, and engineering principles complemented with problem skills realized through a combination of laboratory courses, technical and design electives, and a culminating capstone design experience.

The program requires a waiver to degree credit hour length because 127 semester hours complete the course of study. Major courses include subjects such as hydraulic engineering, environmental engineering systems, hydrology, air pollution and geotechnical engineering, and a capstone environmental systems design project.

Projected Enrollment: The institution anticipates steady enrollments of 35, 95, and 165 students during the first three years of the program.

Funding: The program has been developed with new and existing courses. President Clough has provided reverification that funding for the program is available at the institution.

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

2. Establishment of a Major in Early Childhood Education – Child and Family Development under the Master of Arts for Teachers, University of Georgia

Approved: The Board approved the request of President Michael F. Adams that the University of Georgia ("UGA") be authorized to establish a major in Early Childhood Education – Child and Family Development under the Master of Arts for Teachers, effective March 8, 2006.

Abstract: UGA requested approval to establish a Master of Arts for Teachers with a major in Early Childhood Education – Child and Family Development according to criteria established by the Georgia Professional Standards Commission, the National Board of Professional Teaching Standards,

and the National Council for Accreditation of Teacher Educators. The program was developed to enable students to obtain certification to teach in grades prekindergarten through five in the State of Georgia. Master of Arts for Teachers programs provide strong academic and pedagogical foundations with extensive field experience.

Need: The program has specific objectives with regard to meeting workforce needs that include 1) to provide a mechanism to supply employees for public school systems and other educational institutions; 2) to provide a means for graduates from other undergraduate professional fields who are currently in the workforce to acquire substantive knowledge in the education of the young child; and 3) to establish an interdisciplinary, Early Childhood Education graduate program based upon quality standards specific to grades pre-kindergarten through five. The program targets students who already hold certification in an area other than Early Childhood Education and students who do not hold certification but are seeking initial certification along with the master's degree. Based on the national focus of No Child Left Behind legislation and state initiatives such as the Reading Excellence Program, a need exists to expand the expertise of educators working with primary age children.

Objectives: Program objectives include the development of a postbaccalaureate program to prepare teachers for the prekindergarten through fifth grade levels and to provide students a means to earning a master's degree in teaching.

Curriculum: The 54-semester-hour program requires a waiver to degree credit hour length in order to include requisite hours for student teaching and program content. The degree will be housed and granted by both the College of Family and Consumer Sciences and the College of Education. Major courses required in the proposed program include subjects such as parent education and child guidance, theory and curriculum in early childhood education, developmental issues of elementary school learners, literacy development and instruction in early childhood, mathematics methods for early childhood education, learning disabilities, and parent education and child guidance.

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

Funding: The program will be supported through the establishment of new and existing courses. The program will reallocate resources to support teaching supervision. President Adams has provided verification that funding for the program is available at the institution.

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

3. Establishment of the Existing Master of Agricultural Leadership as an External Degree in Tifton, 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 existing Master of Agricultural Leadership as an external degree in Tifton, effective March 8, 2006.

Abstract and Delivery: UGA requested approval to offer its existing Master of Agricultural Leadership as an external degree on its Tifton campus. During the initial year of course offerings, distance delivery will be provided through a video conferencing system. Later, students will be provided instruction via collaborative software and face-to-face sessions on the Tifton campus. Courses will be delivered in a synchronous manner to enable interaction between and among students at the Tifton and Athens campuses. Some classes may originate in Tifton and be received on the Athens campus in order to take advantage of faculty expertise. Courses will be offered during the late afternoon and evening.

Need: External delivery of the program was developed to serve the needs of high school agricultural education teachers and county extension personnel. Professionals have inquired about the availability of the program but found access problematic due to work constraints. The existence of a sustainable faculty base in the Department of Agricultural Leadership, Education, and Communication provided further impetus to offer the program as an external degree in a location that was accessible to working professionals.

Objectives: The objectives of the program, similar to the on-campus degree, include the following student expectations: 1) the ability to conceptualize theories of organizational development related to for-profit and nonprofit agricultural organizations; 2) the ability to research, synthesize, and articulate public education issues related to agriculture and the environment; and 3) the ability to critically evaluate relevant research as it applies to agricultural issues and trends.

Curriculum and Admissions: Admission and curriculum requirements will be the same as those for the program offered on the UGA Athens campus. Likewise, degree completion requirements will be the same as those required of all Master of Agricultural Leadership graduates.

Projected Enrollment: Based upon institutional survey information, UGA expects that potential enrollments could exceed program capacity. Therefore, the external degree will be limited to an identified cohort of approximately 15 to 20 students.

Funding: The program will be supported through existing courses. No additional costs other than regular tuition will be assessed to students. President Adams has provided verification that funding for the program is available at the institution.

Assessment: All courses offered through the online option will be consistent with UGA’s principles of good practice for electronic programs and courses. The Office of Academics and Fiscal Affairs will

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

4. Establishment of a Dual Degree Offering of the Existing Doctor of Veterinary Medicine and Master of Public Health Degrees, University of Georgia

Approved: The Board approved the request of President Michael F. Adams that the University of Georgia ("UGA") be authorized to establish a dual degree offering of the existing Doctor of Veterinary Medicine and Master of Public Health degrees, effective March 8, 2006.

Abstract: UGA requested approval to offer its existing Doctor of Veterinary Medicine and Master of Public Health degrees as a dual degree program. Research programs offered through the College of Veterinary Medicine contribute to biomedical science, especially zoonotic diseases, or the study of pathogens from animals to humans. Rabies and avian influenza are examples of such diseases. Veterinarians in public health practice are focused on zoonotic diseases, food safety, water quality, environmental protection, biomedical research, health education, emergency medicine, and laboratory animal medicine. Students admitted under the dual degree program will reduce time spent in university studies by approximately one to two semesters compared to completing the two degrees separately.

Objectives: The primary objective of the dual degree program is to train veterinary students in the basic sciences and clinical aspects of animal diseases through the core of the Doctor of Veterinary Medicine program and to provide additional specialized public health training offered through the Master of Public Health degree. It is proposed that the veterinary perspective coupled with multidisciplinary public health awareness will contribute to the protection and improvement of human and animal health.

Curriculum and Admissions: Students will be required to apply to and be accepted by both the College of Public Health and the Graduate School. Students enrolled in the Doctor of Veterinary Medicine curriculum who express an interest in the dual degree program may apply for entry during their first four semesters in the College of Veterinary Medicine. Students will receive both degrees upon completion of the dual degree program. The Master of Public Health program will grant credit for courses in bacteriology, mycology, virology, and parasitology, not to exceed a total of nine credit hours. The Doctor of Veterinary Medicine program will grant credit for the public health internship requirement. In addition, a capstone course will be required of all students admitted to the dual degree program.

Projected Enrollment: An advisory committee will select approximately three to five students each year for entry into the dual degree program.

Funding: The dual administration of the programs will be supported through existing courses. The College of Veterinary Medicine has committed resources to provide financial support for students enrolled in the program. President Adams has provided reverification that funding for the program is available at the institution.

5. Establishment of the Existing Doctor of Philosophy with a Major in Nursing as an External Degree via the Internet, Georgia State University

Approved: The Board approved the request of President Carl V. Patton that Georgia State University (“GSU”) be authorized to establish the existing Doctor of Philosophy with a major in Nursing as an external degree via the Internet, effective March 8, 2006.

