

**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 9 and 10, 1999**

CALL TO ORDER

The Board of Regents of the University System of Georgia met on Tuesday, March 9 and Wednesday, March 10, 1999 in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent Edgar L. Jenkins, called the meeting to order at approximately 1:10 p.m. on Tuesday, March 9. Present on Tuesday, in addition to Chair Jenkins, were Vice Chair Kenneth W. Cannestra and Regents Thomas F. Allgood, Sr., Juanita P. Baranco, S. William Clark, Jr., J. Tom Coleman, Jr., George M. D. (John) Hunt III, Warren Y. Jobe, Charles H. Jones, Donald M. Leebern, Jr., Edgar L. Rhodes, and Glenn S. White.

ATTENDANCE REPORT

The attendance report was read on Tuesday, March 9 by Secretary Gail S. Weber, who announced that Regents David H. (Hal) Averitt and Hilton H. Howell, Jr. had asked for and been given permission to be absent on that day. Regent Elridge W. McMillan would be arriving shortly.

APPROVAL OF MINUTES

Motion properly made and duly seconded, the minutes of the Board of Regents meeting held on February 9 and 10, 1999 were unanimously approved as distributed.

POLICY INITIATIVE UPDATE: ADVANCED ACADEMY OF GEORGIA

Chair Jenkins called upon Senior Vice Chancellor for Human and External Resources Arthur N. Dunning to introduce this presentation to the Board.

Dr. Dunning reminded the Regents that the Central Office staff tries to keep the Board abreast of the progress of its initiatives. At this meeting, there would be a presentation about The Advanced Academy of Georgia (the “Academy”) at the State University of West Georgia (“SUWG”). Dr. Dunning reminded the Board that in the fall of 1995, it approved the Academy at SUWG. Then, in the fall of 1997, it approved the Georgia Academy of Math, Engineering, and Sciences (“GAMES”) at Middle Georgia College. He also reminded the Regents that these programs provide an accelerated learning experience for advanced high school students. He commented that the students present at the Board meeting were a remarkable group of people. He then introduced President Beheruz N. Sethna. After President Sethna, the Board would hear from Mrs. Patricia W. Hughes, Director of the Academy, as well as a panel of Academy students. Then, there would be time for the presenters to answer the Regents’ questions.

President Sethna thanked Dr. Dunning and the Board for the opportunity to make this presentation. He explained that he has worked with programs similar to the Academy for 15 years in three different states: New York, Texas, and Georgia. He remarked that the Academy is the best program he ever worked with because of its students. President Sethna explained that the Academy is a “multiple win” situation. It is a win for the State because many Academy students get admission at the best universities in the world, but many of them choose to stay in Georgia. So, the Academy retains some of the best and brightest students in Georgia. It is also a win for the high schools, because many of them cannot afford to have very advanced courses for only a few students. So, the Academy relieves some of the pressure of the high schools, and they still retain credit for their students’ Scholastic Aptitude Test (“SAT”) scores. It is also a win for the taxpayers in the State because, through this program, these students enter the workforce up to three years earlier than they would have otherwise. Most of all, it is a win for the students, because they get immeasurably better academic experiences at the Academy. The students would tell the Regents in their own words how they have benefitted momentarily. President Sethna next introduced Mrs. Hughes, commenting that she is one of the “jewels” of the program. She earned both bachelor’s and master’s degrees from SUWG, and she has been an SUWG employee for 33 years, but she has just announced her retirement.

Mrs. Hughes thanked President Sethna. She reiterated that the Academy is in its fourth year, having started in fall 1995 with 19 students. There are 60 students in the Academy this year. By the end of this semester, the program will have graduated 97 students. All of those students have done very well, maintaining a 3.2 grade point average (“GPA”) overall in their university-level course work. There has not been a single “academic casualty” along the way, she noted. Every student who has completed the program has continued on to pursue a degree. In this year’s class, the Academy has seven National Merit Scholarship finalists, and five of them have already received scholarship offers. Mrs. Hughes then played a ten-minute video which documented the Academy, its staff, and its students.

After the video, Mrs. Hughes noted that the only sections of the video that were scripted were the parts of the narrator, which were written by Dr. Donald R. Wagner, Professor of Political Science and Director of Special Programs, and herself. She stressed that all students who complete the program become either college sophomores or juniors when they graduate from high school. Most of the students (90%) are from throughout Georgia. However, there is more racial, cultural, and socioeconomic diversity in the Academy than in the regular student body at SUWG. She remarked that this has been a great benefit to the Academy. **POLICY INITIATIVE UPDATE: ADVANCED ACADEMY OF GEORGIA**

The focus of the Academy is academics, and Mrs. Hughes reported that students always evaluate their

academic experience as excellent. Part of this is the collaboration between SUWG's honors program and the Academy. The Academy students participate in the honors program and have a great deal of opportunity for independent research. This year, Academy students have presented their research at the Georgia Academy of Science, the Southeastern Sociological Symposium, as well as the National Collegiate Honors Council. In the week preceding this Board meeting, an Academy student was awarded the top Sigma Psi award in science at SUWG. The model United Nations teams formed by Academy students won both first and second place in district competition. Academy students also have formed Odyssey of the Mind teams and are on a winning College Bowl team. Moreover, the program can provide these students with work experiences. Mrs. Hughes noted that the video depicts the honors house, which houses distance learning, off-campus and weekend campus external degree programs, the honors program, and the Academy's administrative offices. While there is no professional clerical help in this facility, honors and Academy students work under the supervision of professional staff. They learn written and oral communication skills as well as how to fax, copy, guide campus tours, greet visitors, disseminate information, and do everything else the staff does. This helps the Academy and the students, because 25% of Academy students come from families with an income of less than \$30,000 annually.

Mrs. Hughes explained to the Regents that they had each been given a packet with a copy of the video they had just seen as well as other materials. Included in those materials was an article about Eric Koperda, an Academy student who was awarded a trip to Japan last summer by Sony Corporation ("Sony") after demonstrating his innovative research at science and computer science fairs. (Sony was interested in the technology he developed that digitally simulates concert hall acoustics. The two-week trip was awarded to only two Georgia students.) Mr. Koperda is now at the University of Georgia ("UGA"), studying computer science and music and playing in the orchestra. In closing, Mrs. Hughes introduced the three Academy students who would be speaking to the Board: Ms. Samantha N. Simpson, Ms. Virginia Wahlig, and Mr. Yong D. Suh.

Ms. Simpson greeted the Board and explained that she is a senior at Jonesboro High School in Jonesboro, Georgia as well as a first-year student at the Academy. She plans to major in English and literature. At the Academy, she is a student assistant and she contributes to "The Alternative," the honors program newsletter. In the past year, she has been a finalist for a scholarship at Washington University and a semifinalist for a scholarship at Kenyon College, and she has been interviewed by Yale University. She remarked that this can seem overwhelming, but the Academy has prepared her by giving her the confidence that she is qualified and prepared for such schools. She said that the Academy has also helped her become more independent, and the experience has helped her develop her view of life and made her a better person.

Ms. Wahlig stated that she is a second-year chemistry major in the Academy and that she has enough college credits to be a junior in college while she is a senior in high school. She expects to graduate valedictorian of the class of 1999 at North Springs High School in Sandy Springs, Georgia. While she has been in the Academy at SUWG, she has participated in the marching band, been editor of the newsletter at the Baptist Student Union, participated in many community service activities, engaged in undergraduate research with the chemistry faculty, and coauthored a paper that will be published in June 1999. The Academy has given her the chance to meet people that she otherwise might never have met and to take many classes that she could not have otherwise taken, like technical writing. She has been offered the Presidential Scholarship at the Georgia Institute of Technology ("GIT") and the Foundation Fellowship at UGA. She is also a finalist **POLICY INITIATIVE UPDATE: ADVANCED ACADEMY OF GEORGIA**

for the Lanier Scholarship at Vanderbilt University, and Rice University has offered to fly her to see its campus. Ms. Wahlig remarked that she would not have had these opportunities if it were not for her participation in this program. The Academy has made it easier for her to make contacts at these

universities, and it looks good on her applications. She noted that the students in the Academy are not students who could not fit in at regular high schools, but rather, they are students who had used up the resources of their high schools. She said that she will always love her high school, but her participation in the Academy has been a wonderful experience.

Mr. Suh stated that he is currently a senior at Parkview High School and a second-year Academy student. At the same time, he is a junior chemistry major at SUWG. He remarked that his two years at the Academy have been the most enlightening and memorable experience of his life and have opened many doors and resources to him. The Academy has also provided Mr. Suh with leadership opportunities beyond those of his high school. He was the vice president of the Freshman Council and senator in the Student Government Association in his first year. He has also been chair of the Student Activities Council, an orientation leader, and recently, president of Alpha Lambda Delta, the national academic honor society for freshmen. In addition to these leadership opportunities, he has also had numerous academic opportunities. For instance, he is engaging in undergraduate research and he has been invited to do summer research at the University of Rochester. At the end of this semester, Mr. Suh will graduate with his high school class and become a senior in college. He commented that the Academy has offered him tremendous opportunities, and although he plans to pursue a medical career and has applications at both Case Western Reserve University and the University of Rochester in their guaranteed admissions programs in medicine, he is leaning toward completing his degree at SUWG because he feels it possesses the resources that will help him attain his goals in the future. He reiterated that the program encourages Georgia's brightest students to stay in Georgia for college, and he thanked the Board for establishing this initiative.

Next, President Sethna invited the Regents to ask questions of the Academy students.

Chair Jenkins thanked the students and asked whether the Regents had any questions.

Regent Rhodes asked what is the size of the pool of gifted students from which the Academy draws.

President Sethna responded that the size of the pool is rather modest. He explained that Academy students have exceptionally high SAT scores and the number of students with those scores is small. Moreover, when students are interviewed for admission into the Academy, Mrs. Hughes and Dr. Wagner are looking for maturity. Additionally, some students are not ready to leave their high schools and homes. Part of the interview process is to ensure that only the best, most mature, most qualified students attend the Academy.

Regent Clark expressed that he was very impressed that Academy students feel that the University System of Georgia has institutions that might meet their further educational needs. He asked how the Board might improve on retaining such bright students.

POLICY INITIATIVE UPDATE: ADVANCED ACADEMY OF GEORGIA

Mr. Suh responded that he has been named a National Merit Scholarship finalist, he made a 1540 on the SAT, and he has a 4.0 GPA. With those qualifications, he can go to any college he wants, but he feels that the resources available at SUWG are more than adequate to prepare him for medical school. Mr. Suh said that he would not have known this had he remained in his high school, but having met the chemistry faculty at SUWG, he feels that they are “fantastic.” He said that his experience at the Academy convinced him that he can get as good an education in the System as anywhere.

Ms. Wahlig stressed that it is important that high school students are made aware that programs like the Academy exist at System institutions. She remarked that she might not have gotten such a good impression of System institutions if she had not had the opportunity to meet the faculty. She asserted that SUWG, GIT, and UGA could provide her with the experience she needs to get a good undergraduate degree.

Chancellor Portch asked Ms. Wahlig about the scholarships she has been offered.

Ms. Wahlig explained that the Presidential Scholarship at GIT has two levels, and she was awarded the higher-level scholarship. The amount of the scholarship (\$5,500 per year) approximates the cost of living on campus, plus tuition and fees. The Foundation Fellowship at UGA offers a program worth approximately \$70,000 over four years, including a full living stipend, full tuition and fees, extra spending money, as well as a trip to a foreign country every spring break, a six-week trip to a foreign country after the freshman year with an internship at a local university, two other summer research trips, and \$1,700 to visit honors and research colloquiums across the country during the four years.

The Chancellor remarked that the fellowship offers a rather impressive package, and Ms. Wahlig agreed.

Regent Coleman asked President Sethna about the Academy students’ track record for staying in the System after graduating high school and finishing the program.

President Sethna deferred to Mrs. Hughes, who replied that approximately three-fourths of the Academy students stay in the State, and about half of those students stay at SUWG. Many Academy students go on to UGA and GIT.

Regent Leebern congratulated the panelists on their accomplishments and asked whether the System is competitive with other institutions with regard to scholarships to retain students like them.

Mr. Suh replied that education also has to do with the individual student. He asserted that if a student has the desire to pursue the best education, it does not matter where he goes, because he will always find the means to do well. He said that System institutions equal or exceed other institutions. The only thing he suggested was increased financial resources to support students who excel so that they can focus completely on their studies.

Ms. Wahlig added that the HOPE Scholarship has responded to the need for financial support, as has the Post-Secondary Option Program, and HOPE is an incentive for students to stay in Georgia. She stressed that it is also important to let high school students know that Georgia has all the majors and programs they could want. She added that many private institutions will not accept the transfer of credit hours from SUWG. Once a student has taken as many classes as she has, it is hard to start over again at another institution.

POLICY INITIATIVE UPDATE: ADVANCED ACADEMY OF GEORGIA

Mrs. Hughes remarked that two students went to private institutions out of state and then came back to SUWG. They missed the personal environment that they experienced at the Academy and SUWG.

Regent Jones asked for clarification of how many students remain in Georgia after completing the Academy program.

President Sethna reiterated that three-quarters of Academy graduates remain in Georgia and approximately half of those students stay at SUWG.

Regent Jones remarked that this is a testament to SUWG.

President Sethna agreed, and he reiterated that the interaction between faculty members and students is a very strong incentive for students to stay at SUWG.

Regent Jones asked whether there is any indication where students go after they finish their college educations.

President Sethna responded that the program is only four years old, so this is not clear yet.

Regent Jones commended the panelists' career goals and asked whether other students are as certain what they want to do in their careers.

President Sethna replied that many Academy students have very clear career goals.

Chancellor Portch remarked that a high percentage of Academy graduates will likely continue on to professional or graduate programs. He asked the panelists if they intend to attend such programs

All of the panelists expressed that they do plan to attend professional or graduate programs, and Ms. Wahlig commented that most Academy students also intend to attend such programs.

Chair Jenkins asked where and how the panelists learned about the Academy.

Ms. Simpson responded that she received a brochure about the Academy in mail soon after she received her PSAT scores. She also received a brochure about GAMES. So, she had a hard time choosing which program to attend. She chose the Academy because it seemed to emphasize the liberal arts more than GAMES. She noted that the exposure to literature is very limited in the traditional high school setting.

Ms. Wahlig responded that she did not learn about the Academy until after she had been awarded a \$1,000 scholarship to an alternative program at Simon's Rock College of Bard, which was only about one-third of the cost. However, she was looking for other options that might be more affordable and catered to her interests in math and science. So, when she learned about the Academy, she applied and spoke to Mrs. Hughes, and it sounded like the best program for her needs. She had also received information about GAMES, but the program was not quite as well established.