Abstract and Delivery: GSU requested approval to offer its existing Doctor of Philosophy with a major in Nursing as an external degree that combines on-campus classes with distance education. The degree is a research-focused program that offers the academic doctorate. For delivery of the distance education component, GSU will use various distance education strategies, including video conferencing and collaborative software. GSU plans to convert its existing, traditional on-campus major to a Web-facilitated program that will involve more than 50% of instruction offered via distance education. Instruction will be offered in both synchronous and asynchronous formats. Interaction between students and faculty will include point-to-point, one-way video, and two-way audio.

Need: GSU anticipates that the initial increase in doctoral students served will come from enrollments emanating from Middle and South Georgia. GSU plans to collaborate with Armstrong Atlantic State University, Valdosta State University, Georgia Southwestern State University, and Georgia College & State University to offer this program. Each of the partner institutions will provide a faculty mentor from the institution for the students enrolled in the doctoral program. Faculty from the Medical College of Georgia and GSU will serve on dissertation committees at both institutions. A 2004 survey conducted by the Council on Collegiate Education for Nursing found that 12 of 14 associate degree nursing programs and 12 of 18 baccalaureate nursing programs in Georgia reported that qualified applicants were not admitted because of faculty shortages and the requirements that specific faculty-student ratios be maintained in clinical settings and classroom courses for accreditation purposes.

Objectives: The existing Doctor of Philosophy with a major in Nursing is designed to promote research by doctoral students on health and wellness issues within the context of nursing practice. The external delivery of the program was developed to address the impending shortage of nursing faculty with doctoral degrees.

Curriculum and Admissions: The curriculum and admissions requirements will remain the same as those required for admittance to the on-campus program.

Projected Enrollment: The institution anticipates steady enrollments of 10, 20, and 20 students during the first three years of the program.

Funding: The program will be supported through existing courses. The institution has requested Intellectual Capital Partnership Program (“ICAPP®”) funding for the first two years of program delivery. President Patton has provided reverification that funding for the program is available at the institution.

Assessment: Principles of Good Practice associated with the American Association of Colleges of Nursing will be included in the distance education delivery of this program. The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the program. The program will be reviewed in concert with the institution’s programmatic schedule of comprehensive program reviews.

6. Establishment of the Existing Doctor of Nursing Practice as an External Degree via the Internet and at Nine Institutional Sites, 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 existing Doctor of Nursing Practice as an external degree via the Internet and at nine institutional sites, effective March 8, 2006.

Abstract and Delivery: MCG’s Doctor of Nursing Practice is designed to educate and advance nurse clinicians for leadership and clinical roles. The degree is a practice-focused program that prepares nurses for advanced nursing practice. Unlike Doctor of Philosophy degrees, practice-focused nursing programs require less emphasis on theory and metatheory; considerably less research methodology content, with the focus being on evaluation and use of research rather than conduct of research; different final requirements, ranging from no dissertation to theses or capstone projects that must be grounded in clinical practice and designed to solve practice problems or to inform practice directly; and emphases on practice improvement, innovation and testing of interventions, care delivery models, and evaluation of healthcare outcomes. Establishment of the external delivery of the existing Doctor of Nursing Practice at nine institutional sites is contingent upon the completion of signed memoranda of understanding. The table below depicts institutional sites where MCG’s Doctor of Nursing Practice will be offered through fiscal year (“FY”) 2009.

Institution and Location FY 2007	Institution and Location FY 2008	Institution and Location FY 2009
Medical College of Georgia, School of Nursing at Athens (“SONAT”)	Medical College of Georgia, SONAT	Medical College of Georgia, SONAT

Gordon College, Barnesville	Gordon College, Barnesville	Gordon College, Barnesville
Columbus State U., Columbus	Columbus State U., Columbus	Columbus State U., Columbus
Emory University, Atlanta	Emory University, Atlanta	Emory University, Atlanta
Albany State U., Albany	Albany State U., Albany	Albany State U., Albany
Valdosta State U., Valdosta	Valdosta State U., Valdosta	Valdosta State U., Valdosta
	Clayton State U., Morrow	Clayton State U., Morrow
	Georgia State U., Atlanta	Georgia State U., Atlanta
		Georgia Southern University, Statesboro

Graduates of this program will emerge with the clinical and management expertise necessary to improve healthcare outcomes. The Doctor of Nursing Practice program will educate graduate level nurses to become experts in one of three practice arenas: healthcare, leadership, or teaching. The programmatic impact of this request will be to increase the diversity and number of advanced practice registered nurses. The admission process will remain the same as that required of applicants to the on-campus program. MCG states that distant site campus fees will be assessed to defray costs associated with external delivery of the program.

Need: The nationwide shortage of nurses is extremely acute in the southeastern region. Additionally, senior faculty members experienced in clinical teaching and able to lead the next generation of nurses are moving rapidly towards retirement. The Georgia Hospital Association reports a 13% vacancy rate for registered nurses statewide (approximately 2,200 full-time equivalents). However, only 7.8% of nurses in Georgia are prepared at the advanced practice level.

Objectives: The objectives of the program are the same as on-campus administration of the program. The program educates advanced nurse clinicians for expert practice in leadership and clinical roles who are: 1) proficient in advanced nursing functions of leadership, healthcare, clinical teaching, research, and advocacy/policy; 2) proficient users of research knowledge and methods to create, implement, evaluate, and practice health delivery systems or education; 3) capable of assuming roles of leadership in establishing national practice guidelines; and 4) able to create interdisciplinary models and lead interdisciplinary teams to improve health outcomes and reduce health disparities. The program further supports the Healthy People 2010 objective of “access to quality health services.”

Curriculum and Admissions: The admission requirements will be the same as the on-campus program. Students will be required to have a master’s degree in nursing or associated program of

study related to a selected practice area.

Projected Enrollment: The institution anticipates the following enrollments per year at the nine institutional sites as indicated in the table on the following page:

Projected Enrollments

<u>Institution and Location</u>	<u>Enrollments FY 2007</u>	<u>Enrollments FY 2008</u>	<u>Enrollments FY 2009</u>
Medical College of Georgia, SONAT	20 continuing + 15 new	20 continuing + 15 new	20 continuing + 15 new
Gordon College, Barnesville	3	3 + 3	3 + 3
Columbus State U., Columbus	2	2 + 3	3 + 3
Emory University, Atlanta	5	5 + 5	5 + 5
Albany State U., Albany	3	3 + 3	3 + 3
Valdosta State U., Valdosta	3	5 + 5	5 + 5
Clayton State U., Morrow	10	10 + 5	10 + 5
Georgia State U., Atlanta		3	3 + 5
Georgia Southern U., Statesboro		3	3 + 3

Funding: The program will be supported through existing courses. President Rahn proposes the use of distant site campus-specific fees to offset costs associated with offering the Doctor of Nursing Practice at a distance.

MCG plans to fund delivery of the program on its Augusta campus and nine additional sites through tuition and credit-hour-generated funding formula revenues. The program will also utilize funding from a grant from the Robert W. Woodruff Foundation, Inc., and MCG has submitted a request for Intellectual Capital Partnership Program (“ICAPP[®]”) funding to support program incurred start-up expenses for the first two years until enrollment stabilizes. If the ICAPP[®] grant request is not fully funded, the institution will fund the program through redirection of funds until a time when the program is self-sustaining through stable enrollment and its generated funding formula and tuition revenues.