POLICY INITIATIVE UPDATE: ADVANCED ACADEMY OF GEORGIA

Mr. Suh received two letters from President Sethna after he received his PSAT scores his sophomore year.

He went to SUWG for an interview, was very impressed with the faculty, and decided that this was the way he wanted to finish his high school years. Like Ms. Wahlig, Mr. Suh feels that SUWG has an exemplary math and science department. One of the main reasons he wants to stay at SUWG after graduating from high school is that one of SUWG's graduates has gained acceptance to graduate chemistry programs at Harvard University, Yale University, Stanford University, and California Institute of Technology. That graduate convinced Mr. Suh that SUWG is "the place to be."

President Sethna added that the person of whom Mr. Suh spoke is a SUWG bachelor's degree graduate who has been accepted into a doctoral program at Harvard University.

Ms. Wahlig commented that she had never heard of SUWG before she got the Academy brochure in the mail. She had never heard of many other System institutions either. So, informing high school students about these institutions and letting them know System schools are affordable are important factors in attracting the best students to System institutions.

Mr. Suh added that it is important to highlight the graduate schools to which System graduates are gaining access. In addition to the System's unbeatable affordability, students need to know that they will be able to get into the best graduate schools.

Chair Jenkins asked why some private institutions will not accept the transfer of credit hours from the Academy.

Ms. Wahlig replied that some private institutions will not accept any credits from this program because they have a policy that does not allow a person to receive college credit while also using that credit toward a high school diploma. Other private schools will not allow students to transfer credit hours in their majors, but they will transfer some credits from the core curriculum, because they want students to succeed in their own classes with their faculty. Many institutions are open to negotiations, but she felt this issue is very important when a student is considering college options after the Academy.

Chair Jenkins asked whether the institutions Ms. Wahlig was speaking of are major institutions.

Ms. Wahlig replied that they were. For instance, Vanderbilt University does not give any transfer credit. She will be getting placement credits, which means she will be taking higher-level courses, but she will not get credit hours for the courses she has already completed at SUWG.

President Sethna added that often private schools are motivated by money, because they operate on tuition funds. He said that he worked part-time in the admissions office at Columbia University when he was a graduate student there, and he challenged this approach. If a student came from Harvard University, he would be given credit for having taken the course, but he would still have to take all of Columbia University's required courses.

Mrs. Hughes said some private colleges allow Academy students to compete for freshman scholarships, and if they get them, they have freshman standing their first semester. However, if they do well that semester, they are granted advanced standing and are promoted to junior status.

POLICY INITIATIVE UPDATE: ADVANCED ACADEMY OF GEORGIA

Ms. Wahlig remarked that she when she applied to colleges, she applied as a freshman, because scholarships are often given only to freshmen. So, it is often beneficial to begin as a freshman and then later gain advanced standing based on transfer credits.

Chancellor Portch noted that the Academy might be a good example for the Regents to tell the legislators about during their visits to the legislature. The program was started four years ago with about \$400,000.

President Sethna interjected that the program was actually started with \$50,000 of SUWG's funds. Then, the Chancellor added money from the System special initiatives funds. He noted that the best programs in the nation have funding from state budgets. He remarked that this helps the students more than anyone else. He said the legislature needs to get excited about these programs.

Chair Jenkins commended President Sethna and the Academy at SUWG, and he thanked the panelists for their presentation to the Board.

CALL TO ORDER

The Board of Regents of the University System of Georgia met again on Wednesday, March 10, 1999 in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent Edgar L. Jenkins, called the meeting to order at 9:00 a.m. Present on Wednesday, in addition to Chair Jenkins, were Vice Chair Kenneth W. Cannestra and Regents Thomas F. Allgood, Sr., Juanita P. Baranco, S. William Clark, Jr., J. Tom Coleman, Jr., George M. D. (John) Hunt III, Warren Y. Jobe, Charles H. Jones, Donald M. Leebern, Jr., Elridge W. McMillan, Edgar L. Rhodes, and Glenn S. White.

INVOCATION

The invocation was given on Wednesday, March 10 by Regent Hunt.

ATTENDANCE REPORT

The attendance report was read on Wednesday, March 10 by Secretary Gail S. Weber, who announced that Regents David H. (Hal) Averitt and Hilton H. Howell, Jr. had asked for and been given permission to be absent on that day.

OVERSIGHT COMMITTEE

The Oversight Committee met on Tuesday, March 9, 1999 at 10:15 a.m. in room 7005. Committee members in attendance were Chair Charles H. Jones, Vice Chair Donald M. Leebern, Jr., Kenneth W. Cannestra, George M. D. (John) Hunt III, and Edgar L. Rhodes. Chair Jones reported to the full Board on Wednesday that the Committee had reviewed two items, neither of which required action. Those items were as follows:

1. Information Item: Veterinary Medicine Program at the University of Georgia

Dr. Keith W. Prasse, Dean of the College of Veterinary Medicine, was accompanied by Dr. Sheila W. Allen, Associate Dean for Academic Affairs at the college, and Mr. Harold E. Snyder, Assistant to the Dean, in presenting information and data on the college's students, admissions, and related matters to the Committee.

The Committee requested that the staff report back with further information on the Southern Regional Education Board ("SREB") contract among states for reciprocal admissions.

2. New Business: Student Book Costs

Senior Vice Chancellor for Capital Resources Lindsay Desrochers presented basic information on course books used in instruction. No further information was requested by the Committee.

AUDIT COMMITTEE

The Audit Committee met on Tuesday, March 9, 1999 at approximately 11:30 a.m. in room 7019, the Chancellor's Conference Room. Committee members in attendance were Chair George M. D. (John) Hunt III and Regents J. Tom Coleman, Jr., Warren Y. Jobe, and Glenn S. White. Chair Hunt commended the work of Assistant Vice Chancellor for Internal Audit Ron Stark and reported to the full Board on Wednesday that the Committee had reviewed three items, none of which required action. Those items were as follows:

1. Information Item: Status of Fiscal Year 1999 Audit Plan

Assistant Vice Chancellor for Internal Audit Ron Stark reported to the Committee on the status of the fiscal year 1999 audit plan through March 9, 1999. He noted that since the last Committee meeting, audit reports for Georgia State University and the University of Georgia had been completed. All of the audits at these institutions were rated Code 3 or better.

2. Information Item: Summary of Year-to-Date State Department of Audits Findings

Since the February 1999 Committee meeting, the State Department of Audits issued reports on five System institutions. One of the institutions was ranked Code 1, two were ranked Code 2, one was ranked Code 3, and one was ranked Code 4. Code 1 indicates that there were few or no notable findings and that there are strong internal controls as well as adherence to laws, regulations, and policies. Code 2 indicates that there were no significant findings or violations of laws; however there may have been insignificant control weaknesses or minor violations of policies and regulations. Code 3 indicates that there were few notable findings, few notable control weaknesses or many insignificant weaknesses, and/or few minor violations or many insignificant violations of policy, and/or minor violations of regulations; however, it also indicates that there were no violations of laws. Code 4 indicates that there were several notable findings or few significant findings and no major findings. It also indicates that controls were weak in one or more areas and that noncompliance with regulations may put the institution at risk. While Code 4 indicates that there may have been a violation of laws, this violation is not deemed serious. Mr. Larry Whitaker, Deputy Director of Financial Audit Operations, was present at the Committee meeting, and he explained that there are still ten audit reports on System institutions to be issued.

3. Information Item: Summary of Current State Budget Review and Oversight Committee Reports

Mr. Stark reported to the Committee that the Budget Responsibility and Oversight Committee, a joint legislative committee, had issued two reports, one on the Advance Technology Development Center and one on State-funded post-secondary tuition assistance. He briefed the Committee on the contents of those two reports.

4. Discussion Item: New Business

There was no new business at this meeting.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

The Committee on Education, Research, and Extension met on Tuesday, March 9, 1999 at approximately 2:00 p.m. in room 7014, the Education Committee Room. Committee members in attendance were Chair Edgar L. Rhodes, Vice Chair George M. D. (John) Hunt III, and Regents Thomas F. Allgood, Sr., Juanita P. Baranco, and S. William Clark, Jr. Chair Rhodes reported to the Board that the Committee had reviewed 12 items, 10 of which required action. Additionally, 85 regular faculty appointments were reviewed and recommended for approval. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Presentation/Approval Item: Establishment of the Internet Delivery of the Existing Master of Science Degree With a Major in Applied Computer Science, Columbus State University

Approved: The Board approved the request of President Frank D. Brown of Columbus State University ("CSU") to authorize the Internet delivery of the existing master of science degree with a major in applied computer science, effective March 10, 1999.

Abstract: The Department of Computer Science at CSU proposes to offer the master of science degree with a major in applied computer science via the Internet. The Web site address is <http://csuonline.edu>. The current degree was designed for nontraditional students with the opportunity to participate in traditional, on-campus instruction. Delivering the existing degree on-line will permit practicing professionals, who do not have the ability to regularly attend on-campus classes, the opportunity to pursue this graduate degree.

Need: CSU serves a large number of computing professionals who live and work in the area. Total System Services, Inc., AFLAC, Blue Cross and Blue Shield of Georgia and other Columbus area information processing companies employ more than 5,000 computer programmers and analysts. Most of these professionals have baccalaureate degrees and many have the professional incentive to pursue a graduate degree. Because of the nature of their jobs, these professionals need a flexible, creative graduate program in order to further their studies. Target market areas exist within CSU's corporate computer training programs. Since 1990, CSU has had more than 1,200 students graduate from its intensive corporate computer training programs: Quick Start, COMPASS, and the Intellectual Capital Partnership Program ("ICAPP"). CSU also has a presence in the area of distributed system computing. As a Microsoft-authorized academic training program, the university has been involved with several Microsoft projects over the last six years. To assess demand for this type of program from the general public, CSU instituted a pilot project in fall 1998 by offering one graduate course over the Internet and two on-line courses spring 1999. As a result, the university has received at least 15 inquiries per day about the courses and potential programming efforts. The inquiries were an indication of the level of interest that exists for on-line instruction.

Objectives: It is anticipated that graduates of the program will demonstrate proficiency in working with client-server and distributed systems; designing, developing, and deploying object-oriented and component-based software systems; designing and developing Internet and Web sites; and managing and manipulating data in a modern sequel server database management system. Program graduates will also demonstrate knowledge of the latest techniques, issues, and strategies relating to computer networks and the Internet; the latest development techniques in the design of graphical user interfaces; and the ability to work with various forms of multi-media utilized by Internet applications.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

1. Presentation/Approval Item: Establishment of the Internet Delivery of the Existing Master of Science Degree With a Major in Applied Computer Science, Columbus State University

(Continued)

Delivery of the Program: Contractual arrangements have been made with *Real Education* to convert and maintain the program on-line. Attempts have been made to ensure that for every service that is available to on-campus students, an analogous and equal service is available to on-line students. *Real Education* directly delivers the program in order to free CSU's computer resources to be used for general operations. CSU is also assured that technical support is available for students and faculty 24 hours per day, 7 days per week. Course instructors have been given reduced time to develop on-line courses and to coordinate with *Real Education* to have their materials converted to an on-line format. Students will access each course through the CSU home page. Each student will download course requirements, assignments, and a course outline. At appropriate times, students will be provided, via E-mail, assignments which are to be completed and returned electronically to the professor. Materials and lectures can be viewed as many times as the student wishes. The assignments will be evaluated and electronically returned. When appropriate, team assignments will be provided, requiring students to communicate electronically with other team members in order to complete the presentation. Instructors are available at certain times for interactive E-mail or chat room discussions, but students can also pose questions at their convenience and expect a timely response. Tests are designed to be taken on-line, but students are asked to arrange to take them in a place where their identity can be verified, such as a public library.

Admissions and Curriculum: Prospective students for the master's degree in applied computer science will be advised that personal access to a computer with specific requirements is required to participate in the on-line program. Faculty advisors will engage in regular on-line communication with accepted students. The curriculum will follow the existing requirements of the on-campus program. The only difference between the didactic instruction of the campus-based and Internet programs is the mode of delivery. Students will begin each fall semester and complete the degree in two years by taking two three-hour courses per semester. If approved, the program will be registered with the Southern Regional Education Board ("SREB") and advertised Statewide.

Projected Enrollment: The Internet-based classes will have a target class size of 20 students.

Funding: The tuition assessed for this program will follow the current structure. Non-Georgia residents will pay out-of-state tuition, and Georgia residents will pay in-state tuition. Student health, athletic, and activity fees will be waived for those students pursuing this degree exclusively via the Internet. The University System currently has under development a policy that will address these and other issues.

Assessment: The Office of Academic Affairs will work with the campus to measure the success and continued effectiveness of the proposed program. This program will be evaluated by the institution and the Central Office to determine the success of the program's implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness, as indicated in the proposal. Because the program represents the University System's emerging entry into this form of delivery, the Office of Academic Affairs will monitor the implementation of this program and conduct formal evaluations annually. The Office of Academic Affairs will continue to serve as an advocate for this and other programs on the Internet while pursuing more defined criteria for the administration of this type of program.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

2. Establishment of the Major in African-American Studies Under the Existing Bachelor of Arts

Degree, University of Georgia

Approved: The Board approved the request of President Michael F. Adams of the University of Georgia (“UGA”) to establish a major in African-American studies under the existing bachelor of arts degree, effective March 10, 1999.

Abstract: In 1990, UGA received approval from the Board of Regents to establish the Institute of African-American Studies. Since the establishment of the Institute of African-American Studies (the “Institute”) in 1990, 36 courses focusing on the African-American experience have been added to the curriculum to bring the total offerings to 69 courses. A minor in the discipline currently exists. Currently, in the nation’s universities and colleges, the discipline of African-American studies is undergoing a second renaissance. Given the substantial number of courses and faculty expertise at UGA, a major is being proposed under the current bachelor of arts degree.

Need: With the changing demography of Georgia, the proposed major will be crucial to substantive inquiry into the heritage, values, and contributions of African-Americans. The major will provide students with the insight necessary for anticipating the issues and conflicts that will inform problem solving in social science, politics, law, economics, and business in the twenty-first century. A major of this kind would prepare graduates for public leadership as well as critical thinking in business management, politics, agriculture, and the professions.

Objectives: The degree program will enhance the Institute’s efforts to nurture the production of basic and applied research in and about the achievements of African-Americans as well as the origination, history, theory, and interpretation of artistic forms. It is anticipated that the major will foster new innovations in Southern studies and multicultural studies. Other student objectives include developing the critical tools of inquiry necessary for research and publication; fostering interdisciplinary study in the humanities, arts, and sciences; and providing laboratory experiences in a cultural exchange that enriches professional degree programs.