Resources required for the technology infrastructure include those requisite for delivery to the distant sites that will pursue academic partnership with MCG. The majority of the technology infrastructure for programmatic delivery is already in place on the MCG campus, with the exception of identifying suitable bridging capabilities either through a University System partner, commercial agency, or acquisition of bridging technology for the MCG campus. The cost versus outcome analysis is nearly complete; however, a final institutional decision is pending System-level discussions to facilitate an agreement for the use of bridging technologies through the Georgia Technology Authority or another System partner.

Partnering institutions will provide site-specific technologies at their cost to facilitate delivery of the Doctor of Nursing Practice curriculum and its instruction to their campuses. These costs will be the responsibility of the partner institutions.

Below is a chart depicting estimated distant site-specific fees that will be provided by the partnering institutions at the nine institutional sites identified in this proposal:

Projected Distant Site Specific Fee Structure

<u>Institution and Location</u>	<u>Fees FY 2007</u>	<u>Fees FY 2008</u>	<u>Fees FY 2009</u>
Medical College of Georgia, SONAT	\$200/student	\$200/student	\$200/student
Gordon College, Barnesville	\$200/student	\$200/student	\$200/student
Columbus State U., Columbus	\$200/student	\$200/student	\$200/student
Emory University, Atlanta	\$200/student	\$200/student	\$200/student
Albany State U., Albany	\$200/student	\$200/student	\$200/student
Valdosta State U., Valdosta	\$200/student	\$200/student	\$200/student
Clayton State U., Morrow	\$200/student	\$200/student	\$200/student
Georgia State U., Atlanta		\$200/student	\$200/student
Georgia Southern U., Statesboro		\$200/student	\$200/student

Assessment: Assessments of the program will be based upon functional competencies of Doctor of Nursing Program graduates as identified by the National Organization of Nurse Practitioner

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

7. Establishment of the Existing Associate of Science in Nursing as an External Degree via the Internet, Darton College

Approved: The Board approved the request of President Peter J. Sireno that Darton College ("DC") be authorized to establish the existing Associate of Science in Nursing as an external degree via the Internet, effective March 8, 2006.

Abstract and Delivery: DC proposed to offer of its existing Associate of Science in Nursing as an external degree via the Internet, video conferencing, and collaborative software. Distance delivery of the associate level nursing program was developed in response to public interest, significant nursing shortages of entry-level nurses, survey responses from healthcare agencies, and the demands of students who want to enter and/or finish the program but cannot due to work and/or family schedules. External delivery of the program will enable DC to graduate additional nurses for the workplace with initial certification to practice in healthcare settings. To achieve delivery of the program at a distance, DC has added courses in human anatomy, physiology, and microbiology to its cadre of online courses. The college provides ongoing instructional and distance education support through its established Web-based learning initiatives. Online courses are supported by the college's instructional technology & distance learning division.

Need: According to the Bureau of Labor Statistics, "Registered nurses held about 2.4 million jobs in 2004 and approximately three out of five were in hospitals and inpatient and outpatient departments. Job opportunities for registered nurses in all specialties are expected to grow much faster than average for all occupations through year 2014." According to Georgia's Department of Labor area profiles, healthcare and social services comprise 12.6 percent of the Albany metropolitan statistical area employment. According to the U.S. Department of Health and Human Services, "The number of new licenses in nursing is projected to be 17 percent lower in 2020 than 2002, while the loss from the RN licensure pool due to death and retirement is projected to be 128 percent higher."

Objectives: The objective of the Associate of Science in Nursing program is to graduate practicing, licensed nurses in first level staff positions in hospitals and healthcare agencies.

Curriculum and Admissions: The courses and admission requirements will remain the same as the Albany program. DC indicates that the entire curriculum plan will be the same with the exception of the delivery method for classroom lectures and the format for performing clinical laboratory hours. Students will be required to attend the Albany campus for all tests and exams. All students will complete the required number of supervised clinical hours. Instead of meeting two 4.5-hour periods per week, students will meet for four 9-hour periods to enable a Thursday through Sunday clinical

rotation. Thus, nursing tests and clinical assignments will be supervised via face-to-face instruction on the Albany campus.

Projected Enrollment: DC will admit 20 to 30 students every other year during the first three cycles of the program.

Funding: The program will be supported through existing courses. President Sireno has provided reverification that funding for the program is available at the institution. DC received a \$2.48 million grant to fund the external degree initiative from the Department of Labor. In addition to development of the online program, the grant will be used to cover expenses for the addition of 100 new students per year into the existing traditional, on-campus career track. The 20 to 30 students who will be admitted to the online program every other year represent a 1% increase over the current enrollment. The Nursing Division has experienced a 46% increase in enrollment over the past five years. The acceptance of 100 additional students to the on-campus program will add to that percentage enrollment increase. Federal grant monies will be used to cover all expenses related to the first three years of the online program. After that period, funding will be transferred to the general budget.

Assessment: All courses offered through the online option will be consistent with DC's principles of good practice for electronic programs and courses and program evaluation plans provided by the National League for Nursing Accreditation Commission. The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the program. The program will be reviewed in concert with the institution's programmatic schedule of comprehensive program reviews.

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

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

9. Clarification of Mission Statement Without Changing Mission or Institutional Sector, Clayton State University

Approved: The Board approved the request of President Thomas K. Harden that Clayton State University ("CLSU") be authorized to revise its mission statement without changing mission or institutional sector, effective March 8, 2006.

Abstract: As a result of the Chancellor's Statewide Assessment process, the Board's 1996 moratorium on changes in mission and mission statements was lifted at the November 2004 Board

meeting.

As part of this process, institutions that wish to make alterations in the wording of their existing mission statements that do not change their current missions in any substantive way have been encouraged to submit them for University System Office review and subsequent action by the Board.

This revision was reviewed by the University System staff, and it neither alters the sector nor the fundamental program level of the institution.

Current Mission Statement

Clayton State University has a demonstrated commitment of service to its community and region – particularly the Southern Crescent of metropolitan Atlanta. Bringing educational opportunities to the citizens and businesses of the Southern Crescent to contribute to the regions' future development is central to the University's mission and aspirations.

As Georgia's only baccalaureate-granting university that also houses a regional technical institute, Clayton State University is a unique institution. This status enables the University to serve as a practical bridge between Georgia's two systems of postsecondary education and between the liberal arts and specialized career/vocational education.

Clayton State University's core mission is to provide superior career-oriented studies that will prepare students to succeed in the world of work in the 21st Century and to provide services and continuing education that will assist the Southern Crescent and the state in improving the quality of life for residents. In approaching this mission, the University incorporates five common elements in all of its programs and services:

- Developing effective communication including broad and technologically sophisticated access to information;
- Recognizing and responding to the increasingly global context of contemporary life;
- Promoting community-based, experiential learning to create durable and meaningful connections between education and all other aspects of life;
- Focusing on continuous education and growth as a result of ongoing assessment of learning;
- Understanding and developing a facility with the power and limitations of modern technology.

As a senior university of the University System of Georgia, Clayton State University shares

characteristics with all of its sister institutions and with the senior universities in particular. The University's unique characteristics and its five common thematic elements are particularly applicable to several of the System characteristics as highlighted.