Curriculum: The 36-semester-hour degree requires students to complete a program of general studies with complementary inquiries into humanistic study and social science. In addition, students complete core courses designed to instruct them in the interdisciplinary methods of African-American studies. The degree requirements comprise three areas: 1) history and culture, 2) social and behavioral inquiry, and 3) language, literature, and the arts. All majors will be required to complete Introduction to African-American Studies and a 400-level seminar. The intensive array of courses includes, but is not limited to, African-American Political Thought, Communication in African-American Communities, African-American Social Change, The Early African-American Experience, Seventeenth Through Nineteenth Century Southern Africa, and African-American Religious History.

Although the focus of the program is upon research and instruction, faculty participate in many service activities in which students may take an active role. Accordingly, the Institute offers several public presentations, including the Womanist Consortium and the Langston Hughes Society, to facilitate a meaningful dialogue between the public and the Institute on matters of societal concern. The program will be housed in the Institute for African-American Studies, an interdepartmental, freestanding institute within the Franklin College of Arts and Sciences.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

2. Establishment of the Major in African-American Studies Under the Existing Bachelor of Arts Degree, University of Georgia (Continued)

Inter-institutional Collaboration: The University System of Georgia offers separate, distinct baccalaureate

African-American studies programs at Savannah State University (“SSU”) and Georgia State University (“GSU”). UGA proposes to use the Georgia Statewide Academic and Medical System (“GSAMS”) as one major modality to exchange instruction between GSU and SSU. To establish a GSAMS alliance, UGA will provide a selection of its courses to students at GSU and SSU. In return, those institutions will negotiate to provide UGA students with courses to count towards their majors. Courses shared through Internet technology and faculty and student exchange will also be considered. The Institute also proposes to establish an African-American studies consortium within the University System of Georgia in collaboration with GSU and SSU. Such a consortium could jointly sponsor national conferences and distinguished lectures. The Institute will also seek to develop a working alliance with both institutions to foster the development of a university press series in African-American studies.

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 25, 75, and 125.

Funding: No additional funding is required to support the program. A distinguished faculty, sufficient budgetary resources, and adequate facilities are currently in place to offer the proposed program.

Assessment: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2002, the program will be evaluated by the institution and the Central Office to determine the success of the program’s implementation and achievement of the enrollment, quality, viability, and cost-effectiveness, as indicated in the proposal.

3. Establishment of the Bachelor of Science in Communication and Information Technology, Macon State College

Approved: The Board approved the request of President David A. Bell of Macon State College (“MSC”) to establish the bachelor of science in communication and information technology, effective March 10, 1999.

This was originally proposed as a bachelor of arts degree, but during the Committee meeting, President Bell requested that it be changed to a bachelor of science degree, and the Committee agreed. Additionally, the Committee requested that MSC explore collaborative opportunities with Fort Valley State University for the cross-cultural communication track.

Abstract: The proposed communication and information technology program is structured to introduce the student to the use of communications through Web-based communications. The program is not a traditional mass communication program because it forges a new curriculum in the humanistic study of new media technologies. The program is a precise fit with the existing baccalaureate programs in information technology, health information management, and the recently approved business and information technology degree. It is anticipated that these select baccalaureate programs will encompass the technological needs of business, health services, and the communications industry. The interdisciplinary degree will include two tracks: one with a focus on media and the other with a focus on cross-cultural communication. The need for

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

3. Establishment of the Bachelor of Science in Communication and Information Technology, Macon State College (Continued)

professionals in a global, technological economy who are proficient in foreign language, communications, and information technology is the primary driver of this proposal. The proposed program is a compilation of communication and information technology instruction.

Need: The communication and information technology program addresses the needs of businesses in Georgia. For example, GlobalFax surveyed readers to ask whether international markets are important to their respective company's business success and whether multilingual services are a prerequisite for growth. The surveys also asked the respondents to point out the variety of elements requiring multilingual versions of annual reports, employee publications, multimedia presentations, technical documentation, and software. Ninety-three percent of the respondents considered overseas markets to be significant to their company's success, and 89% viewed multilingual services as a prerequisite for their company's growth. Fifty-one percent of the respondents indicated that business is conducted worldwide with 18% and 16% of the activity in the Americas and Europe, respectively. At a conference held on the campus of MSC, 25% of 70 representative corporations expressed an interest in employing an individual with the skills and abilities of a communication and information technology graduate. Some of those corporations include GEICO, Jay & Associates, Bibb Distributing Company, TechLan, Lucent Technologies, Inc., Computerlogic, the Greater Macon Chamber of Commerce, BellSouth, and Docusource.

Objectives: The objectives of the program include training individuals with translation skills in addition to expertise in desktop publishing, multimedia, software localization and consulting. Additionally, the degree is designed to educate students who are capable of integrating knowledge and skills of information technology and communications in an effective manner. The program will have a cross-cultural and technological emphasis while serving an economic hub with a diverse population. Graduates of the program may be qualified for such positions as communication generalist, technical writer, Web design coordinator, and cross-cultural communicator.

Curriculum: The 120-semester-hour program will be housed in the School of Humanities. The curriculum comprises major field courses concerning public speaking, professional communications, computer programming, and fundamentals of information technology.

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 35, 70, and 85.

Funding: The institution will initiate and maintain the program through redirection. Proposed funding will come from internal redirection, new student tuition, and collaborative funding.

Assessment: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2002, this program will be evaluated by the institution and the Central Office to determine the success of the program's implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness, as indicated in the proposal.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

4. Redesignation of the Existing Bachelor of Arts With a Major in Theatre to the Bachelor of Fine Arts With a Major in Theatre, Columbus State University

Approved: The Board of Regents approved the request of President Frank D. Brown that Columbus State University (“CSU”) be authorized to redesignate the existing bachelor of arts with a major in theatre to the bachelor of fine arts with a major in theatre, effective March 10, 1999.

While preparing for semester conversion, the Department of Theatre requested that its degrees be changed to coincide with the degrees offered by other fine and performing arts programs at CSU, namely, that the bachelor of arts be changed to a bachelor of fine arts to reflect its performance/ production-based structure. This request is consistent with CSU’s strategic planning and its select mission in the fine and performing arts.

The Department of Theatre has filed an Intention to Apply for Accreditation with the National Association of Schools of Theatre, the accrediting agency for education programs in theatre and recognized by the United States Department of Education as the agency responsible for the accreditation of all theatre curricula. The bachelor of fine arts degree is the initial professional degree in theatre. Its primary emphasis is on the development of skills and concepts essential to the theatre professional. The 120-semester-hour program requires 15 hours of lower-division theatre courses, 60 semester hours of upper-division courses, plus 8 zero-credit convocations and a senior project in which the student demonstrates skill and expertise in an area of concentration.

5. Establishment of the Anderson-Interface Chair of Natural Systems, Georgia Institute of Technology

Approved: The Board approved the request of President G. Wayne Clough that the Anderson-Interface Chair of Natural Systems be established at the Georgia Institute of Technology (“GIT”), effective March 10, 1999.

The Anderson-Interface Chair would be located in the School of Industrial and Systems Engineering.

The principal endowment of \$1.5 million has been made possible by commitments from Ray C. Anderson, the Ray Christie Anderson Foundation, and Interface, Inc. to support the Anderson-Interface Chair. The Board of Trustees of the Georgia Tech Foundation, Inc. has authorized the transfer of unrestricted funds from the foundation to an endowment for the Anderson-Interface Chair. This advance from the unrestricted endowment will be reimbursed as contributions designated for the chair are received.

Ray C. Anderson, a 1956 alumnus of GIT, graduated with highest honors with a bachelor of industrial engineering degree. Mr. Anderson later held positions in various capacities at such companies as Deering-Milliken, Inc., Callaway Mills Company, and Proctor and Gamble Company. His civic and business affairs positions include member of the Academy of Distinguished Engineering Alumni at GIT, member of the board of directors for Bank South Corporation, NationsBank Corporation, Trustees of American Architectural Foundation, The Natural Step, USA, and member of the board of directors of Business for Social Responsibility. Mr. Anderson has received several accolades, including Ernst & Young Entrepreneur of the Year Award (1996), Global Green USA Millennium Award for Corporate Environmental Leadership (1996), and the International Businessman of the Year by the Society of International Business Fellows (1992).

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

5. Establishment of the Anderson-Interface Chair of Natural Systems, Georgia Institute of Technology (Continued)

In February 1973, Mr. Anderson founded Interface, Inc., and he remains Chairman and Chief Executive Officer. Interface, Inc., headquartered in Atlanta, Georgia, manufactures and sells free-lay carpet tiles, broadloom carpet, and interior fabrics in domestic and international markets. Interface, Inc. also manufactures and markets Intersept, a proprietary microbial chemical, other specialty chemical products, and architectural products, including access flooring. Manufacturing facilities are located in the United States, Northern Ireland, England, Holland, Thailand, and Australia. Since its founding, Interface, Inc. has grown in sales from \$800,000 to \$600 million in 1992. Currently, the company's products are sold in 110 countries.

As author of the books entitled, *The Journey from There to Here - The Eco-Odyssey of a CEO* and *Face It*, Mr. Anderson credits his success to such individuals as Carlton Lewis, a former GIT baseball star who was his high school coach; Bobby Dodd, Tech's legendary football coach for whom he played in the 1950s; and Fuller Callaway Jr., his supervisor and mentor at Callaway Mills during the 1960s.

6. Establishment of the Munchak Chair of Entrepreneurship, Georgia Institute of Technology

Approved: The Board approved the request of President G. Wayne Clough that the Munchak Chair of Entrepreneurship be established at Georgia Institute of Technology ("GIT"), effective March 10, 1999.

The Munchak Chair of Entrepreneurship will be located in the DuPree College of Management.

The principal endowment of \$1.5 million has been made possible by contributions to the Georgia Tech Foundation, Inc. by Beverly and Don Chapman. Mr. Chapman is a 1961 graduate of GIT's College of Management and presently is a trustee of the foundation.

Upon graduation, Mr. Chapman began his career with Oxford Industries, where he worked from 1964 to 1969 and rose to the position of divisional manager. During his tenure at Oxford Industries, Mr. Chapman realized that he wanted to be involved in his own business effort. Over the next 20 years, with a partner, Mr. Chapman purchased 18 companies. These enterprises include Tug Manufacturing, an airline ground-support equipment manufacturer; The Peachtree Report, a mail order-fashion catalog; North X Northwest Office Park; TM Snack Group; and Kem Manufacturing Corporation. In 1983, Mr. Chapman and his partners founded Opti-World, introducing the concept of the eyewear/eye care superstore to the South. The company grossed revenues of \$60 million and grew from a single store to 59 stores in the Southeast. In 1995, Opti-World announced that it would be sold to LensCrafters. After the sale was completed, Mr. Chapman turned his attention to administering Tug Manufacturing. In addition to manufacturing airline ground-support equipment, the company produces electric tractors used to pull the trams transporting Olympic athletes, coaches, and staff.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

6. Establishment of the Munchak Chair of Entrepreneurship, Georgia Institute of Technology (Continued)

Mr. Chapman is active in the business community in Atlanta and the Southeast and presently serves on a number of civic and corporate boards. Mr. Chapman's business and community affiliations include board member of the Atlanta Red Cross, past chairman of Leadership Atlanta, former director of Enterprise National Bank, former director of The Larkin Group, chairman of the SciTrek Technology Project, and chairman of the Georgia State Retailing Roundtable. He holds directorships for Rhodes, Inc., McKenney's, Inc., Longhorn Steaks, and AirTran Holdings, Inc. Mr. Chapman's accolades include *Business Atlanta's* Entrepreneur of the Year (1989), the Atlanta Chamber of Commerce Phoenix Award (1992), and GIT's George Griffin Community Service Award (1993). The endowed chair is named in honor of Theodore J. (Tedd) Munchak, now deceased, a friend and business associate of Mr. Chapman.

7. Renaming of the Department of Psychology, Counseling, & Guidance to the Department of Psychology & Counseling, Valdosta State University

Approved: The Board approved the request of President Hugh C. Bailey that Valdosta State University ("VSU") be authorized to rename the Department of Psychology, Counseling & Guidance to the Department of Psychology & Counseling, effective March 10, 1999.

VSU requested the renaming of the Department of Psychology, Counseling & Guidance to the Department of Psychology & Counseling because the new name more accurately reflects the scope and purpose of the department. Increased visibility is expected to bolster recruitment in the undergraduate programs. It is anticipated that requests for external funding initiatives and grant proposals will receive additional attention with the increased visibility of the department. The request for this departmental name change follows the positive recommendations of all pertinent academic committees on the VSU campus.

8. Renaming of the Department of Health, Physical Education, and Athletics to the Department of Kinesiology and Physical Education, Valdosta State University

Approved: The Board approved the request of President Hugh C. Bailey that Valdosta State University ("VSU") be authorized to rename the Department of Health, Physical Education, and Athletics to the Department of Kinesiology and Physical Education, effective March 10, 1999.

VSU requested the renaming of the Department of Health, Physical Education, and Athletics to the Department of Kinesiology and Physical Education because the new name more accurately reflects the discipline and the scope of the department. The renaming is fully consistent with national and University System of Georgia trends and practices. The request for this departmental name change follows the positive recommendations of all pertinent academic committees on the VSU campus.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

9. Termination of the Major in Mental Health Under the Existing Bachelor of Science Degree, Georgia State University

Approved: The Board of Regents approved the request of President Carl V. Patton that Georgia State University be authorized to terminate the major in mental health under the existing bachelor of science degree, effective March 10, 1999.

The College of Health and Human Sciences requested Board approval to terminate the bachelor of science with a major in mental health. Currently, there are no students in the program. None have been admitted in the last several years. Students who would have majored in mental health are now majoring in such specialized areas as social work. There are no faculty directly impacted by the termination of this degree.

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

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

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

(A) GEORGIA INSTITUTE OF TECHNOLOGY

BAILEY, STANLEY C.: ASSOCIATE PROFESSOR EMERITUS, SCHOOL OF AEROSPACE ENGINEERING, COLLEGE OF ENGINEERING, EFFECTIVE APR 1, 1999.

(B) GEORGIA STATE UNIVERSITY

JOHNSON, EVERETT A.: DIRECTOR AND PROFESSOR EMERITUS OF THE INSTITUTE OF HEALTH ADMINISTRATION, INSTITUTE OF HEALTH ADMINISTRATION, COLLEGE OF BUSINESS ADMINISTRATION, EFFECTIVE AUG 17, 1998.

MCDavid, JOHN W.: PROFESSOR EMERITUS, DEPARTMENT OF COUN. & PSYCH. SRVS., COLLEGE OF EDUCATION, EFFECTIVE JUN 17, 1998.

PILCHER, LORENE C.: RESEARCH PROFESSOR EMERITA, DEPARTMENT OF EARLY CHILDHOOD EDU., COLLEGE OF EDUCATION, EFFECTIVE JUL 1, 1998.