- A supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty and staff; as a non-residential, metropolitan institution, Clayton State University provides an array of student services designed to meet the varied needs of commuter students of differing ages and interests. Opportunities for leadership development are provided through an honors program, a wide range of student organizations, and an active Student Government Association. Cultural and educational enhancements are offered to students and the community through the widely-recognized Lyceum and Spivey Hall programming.
- Cultural, ethnic, racial and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open democratic, and global society; Clayton State University particularly values ethnic and racial diversity. The University has the highest percentage of minority enrollment of any institution in the University System of Georgia except for the historically black colleges, and is experiencing growth in its international student population. Clayton State University is committed to highlighting global contexts throughout its programs and services.
- Technology to advance educational purposes, including instructional technology, student support services, and distance education; Clayton State University is dedicated to placing a major emphasis on technologically advanced access to information and to ensuring that all students acquire a working familiarity with the uses, limitations, and ethical implications of modern informational technology.
- Collaborative relationships with other System institutions, State agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia; a pioneer in cooperation with the Georgia Department of Technical and Adult Education, Clayton State University has advanced this relationship to the baccalaureate level through the Bachelor of Applied Science degree program. The University has also been a leader in building partnerships with local school systems to train teachers and to raise the educational aspirations of school children. An emphasis on community-based experiential learning strengthens the connection between formal education and life.
- A commitment to excellence and responsiveness within a scope of influence defined by the needs of an area of the state, and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region of state; given the proximity of Hartsfield International Airport and the rapid development of the Interstate 75 corridor,

the Southern Crescent region is poised on the threshold of dramatic change. Clayton State University has a special role to play in helping to ensure that the economic and cultural development of its region keeps pace with other areas of Metropolitan Atlanta. The internationally acclaimed Spivey Hall concert facility and the support provided by the Spivey Foundation positions the University for national excellence in music education.

- A commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and college-prepared student body; promotes high levels of student achievement, offers academic assistance, and provides developmental studies programs for a limited student cohort; as a community-based institution, Clayton State University is committed to serving young learners and life-long learners alike. Flexible hours, multiple instructional sites, and distance learning promote access within the context of admission standards that promote excellence. A leader in the assessment of student learning outcomes, Clayton State University uses individual assessment results for placement and feedback and draws on aggregate results to inform program improvement.
- A high-quality general education program supporting a variety of disciplinary, interdisciplinary, and professional academic programming at the baccalaureate level, with selected master's and educational specialist degrees, and selected associate degree programs based on area need and/or institutional collaborations.
- Defining general education outcomes and explicitly focusing curricula to achieve them has been a hallmark of Clayton State University, and the University aspires to continued leadership in this domain. At Clayton State University, students will find career-oriented education with a solid liberal arts foundation. Associate and baccalaureate majors, including integrated and interdisciplinary programming, focus on clearly defined student learning outcomes. Graduate programming will be undertaken by the University in collaboration with other institutions as community needs dictate.
- A commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the University's scope of influence; Clayton State University provides a strong resource for the Southern Crescent in these areas through its varied educational programming. The University's continuing education and community services program is one of the state's largest and provides direct educational and technical support to the economic development of the communities served. In addition, Spivey Hall's outreach programs serve the cultural needs of the community and develop future audiences.
- A commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits, and a commitment to applied research in selected areas

of institutional strength and area need. The University is committed to a continuing investment in its faculty development program which is specifically designed to enhance areas such as use of instructional technology and applied research to benefit the campus and community.

Proposed Mission Statement

Clayton State University provides an intellectually challenging, culturally rich learning environment, encouraging all students to take advantage of the outstanding educational and career opportunities provided for residential and commuter students from a diverse range of ethnic, socioeconomic, experiential, and geographical backgrounds. The university offers undergraduate and graduate programs of superior quality taught by a professionally active teaching faculty committed to promoting academic excellence. University programs and services are informed and guided by the following essential considerations:

- Recognizing and responding to the increasingly complex global context of contemporary life;
- Promoting community-based, experiential learning to create enduring and meaningful connections between education and other aspects of life;
- Encouraging and providing opportunities for continuous education and growth; and
- Developing an understanding of advanced applications of modern technology.

Clayton State University promotes excellence in teaching, research, and service to the people and the State of Georgia, the nation, and the international community. University graduates communicate effectively, think critically, learn and work collaboratively, demonstrate competence in their chosen field, and possess the capability of adapting to changing circumstances and new challenges. Clayton State University students are encouraged to develop an individually compelling sense of social and civic responsibility, community leadership, and service to society.

10. Clarification of Mission Statement Without Changing Mission or Institutional Sector, Southern Polytechnic State University

Approved: The Board approved the request of President Lisa A. Rossbacher that Southern Polytechnic State University (“SPSU”) be authorized to revise its mission statement without changing mission or institutional sector, effective March 8, 2006.

Abstract: SPSU requested approval to revise its mission statement in order to clarify, better reflect, and emphasize its current and projected curricular offerings and its focus on learning communities and student leadership. As a result of the Chancellor’s Statewide Assessment process, the Board’s

1996 moratorium on changes in mission and mission statements was lifted at the November 2004 Board meeting.

As part of this process, institutions that wish to make alterations in the wording of their existing mission statements that do not change their current missions in any substantive way have been encouraged to submit them for University System Office review and subsequent action by the Board.

This revision has been reviewed by the University System staff, and it neither alters the sector nor the fundamental program level of the institution.

Current Mission Statement

Our mission at Southern Polytechnic State University is to provide the residents of Georgia with college-level education in technology, engineering technology, arts and sciences, architecture, management, and related fields.

Our history continues to be one of rapid change and adaptation. Founded in 1948 as a unit of the Georgia Institute of Technology at the request of the Georgia Business and Industry Association, The Institute, as we were first called, provided technical training in support of Georgia industry. Our mission quickly evolved to include offering associate degrees. In 1970, as Southern Technical Institute, we became one of the first colleges in the nation to offer baccalaureate degrees in engineering technology. In 1980, we became a separate senior college in the University System of Georgia. Six years later, we began offering graduate programs and changed our name to Southern College of Technology. Meeting needs articulated by our professional advisory boards, alumni, faculty, and students, we continue to evolve, improve, and broaden our degree offerings in the technological arena.

We produce academically and technically proficient graduates for the economic development of the state, region, and nation, and we seek international opportunities to participate in the teaching and transfer of technology.

To achieve our mission, we offer a flexible schedule of day and evening classes for programs at the associate, baccalaureate, and master's levels to the highly motivated students we seek to recruit and retain. We offer both degree and non-degree programs, provide opportunities for cooperative education, and engage in collaborative efforts with other institutions. We enroll a significant number of working professionals as part-time students, as well as a large number of traditional college-age students. We welcome academically prepared transfer students from community/junior colleges, technical institutes, senior colleges and universities, who are seeking a high-quality technical education.

All of our programs include a strong general education course of study that integrates science,

technology, and liberal arts. Our growing graduate programs introduce students to research that is industrially, technically, or applications focused.

The faculty strives for excellence in teaching and service, providing a laboratory-centered and/or professionally oriented education that fosters problem solving, ethical awareness, and a desire for lifelong learning.

At Southern Polytechnic State University, we encourage continual improvement throughout the campus and assume statewide leadership in the study and teaching of the process of continual improvement. We offer opportunities for professional development, and we work to achieve an international outlook.

We serve our community through partnerships with industry, professional organizations, government, schools, and through continuing education and public service programs. We promote activities which increase public awareness of science, technology, and related fields. In rising to the technological, scientific, and humanitarian challenges of the future, we aspire to broaden our offerings by including programs in engineering, in new and emerging sciences and technologies, and in additional technically related fields. We will enhance our reputation as a university where imagination, innovation, and application are integrated to provide leadership into the future.