RIORDAN, RICHARD J.: PROFESSOR EMERITUS, DEPARTMENT OF COUN. & PSYCH. SRVS., COLLEGE OF EDUCATION, EFFECTIVE APR 1, 1999.

(C) UNIVERSITY OF GEORGIA

DORMAN, DALE Y.: SENIOR PUBLIC SERVICE ASSOCIATE EMERITA, DEPARTMENT OF HOUSING & CONSUMER ECONOMICS, COLLEGE OF FAMILY AND CONSUMER SCIENCES, EFFECTIVE MAR 1, 1999.

ERIKSSON, KARL-ERIK: PROFESSOR EMERITUS, DEPARTMENT OF BIOCHEMISTRY AND MOLECULAR BIOLOGY, FRANKLIN COLLEGE OF ARTS AND SCIENCES, EFFECTIVE MAR 1, 1999.

HEPBURN, MARY ALLAIRE: PROFESSOR EMERITA OF SOCIAL SCIENCE EDUCATION, SCH OF TEACHER EDUC - DEPT OF SOCIAL SCIENCE EDUC, COLLEGE OF EDUCATION, EFFECTIVE MAR 1, 1999.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

CONFERRING OF EMERITUS STATUS (CONTINUED):

(C) UNIVERSITY OF GEORGIA (CONTINUED)

HOWARD, JOHN ANDERSON: EMERITUS PROFESSOR OF GERMANIC AND SLAVIC LANGUAGES, DEPARTMENT OF GERMANIC & SLAVIC LANGUAGES, FRANKLIN COLLEGE OF ARTS AND SCIENCES, EFFECTIVE MAR 15, 1999.

(D) GEORGIA SOUTHERN UNIVERSITY

BISHOP, GALE A.: PROFESSOR EMERITUS OF GEOLOGY, DEPARTMENT OF GEOLOGY & GEOGRAPHY, THE ALLEN E. PAULSON COLLEGE OF SCIENCE & TECHNOLOGY, EFFECTIVE JUN 1, 1999.

BLANKENBAKER, H. JOSEPH: PROFESSOR EMERITUS, DEPARTMENT OF HEALTH AND KINESIOLOGY, COLLEGE OF HEALTH & PROFESSIONAL STUDIES, EFFECTIVE JUN 1, 1999.

CRITTENDEN, CHARLOTTE C.: ASSISTANT PROFESSOR EMERITA, DEPARTMENT OF WRITING AND LINGUISTICS, COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES, EFFECTIVE JUL 1, 1999.

GALLEMORE, SANDRA L.: PROFESSOR EMERITA, DEPARTMENT OF HEALTH AND KINESIOLOGY, COLLEGE OF HEALTH & PROFESSIONAL STUDIES, EFFECTIVE JUN 1, 1999.

GOLDEN, DOROTHY SMITH: ASSISTANT PROFESSOR EMERITA OF LEARNING SUPPORT AND WRITING, DEPARTMENT OF LEARNING SUPPORT, EFFECTIVE JUN 1, 1999.

HILL, DENNY E.: EMERITUS ASSISTANT PROFESSOR OF SOCIOLOGY, DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY, COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES, EFFECTIVE JUN 1, 1999.

KELLOGG, CRAIG K.: ASSOCIATE PROFESSOR EMERITUS OF CHEMISTRY, DEPARTMENT OF CHEMISTRY, THE ALLEN E. PAULSON COLLEGE OF SCIENCE & TECHNOLOGY, EFFECTIVE JUN 1, 1999.

MILLIKAN, ROSE B.: ASSISTANT PROFESSOR EMERITA OF LEARNING SUPPORT AND MATHEMATICS, DEPARTMENT OF LEARNING SUPPORT, EFFECTIVE JUN 1, 1999.

PICKETT, JOHN RUPERT: PROFESSOR EMERITUS OF INFORMATION SYSTEMS, DEPARTMENT OF MANAGEMENT, COLLEGE OF BUSINESS ADMINISTRATION, EFFECTIVE AUG 1, 1999.

SHRIVER, GEORGE HITE JR.: PROFESSOR EMERITUS OF HISTORY, DEPARTMENT OF HISTORY, COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES, EFFECTIVE JUN 1, 1999.

STEWART, LEWIS MOORE: ASSISTANT PROFESSOR EMERITUS OF FINANCE, DEPARTMENT OF FINANCE AND ECONOMICS, COLLEGE OF BUSINESS ADMINISTRATION, EFFECTIVE JUN 1, 1999.

(E) ALBANY STATE UNIVERSITY

WILSON, MAUDECCA LAVONE: PROFESSOR EMERITA, DEPARTMENT OF CURRICULUM & INSTRUCTION, SCHOOL OF EDUCATION, EFFECTIVE MAR 10, 1999.

(F) NORTH GEORGIA COLLEGE & STATE UNIVERSITY

GAINES, ELSA ANN: ASSOCIATE PROFESSOR EMERITA OF ENGLISH, DEPARTMENT OF LANGUAGE AND LITERATURE, EFFECTIVE JUL 1, 1999.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

CONFERRING OF EMERITUS STATUS (CONTINUED):

(G) STATE UNIVERSITY OF WEST GEORGIA

COBB, SUZANNE E.: PROF OF SPECIAL EDUC AND CHAIR, EMERITA, DEPARTMENT OF SPECIAL EDUCATION AND SPEECH LANGUAGE PATHOLOGY, COLLEGE OF EDUCATION, EFFECTIVE FEB 1, 1999.

APPROVAL OF LEAVES OF ABSENCE: THE BOARD APPROVED THE FOLLOWING LEAVES OF ABSENCE AND THE SALARIES FOR THE PERIODS RECOMMENDED AT THE FOLLOWING INSTITUTIONS:

(A) GEORGIA INSTITUTE OF TECHNOLOGY

DRABIK, TIMOTHY J.: ASSOCIATE PROFESSOR, SCHOOL OF ELECTRICAL AND COMPUTER ENGINEERING, COLLEGE OF ENGINEERING, LEAVE FROM JAN 1, 1999 TO DEC 31, 1999, WITHOUT PAY.

SHAPIRA, PHILIP: ASSOCIATE PROFESSOR, SCHOOL OF PUBLIC POLICY, IVAN ALLEN COLLEGE, LEAVE FROM JAN 4, 1999 TO JUN 11, 2000, WITH PAY.

TONE, ANDREA E.: ASSOCIATE PROFESSOR, DEPARTMENT OF HISTORY, TECHNOLOGY & SOCIETY, IVAN ALLEN COLLEGE, LEAVE FROM JAN 1, 1999 TO JAN 1, 2000, WITH PAY.

WATSON, WILLIAM D.: ASSOCIATE PROFESSOR, SCHOOL OF PUBLIC POLICY, IVAN ALLEN COLLEGE, LEAVE FROM SEP 22, 1998 TO JUN 11, 1999, WITH PAY.

(B) GEORGIA STATE UNIVERSITY

KNOWLES, MARJORIE FINE: PROFESSOR, COLLEGE OF LAW, LEAVE FROM JAN 3, 2000 TO MAY 12, 2000, WITHOUT PAY.

(C) UNIVERSITY OF GEORGIA

LAHEY, MARY-ANNE: PUBLIC SERVICE ASSOCIATE, INSTITUTE FOR COMMUNITY & AREA DEVELOPMENT, VICE PRESIDENT FOR SERVICE, LEAVE FROM MAR 1, 1999 TO FEB 29, 2000, WITHOUT PAY.