Southern Polytechnic State University shares with the other colleges and universities of the University System of Georgia the following core characteristics or purposes:

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

Further, Southern Polytechnic State University shares with the other senior universities of the University System of Georgia the following core characteristics or purposes:

- A commitment to excellence and responsiveness within a scope of influence defined by the needs of an area of the state and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
- A commitment to teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and college-prepared student body, promotes high levels of student achievement, offers academic assistance, and provides developmental studies programs for a limited student cohort;
- A high-quality general education program supporting a variety of disciplinary, interdisciplinary, and professional academic programming at the baccalaureate level, with selected master's and educational specialists degrees, and selected associate degree programs based on area need and/or inter-institutional collaborations;
- A commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the education level within the university's scope of influence;
- A commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits, and a commitment to applied research in selected areas of institutional strength and area need.

Proposed Mission Statement

Southern Polytechnic State University is proud to be Georgia's technology university. Our academic, professional, outreach, and service programs embrace all aspects of technology, including the practical applied skills (*techne*) needed to solve today's real-world problems and the theoretical knowledge (*logos*) necessary to meet tomorrow's challenges. SPSU graduates are well prepared to lead the scientific and economic development of an increasingly complex state, nation, and world.

Our mission is to serve both traditional and nontraditional students at the undergraduate, graduate, and continuing education levels in engineering and engineering technology, the sciences, applied liberal arts, business, and professional programs. We work to develop the broader community's intellectual, cultural, economic, and human resources. Facilitated by our innovative faculty, dedicated staff, and supportive campus environment, our learning community empowers SPSU students with the ability and vision to transform the future.

11. Waiver to Degree Credit Hour Length for the Bachelor of Science in Forest Resources with a Major in Wildlife, University of Georgia

Approved: The Board approved the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to obtain a waiver to degree credit hour length for the Bachelor of Science in Forest Resources with a major in Wildlife, effective March 8, 2006.

Abstract: UGA requested a change to the credit hour waiver for the major in Wildlife under the Bachelor of Science in Forest Resources from 123 to 124 credit hours. The curriculum for the major in Wildlife was revised to better meet accreditation requirements of the Wildlife Society and to cover the varied interests of students. The increase of one hour to major electives within the program will not affect the ability of students to complete the program of study within four years.

12. Termination of the Major in Rehabilitation Counseling under the Specialist in Education, Georgia State University

Approved: The Board approved the request of President Carl V. Patton that Georgia State University (“GSU”) be authorized to terminate the major in Rehabilitation Counseling under the Specialist in Education degree, effective March 8, 2006.

Abstract: GSU requested approval to terminate the major in Rehabilitation Counseling under the Specialist in Education degree due to low enrollments and follow-up assessments of the program following a two-year deactivation period. All students in the deactivated major were counseled and provided opportunities to complete the degree requirements or continue studies in professional counseling as an alternative. The program received administrative approval for deactivation status in year 2003. Because of this action, no new students have been allowed to enroll in the program. No students or faculty will be adversely impacted by the requested degree termination.

13. Termination of Specific Degree Programs, Columbus State University

Approved: The Board approved the request of President Frank D. Brown that Columbus State University (“CSU”) be authorized to terminate specific academic programs, effective March 8, 2006.

Abstract: CSU requested approval to terminate the following specific degree programs:

Specialist in Education with a major in Teaching Field – Biology

Master of Education with a major in Teaching Field – Biology

Master of Education with a major in Teaching Field – History

Master of Music with a major in Piano Pedagogy

Bachelor of Science with a major in Recreation and Park Administration

Associate of Arts, Core Curriculum
Associate of Applied Science in Recreation
Associate of Applied Science in Technology
Associate of Science in Health Science

CSU requested approval to terminate the aforementioned programs due to low enrollments and follow-up assessments of the programs following a two-year deactivation period. The programs received administrative approval for deactivation status in year 2003. Because of this action, no new students have been allowed to enroll in the programs and existing matriculants were provided an opportunity to complete all prescribed degree requirements. No students or faculty will be adversely impacted by the requested degree terminations.

14. Termination of Specific Degree Programs, Armstrong Atlantic State University

Approved: The Board approved the request of President Thomas Z. Jones that Armstrong Atlantic State University (“AASU”) be authorized to terminate specific academic programs, effective March 8, 2006.

Abstract: AASU requested approval to terminate the following specific degree programs:

Bachelor of Science in Education with a major in Business Teacher Education
Bachelor of Science in Education with a major in Social Science Teacher Education

Master of Education with a major in Business Education
Master of Health Science

AASU requested approval to terminate the aforementioned programs due to low enrollments and follow-up assessments of the programs following a two-year deactivation period. The programs received administrative approval for deactivation status in year 2003. Because of this action, no new students have been allowed to enroll in the programs and existing matriculants were provided an opportunity to complete all prescribed degree requirements. No students or faculty will be adversely impacted by the requested degree terminations.

15. Termination of the Associate of Applied Science in Business Management, Gordon College

Approved: The Board approved the request of President Lawrence V. Weill that Gordon College (“GOC”) be authorized to terminate the Associate of Applied Science in Business Management,

effective March 8, 2006.

Abstract: GOC requested approval to terminate the Associate of Applied Science in Business Management due to low enrollments and follow-up assessments of the program following a two-year deactivation period. The programs received administrative approval for deactivation status in year 2003. Because of this action, no new students have been allowed to enroll in the program and existing matriculants were provided an opportunity to complete all prescribed degree requirements. No students or faculty will be adversely impacted by the requested degree termination.

16. 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:

University of Georgia

Georgia Department of Education Train teachers and administrators to integrate service learning into a schoolwide instructional philosophy called Democratic Learning, experience the power of collaboration in improving student learning, understand the principal's role in improving student learning, and develop an individual action plan for improving student learning through democratic learning.	8/30/05 – 6/30/06	\$22,000
Georgia Department of Natural Resources Administer the Certified Local Government Program in close coordination with the department's Historic Preservation Division according to all federal and state regulations and as required by the National Park Service and the Department of Natural Resources.	7/1/05 – 6/30/06	\$42,000
Georgia Department of Technical and Adult Education Ensure that technical colleges provide consistent, high-quality educational experiences for the citizens of Georgia that meet the employment needs of their communities and the state.	10/1/05 – 6/30/06	\$130,000
Governor's Office of Highway Safety Educate members of the University of Georgia community on the risk of alcohol and other drug use.	10/1/05 – 9/30/06	\$17,800
Governor's Office of Highway Safety Provide comprehensive education, training, and resources in use of safety belts and child safety seats, teen driver training, and other activities to reduce traffic-related injuries and fatalities statewide.	10/1/05 – 9/30/06	\$963,000

Northeast Georgia Regional Development Center Provide nutrition education, nutritional assessment, and health promotion/wellness programs as specified in the areawide aging plan and with the Department of Human Resources guidelines.	7/1/05 – 6/30/06	\$39,473
Georgia Commodity Commission for Cotton Examine the impact of seeding rate on fiber quality by doing large plot trails in production fields across Georgia and examine the seeding rates of 1, 2, 4 and 5 plants per foot.	1/1/06 – 12/31/06	\$10,000
Georgia Commodity Commission for Cotton Conduct multiple trials each year near Tifton and Midville with Roundup mixtures; plant injury and weed and insect control measures to be determined after application.	1/1/06 – 12/31/06	\$7,000
Georgia Commodity Commission for Cotton Determine what level of skippy stand is required to justify replanting of cotton crops.	1/1/06 – 12/31/06	\$4,000
Georgia Commodity Commission for Cotton Determine if any of the newer and more expensive cotton growth regulators and yield enhancers provide any real economic benefit to growers.	1/1/06 – 12/31/06	\$7,000
Georgia Department of Early Care and Learning Improve professional development of early childhood professionals through a variety of community-based and formal educational opportunities.	11/1/05 – 9/30/06	\$646,842
Georgia Department of Education Provide project staff to develop the Georgia’s Teachers Success Model to support improved teaching practice through the development of tools, training, and resources to be used by educators to assess teaching practice and its impact on student learning for the establishment of systemic, continuous improvement in teaching practice.	10/14/05 – 10/13/06	\$1,475,000
Georgia Department of Human Resources Expand child welfare services through purchase of community-based family support, family preservation, time-limited reunification, and adoption promotion and foster care transitional support services.	10/1/05 – 6/30/06	\$48,750
Georgia Department of Human Resources Enhance Web-enabled health information Website featuring a Geographic Informational System.	9/1/05 – 8/31/06	\$45,000
Georgia Department of Natural Resources	7/1/05 –	\$15,000

Continue development and maintenance of statewide inventory of identified archaeological sites in Georgia; access to the archaeological site file to be made available to the Department and other users in accordance with the site file policies of July 1996.	6/30/06	
Georgia Department of Technical and Adult Education Improve transition from school to work and improve employment and postsecondary opportunities.	10/1/05 – 9/30/06	\$139,930
Georgia Department of Technical and Adult Education Work closely with Office of Adult Literacy to develop a system for conducting program reviews of procedures used in serving adults with learning disabilities and hold workshops for teachers throughout the state.	9/1/05 0 8/31/06	\$322,381
Governor's Office of Planning and Budget Assist the Georgia Museum of Art with funds for general operating support for fiscal year 2006.	7/1/05 – 6/30/06	\$53,573
Governor's Office of Planning and Budget Develop in cooperation with State Department of Audits, the State Merit System of Professional Administration and the State Government Financial Management Training Task Force curricula in accounting and other financial management topics for state government officials.	12/20/05 – 12/21/05	\$1,009

University of West Georgia

Georgia Department of Natural Resources Provide curatorial services for the department's existing collection and access to the collections, in accordance with the procedures and policies of the Antonio J. Waring, Jr. Archaeological Laboratory at the University of West Georgia	7/1/05 – 6/30/06	\$20,000
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TOTAL AMOUNT – MARCH	\$ 4,009,758
TOTAL AMOUNT FY 2006 TO DATE	\$ 29,600,924
TOTAL AMOUNT FY 2005 TO MARCH	\$ 21,285,317
TOTAL AMOUNT FY 2005	\$ 24,771,582

EXECUTIVE AND COMPENSATION COMMITTEE

Chair Shelnut reported that the Executive and Compensation Committee did not meet as scheduled.

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

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

Chair Leebern said that in 1998, the Board of Regents responded to a need to increase the number of engineers in Southeast Georgia by creating the Georgia Tech Regional Engineering Program (“GTREP”). This has proved to be a wise decision, as during its eight years of existence, GTREP has proven to be a tremendous success. During those eight years, it has also evolved, becoming more than simply a place in which engineers have been educated. At this meeting, the Director of GTREP and Associate Professor of Civil Engineering at the Georgia Institute of Technology (“GIT”), James David Frost, would provide the Regents with a brief background of the history and evolution of GTREP. He would conclude his presentation with a discussion of some of the related policy issues that will be coming to the Board for consideration in coming months.

Dr. Frost greeted the Regents reiterated that the Board of Regents created GTREP in 1998 to meet the increasing demand for engineers, particularly in Southeast Georgia. This initiative now includes academic programs (undergraduate and graduate), as well as research and economic development programs. Because of GTREP, a strong partnership was formed between four University System institutions, optimizing the state’s resources in the initiation of the program. Those institutions are Armstrong Atlantic State University (“AASU”), Georgia Southern University (“GSOU”), Savannah State University (“SSU”), and GIT. Dr. Frost recognized AASU’s Assistant to the President for Strategic Initiatives, William L. Megathlin, who was in attendance at this meeting.

Since 2001, 134 students have earned GIT bachelor’s degrees in engineering through GTREP even though they never came to the GIT campus until their graduation ceremony. Of these graduates, 68% are now employed in the Southeast Georgia region, and 20% have gone on to graduate school, about two-thirds of them at the GIT Savannah campus. Because of GTREP, a GIT campus was built in Savannah to provide a base of operations for engineering-centered education and research. Dr. Frost noted that the campus also houses seven economic development entities, including for example, the Maritime Logistics Innovation Center, which was the first entity within the Georgia Centers of Innovation program. Because of GTREP, the State of Georgia has invested over \$25 million in engineering education in Southeast Georgia over the past eight years. There are 22 GIT faculty living and working full-time in Southeast Georgia. Cutting-edge engineering research has found a home on the Georgia coast with over \$1.2 million in research expenditures in just the past 12 months. Finally, the region is growing a robust engineering workforce. For example, Gulfstream Aerospace Corporation (“Gulfstream”) is locating a new research and development facility across from the GIT Savannah campus.

Despite the state’s investment, GTREP has not been able to keep pace with demand for baccalaureate and master’s engineering graduates in Southeast Georgia. Dr. Frost said that while this

sounds negative, but he considered it to be a positive sign that he has had presidents of companies complain that they need for GTREP to produce more graduates. Accordingly, the program is ready to move from its early development model and evolve into its long-term role, which is to use engineering education and research as key economic drivers of Southeast Georgia. To accomplish this, GTREP has four strategic foci. First, GTREP intends to better serve the educational needs of Southeast Georgia. Dr. Frost said that GTREP intends to build upon its existing partnerships to introduce new joint academic programs, such as a master's program in engineering and management, at the request of local industry leaders. GTREP is also looking to introduce additional engineering degree programs such as coastal science engineering. GTREP also intends to increase enrollments of women (currently at 12%) and minorities (currently at 9%).

Second, GTREP will concentrate its research thrusts into strategic areas. Geography plays a role in this strategy, and GTREP has identified some strategic research foci: systems design innovation (e.g., offshore alternative energy), coastal engineering (e.g., hurricane preparedness), hazards and forensics (e.g., port security), and learning and education (e.g., K-12 math/science innovation). Dr. Frost said that there are some significant geographic factors that support these strategic foci.

Third, GTREP will seek to increase its economic development impact. It will align its research and education initiatives with economic development goals. For example, it hopes to increase the number of student internships with Gulfstream, which is expanding its operations in the area and hiring more engineers in many different disciplines. The GIT Savannah campus also has an ongoing partnership with the Southern Company to demonstrate the offshore wind energy potential. Finally, GIT has an effort underway to improve freshman recruiting activities in collaboration with GTREP partners.

Finally, GTREP will improve operations and enhance student enrollment. In addition to its efforts to improve freshman recruitment, it would also like to expand the junior transfer student base coming into the bachelor's programs. Over the past few years, junior and senior enrollments have plateaued at 125 to 140 students. GTREP is looking for ways to increase enrollments. In ten years, the program aspires to have 800 undergraduates (juniors and seniors) in its programs. So, GTREP is looking at ways to expand the junior-year transfer to engineering programs. The program also seeks to expand its graduate student enrollment. Moreover, GIT would like to consolidate its junior and senior year engineering instruction to the Savannah campus as opposed to the current distributed mode.

Dr. Frost said that GTREP will be looking to the Board of Regents for continued investment and support. It will also be considering whether there other partnerships that GTREP should explore. Other System institutions have proposed joint engineering programs with GIT. The program is also looking at how to grow its faculty and staff over the next five years, how to meet its facilities needs over the next five years, and how to enhance student life on the GIT Savannah campus.

Chair Leebern asked the Regents whether they had any questions or comments.

Regent Pittard asked whether the enrollment plateau was a result of the number of applications or the constraint of resources and faculty.

Dr. Frost replied that under the current GTREP model, GIT has not been admitting students directly to GIT as junior. There is a huge population of students who apply to GIT in Atlanta. So, GIT would like to open the opportunity for those students to instead attend GIT at the Savannah campus, where they would receive the same education, and hopefully 65% of those graduates would stay in Southeast Georgia, having an impact on the regional economy.

Regent Pittard asked whether Southern Polytechnic State University (“SPSU”) has a role in GTREP.

Dr. Frost responded that SPSU is not a partner in the program.

Regent Hatcher asked whether Dr. Frost meant that GIT intends to transfer the enrollment demands of GIT in Atlanta to Savannah.

Dr. Frost stated that every year, there are approximately 800 students who apply to transfer to GIT as juniors. Because of enrollment demands at GIT, the university only admits about half of those applicants and approximately 300 of them actually matriculate to GIT. Many of the students who are not admitted are nonetheless outstanding students. GIT is simply not able to accommodate them. So, GIT would like to offer them admission to the Savannah campus as an alternative. This is a population of students who have already self-identified as wanting a GIT degree, and the Savannah campus can offer a way to get that degree.

Regent Hatcher asked whether 65% of those graduates would actually stay in the region.

Dr. Frost said that historically, of the GTREP engineering graduates, 65% have stayed in Southeast Georgia. However, these students are valued everywhere and can get jobs wherever they like.

Chancellor Davis stressed that this is a historical figure that is not based upon an influx of a new cohort coming from outside the Southeast Georgia region. However, there is demand in the area for engineering graduates, so many graduates may decide to stay.

Chair Leebern said that Regent Hatcher’s question was very good, but it is clear that GTREP has had a significant economic impact on Southeast Georgia, as is evidenced by Gulfstream’s expanded operations in Savannah. Seeing that there were no further questions, Chair Leebern adjourned the meeting of the Strategic Planning Committee as a Committee of the Whole and turned the chairmanship of the meeting back to Regent Shelnut.

Chancellor Davis noted that there will be a number of decisions that the Board of Regents will be

facing in the future with respect to this program.

CHANCELLOR'S REPORT TO THE BOARD

Chair Shelnut next called upon Chancellor Davis to give his report to the Board, which was as follows:

Thank you, Mr. Chairman. I completed one month on the job on Monday of this week. I still seem to be enjoying a lot of good will. However, I fully appreciate that this will change as soon as I make a decision, but it also may change if I don't make a decision. So, I'm still looking for that inflection point, and I'll draw it out as long as I can.

I'd like today to talk about a number of areas today. I want to offer some general observations after the first month as well as talk about what is going on in the legislative session, particularly with respect to the budget, which is changing as I speak. I have had some campus visits. I want to give you some feedback on that as well as some observations on this meeting and what is coming up.

After the first month, I have learned nothing to suggest that my original assessment of this being a very strong System with many talented and dedicated people is incorrect. That remains the case. We do a good job of highlighting what we do in this System, because we do a lot of great things. However, I believe that we tend to do it from our perspective, and we tend to focus on those things that are important to us. As we start to shape future communications strategies, we will focus on highlighting what we do in terms of the needs of our customers. I use that commercially crass word customers guardedly here, but I do use it as such. One of the things that we are going to move forward on is a communications survey of our customers, constituents, stakeholders – whatever term you would like to use. We want to use that to get a baseline of understanding of how we are viewed in this state, our strong points, our weak points, etc. We believe that we can pull this survey off with minimal cost, and it will give us a good baseline as we start to focus our communications strategies going forward.

I also suggest that there are opportunities to shift our focus from processes to action-oriented results, and I look forward to doing that. I have met with a number of metro-area business leaders. The Governor, as you are aware, has started a customer service initiative that is near and dear to my heart. We will be active participants in that program. The Special Assistant to the Chief Information Officer, Jim Flowers, is coordinating the University System effort. I thank him for his efforts to date, and I would also welcome any comments from any of you about the Governor's program. Mr. Flowers is going to be involved in developing metrics to help us assess how well we serve our customers, and there certainly are many of them. There are students, communities, legislators, local elected officials,

members of the K-12 system, the business community, the agricultural community, the healthcare community, and on and on. We touch every aspect of life in this state, and we have to understand how we can do better and how we are perceived in doing what we are doing today. We are committed to the Governor's goal that every state agency will change its organizational culture regarding customer service attitudes and practices. That is easy to say but difficult to pull off, particularly in a large and complex organization such as the University System, but we will prevail.

The legislature, as you are well aware, is in session. The Senior Vice Chancellor for External Activities and Facilities, Thomas E. Daniel, and his team with the support of others from various System institutions are working very hard. There are a number of issues and bills this session that affect the System. I want to highlight very quickly a number of those and the policy implications to us of those bills. The first is the budget. There is a note from me in your notebooks concerning action that was taken in the House on our budget. The Governor was very supportive in his budget recommendations. He recommended full formula funding for us. The House reduced that modestly by \$2.5 million targeted in the healthcare area out of an \$8.5 million base. Clearly, that is a productivity signal from the House. One thing that did cause us some concern in the House version of the budget was the reduction by \$12 million of our major repair and renovation ("MRR") recommendation of \$68.2 million. This reduction is on top of a \$14 million reduction in the last session. In this regard, we may be challenged. Some things were added. Dollars were added for Fort Valley State University's land grant mission, and there were six minors projects that were funded. The policy implication is a movement away from full funding of our formula for enrollment growth. There is a bill also under consideration to revisit the formula itself. That has not passed, and neither has the budget. This is a long process, and there are a lot of things yet to be done in the budget process.

I also want to mention Senate Bill 562 regarding the establishment of the Georgia Higher Education Facilities Authority ("GHEFA"). The Vice Chancellor for Facilities, Linda M. Daniels, updated you on this yesterday, so I am not going to go into any great detail. The Senate Finance Committee gave a "pass" recommendation, and we certainly thank Senator Daniel J. Weber for his support on that. The policy implication of this bill passing is that it will give us a new funding stream to complement existing General Obligation bonding and public-private ventures. The bottom line is that if this passes, it will strengthen our ability to meet facilities needs.

Senate Bill 473 is known euphemistically as the "10% bill." This bill would guarantee admission to a University System of Georgia institution to the top 10% of every Georgia high school graduating class. This bill has been introduced in both the House and the Senate. The Senate has held two hearings, and the author intends to appoint a study committee. In the House, the bill is still in committee. The policy implications of this bill are quite

profound. Institutions like the Georgia Institute of Technology (“GIT”) and the University of Georgia (“UGA”) could be negatively impacted by a large influx of students. The issue here is the ability to serve these new students and to ensure that the students are in fact prepared to meet the standards of the institution whether they graduated in the top 10% or not. Of course, there are resource allocation issues associated with this. I think it’s instructive, however, to look past this bill and start to ask why such a piece of legislation was introduced. It may be the frustration that the legislature is experiencing because its constituents are complaining that their children cannot get into the System’s flagship institutions. This is true. Those institutions have a fixed and limited capacity. But it may also relate to the fact that we have not done the job we should in profiling the excellence and quality of other institutions in the System. There are some fabulous institutions in our System other than GIT and UGA. So, we need to do some work in this area, and we will talk with the authors of the bill to understand what motivated them to introduce this legislation.

Senate Bill 506 was introduced to repair a technical need to ensure that student fees for new Georgia Gwinnett College (“GGC”) would be covered under the HOPE Scholarship. You acted on the mandatory student fees for GGC at this meeting, which was a necessary step in conjunction with legislation.

Another small but important piece of legislation is House Bill 1294, a funds carry-forward piece of legislation. This would allow the System to carry forward funds. We are doing that now from one fiscal year to the next under present legislation, but that legislation had a sunset of June 2006. This legislation would extend the sunset of legislation from June 2006 to June 2008.

House Bill 1305 relates to seed tech funds. This legislation would add \$5 million to an existing \$8 million investment that seeds efforts to bring intellectual property out of the laboratory and into the marketplace. The policy implication of that is it would allow us to fulfill our economic development mission more robustly by giving us additional capital to do that. This will also help us encourage more entrepreneurship.

With respect to the fiscal year 2006 amended budget, the legislature tagged our top three capital projects for funding (Georgia College & State University, University of West Georgia, and North Georgia College & State University). The policy implication of that is that the legislature was affirming the Board’s priority process for capital outlay in fiscal year 2006. It is not clear whether that will be reaffirmed in the fiscal year 2007 budget. I have had extensive meetings over the last month with the Governor and members of the legislature, and on the whole, they are very supportive of higher education. But, we clearly also have both an opportunity and a real need to strengthen our relationships and to ensure that legislators understand our needs and priorities and to show that we understand that they have an extremely difficult job of trying to balance not only our priorities but the priorities of every

other agency and constituency group in this state. Next month, if the process eventuates as it is supposed to, we will approve budgets and address tuition recommendations. We began discussion of the process in yesterday's budget workshop.

I have visited five campuses, and I will complete visits of all 35 institutions by mid-June. These visits have been enjoyable experiences for me. I am seeing a lot of excellence on our campuses. These visits have given me the opportunity to speak not only with presidents, but also their leadership teams, faculty, students, and community leaders. I have had some good private time with presidents. My reactions to date, of course, can only be anecdotal, since I've only visited five institutions thus far. The presidents I have met have been generally upbeat, as were their direct reports. The students are generally happy, but the one theme that has come up a number of times is the quality of advising they are getting. That also has engendered debate about the responsibilities of students to chart their own futures versus being dependent upon others to do it for them. Faculty, predictably, have some very real concerns about institutional missions, compensation, and recruitment.

Let me return to this meeting because what we want to accomplish is to start an evolutionary process to identify how well we serve your needs. You will note from the last presentation that we spent less time trying to dazzle you with what we have accomplished versus teeing up issues upon which you're going to have to make judgments as we go forward in the future. After this meeting, you will receive a very brief survey asking you some questions about your reactions to changes in format and what we were trying to accomplish and whether we did accomplish that. You will receive that survey via email.

What's next? As mentioned, next month is critical as the fiscal year 2007 budget will be made final in the legislature, and we will be meeting with institutions on their allocations. In April, we will bring you fiscal year 2007 budget, tuition, and fee recommendations. I will continue campus visits somewhat more in earnest in anticipation of the legislative session winding down. So, I will be on the road quite a bit more in the coming month. We will also continue our work on two issues that I pulled from this month's agenda – the communications plan and retention, progression, and graduation (“RPG”) initiative. I think we need to do some work before we return those initiatives for your review and action, as appropriate. Particularly with the RPG initiative, our goal is to understand what truly moves the needle on retention rates. In general, I don't like blanket programs to send out to every institution because they go out like unfunded mandates. We react badly to unfunded mandates when we receive them here, and I'm sure the presidents would also react negatively, though they might not express it. We need to apply our limited resources where we can get the most impact on retention rates. That may mean focusing on a limited number of institutions and applying more of our managerial interest there instead of sending out blanket programs and blanket requests for data. We also will be conducting presidential evaluations over next month.

The final comment I would like to make is that we are delivering a quality education at an affordable price that makes college very accessible thanks in large part to strong state support. This is a very good thing to be able to deliver a quality product at a low cost to the public. We should be quite proud of this, but it is not a reason to raise tuition. We will be coming to you next month to discuss tuition. Different institutions have differing needs, and we will try to balance the need to provide the requisite amount of resources to our institutions versus the need to keep education accessible. We will need help from our funding partners in that regard, and we will continue to make that point during this legislative session. We are going to sharpen our focus and work to provide the appropriate context within which our presidents can perform. As always, we will strive to maintain open and ethical communications.

EXECUTIVE SESSION

At approximately 10:20 a.m. on March 8, 2006, Chair J. Timothy Shelnut called for an Executive Session for the purpose of discussing personnel and compensation issues. With motion properly made and variously seconded, the Regents who were present voted unanimously to go into Executive Session. Those Regents were as follows: Chair Shelnut, Vice Chair Patrick S. Pittard, and Regents William H. Cleveland, Michael J. Coles, Robert F. Hatcher, Julie Ewing Hunt, Felton Jenkins, W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Elridge W. McMillan, Patrick S. Pittard, Doreen Stiles Poitevint, Benjamin J. Tarbutton III, Richard L. Tucker, and Allan Vigil. Also in attendance were Chancellor Erroll B. Davis, Jr.; the Secretary to the Board, Gail S. Weber; and the Senior Vice Chancellor for Support Services, Corlis Cummings. 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 11:00 a.m., Chair Shelnut reconvened the Board meeting in its regular session and announced that no actions were taken in the Executive Session.

UNFINISHED BUSINESS

There was no unfinished business at this meeting.

NEW BUSINESS

Chair Shelnut called upon the Secretary to the Board, Gail S. Weber, to make an honorary degree recommendation to the Board.

Secretary Weber announced that President Betty L. Siegel of Kennesaw State University had nominated Mr. Jack Dinos for an honorary degree. On behalf of President Siegel, Secretary Weber submitted this nomination for the Board's approval.

Regent Coles made a motion for approval, noting that Mr. Dinos was a great supporter of the university. With motion properly made, seconded, and unanimously adopted, the Board approved the honorary degree.

PETITIONS AND COMMUNICATIONS

Secretary Gail S. Weber announced that the next Board meeting would take place on Tuesday, April 18, and Wednesday, April 19, 2006, in the Board Room in Atlanta, Georgia. She noted that there would be a dinner for Regents on Tuesday, April 18, 2006.

Ms. Weber noted that Chair J. Timothy Shelnut and his wife, Sam, would be hosting a reception for Chancellor Erroll B. Davis, Jr. in their home in Augusta on March 20, 2006.

Chancellor Davis noted that in the March 10, 2006, edition of *The Chronicle of Higher Education*, there was a story about the Georgia P-16 Initiative featuring the Associate Vice Chancellor for Academic Affairs and Co-Facilitator of the Georgia P-16 Initiative, Jan Kettlewell. He commended Dr. Kettlewell on her outstanding job on this initiative and said this is a fitting recognition of her efforts and the uniqueness of the program.

Chair Shelnut congratulated the Senior Vice Chancellor for Academics and Fiscal Affairs, Daniel S. Papp, on his recent appointment as President of Kennesaw State University.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at approximately 11:15 a.m. on Wednesday, March 8, 2006.

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

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