(D) COLUMBUS STATE UNIVERSITY

HANSEN, KRISTEN S.: ASSISTANT PROFESSOR, THE SCHWOB DEPT OF MUSIC, COLLEGE OF ARTS & LETTERS, LEAVE FROM AUG 1, 1999 TO DEC 31, 1999, WITH PAY.

(E) STATE UNIVERSITY OF WEST GEORGIA

COVERT, CAMERON PAGE: PROFESSOR, DEPARTMENT OF ART, COLLEGE OF ARTS & SCIENCES, LEAVE FROM JAN 5, 1999 TO MAY 8, 1999, WITH PAY.

(F) ABRAHAM BALDWIN AGRICULTURAL COLLEGE

SACKOR, SHARRY M.: ASSISTANT PROFESSOR, DIVISION OF DEVELOPMENTAL STUDIES, LEAVE FROM AUG 1, 1999 TO MAY 30, 2000, WITHOUT PAY.

(G) GEORGIA PERIMETER COLLEGE

MCINTOSH, FRANKIE L.: DEPT HEAD-ASSOC PROF, DEPARTMENT OF POLITICAL SCIENCE (CLARKSTON), DIVISION OF SOCIAL SCIENCE (CLARKSTON), LEAVE FROM MAY 10, 1999 TO DEC 31, 1999, WITH PAY.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

APPROVAL OF LEAVES OF ABSENCE (CONTINUED):

(H) GAINESVILLE COLLEGE

PRESTON, GARY A.: CHAIR-ASST PROF, DEPARTMENT OF PHYSICAL EDUCATION, LEAVE FROM JUL 1, 2000 TO JUN 30, 2001, WITH PAY.

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

(A) GEORGIA INSTITUTE OF TECHNOLOGY

FELIPE, JESUS: ASSISTANT PROFESSOR, DEPARTMENT OF INTERNATIONAL AFFAIRS, IVAN ALLEN COLLEGE, ONE YEAR PROBATIONARY CREDIT TOWARDS TENURE, EFFECTIVE JAN 1, 1999.

(B) MEDICAL COLLEGE OF GEORGIA

LEE, CAROL E.: ASSOCIATE PROFESSOR, DEPARTMENT OF OCCUPATIONAL THERAPY, SCHOOL OF ALLIED HEALTH SCIENCES, FROM TENURE TRACK TO NONTENURE TRACK, EFFECTIVE MAR 11, 1999.

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

(A) GEORGIA INSTITUTE OF TECHNOLOGY

CRIBBS, JOHN A., JR.: PRIN RESEARCH ENGINEER, SYSTEMS DEVELOPMENT LABORATORY, GEORGIA TECH RESEARCH INSTITUTE, AS NEEDED FOR PERIOD BEGINNING MAR 1, 1999 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

(B) GEORGIA STATE UNIVERSITY

BROWN, JOHN E.: ASTP EMERITUS, DEPARTMENT OF RISK MANAGEMENT & INSURANCE, COLLEGE OF BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING MAR 11, 1999 AND ENDING MAR 10, 2000, AT LESS THAN HALF TIME.

GIBSON, SANDRA U.: PROFESSOR EMERITUS, COUNSELING CENTER, AS NEEDED FOR PERIOD BEGINNING MAR 1, 1999 AND ENDING DEC 31, 1999, AT LESS THAN HALF TIME.

QUARTERMAN, JOSEPH L.: ASST TO DIRECTOR, (NTT) SMALL BUSINESS DEVELOPMENT CENTER, COLLEGE OF BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING MAY 1, 1999 AND ENDING DEC 31, 1999, AT LESS THAN HALF TIME.

SAPOSNIK, RUBIN: PROFESSOR EMERITUS, DEPARTMENT OF ECONOMICS, SCHOOL OF POLICY STUDIES, AS NEEDED FOR PERIOD BEGINNING SEP 1, 1998 AND ENDING JAN 31, 1999, AT LESS THAN HALF TIME.

(C) MEDICAL COLLEGE OF GEORGIA

BUSSEY, ALMA W.: ADMIN SPECIALIST II, AS NEEDED FOR PERIOD BEGINNING FEB 22, 1999 AND ENDING MAR 5, 1999, AT LESS THAN HALF TIME.

HILLER, MARIE: ADMIN. SPECIALIST IV, AS NEEDED FOR PERIOD BEGINNING APR 1, 1999 AND ENDING OCT 15, 1999, AT LESS THAN HALF TIME.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

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

(C) MEDICAL COLLEGE OF GEORGIA (CONTINUED)

SMITH, HAROLD G.: ASSOC PROFESSOR EMERITUS, DEPARTMENT OF PHYSICAL THERAPY, SCHOOL OF ALLIED HEALTH SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 18, 1999 AND ENDING JAN 17, 2000, AT LESS THAN HALF TIME.

(D) UNIVERSITY OF GEORGIA

BAKER, SHELBY HAROLD: AGRIC RESEARCH SCI, DEPARTMENT OF CROP & SOIL SCIENCES, COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING MAR 11, 1999 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

CLARK, BRENDA J.: CNTY EXTENSN PROG ASST IV, COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING MAR 11, 1999 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

FERREE, MAURICE EDGAR: PART-TIME PROFESSOR, DEPARTMENT OF HORTICULTURE, COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

FREE, WILLIAM JOSEPH: PART-TIME ASSOC PROFESSOR, DEPARTMENT OF ENGLISH, FRANKLIN COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 6, 1999 AND ENDING MAY 7, 1999, AT LESS THAN HALF TIME.

HEPBURN, LAWRENCE R.: P-T PUBLIC SERVICE ASSOC, VICE PRESIDENT FOR SERVICE, AS NEEDED FOR PERIOD BEGINNING MAR 11, 1999 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

JOHNSON, BILLY JACK: PROFESSOR EMERITUS, DEPARTMENT OF CROP & SOIL SCIENCES, COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

LESTER, CLYDE E.: SR PUB SER ASSOC EMERITUS, COLLEGE OF JOURNALISM & MASS COMMUNICATIONS, AS NEEDED FOR PERIOD BEGINNING JAN 25, 1999 AND ENDING MAR 5, 1999, AT LESS THAN HALF TIME.

MCKENZIE, ROSALIE: PROGRAM SPECIALIST, COLLEGE OF FAMILY AND CONSUMER SCIENCES, AS NEEDED FOR PERIOD BEGINNING MAR 1, 1999 AND ENDING SEP 30, 1999, AT LESS THAN HALF TIME.

(E) COLUMBUS STATE UNIVERSITY

HILL, GRACE M.: PART-TIME INSTRUCTOR, DEPARTMENT OF CURRICULUM & INSTRUCTION, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JAN 11, 1999 AND ENDING MAY 31, 1999, AT LESS THAN HALF TIME.

(F) STATE UNIVERSITY OF WEST GEORGIA

POINDEXTER, EUGENE ORAL: PART-TIME INSTRUCTOR, DEPARTMENT OF ACCOUNTING & FINANCE, ROY RICHARDS, SR. COLLEGE OF BUSINESS, AS NEEDED FOR PERIOD BEGINNING JAN 5, 1999 AND ENDING MAY 8, 1999, AT LESS THAN HALF TIME.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

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

(A) GEORGIA INSTITUTE OF TECHNOLOGY

PYLES, CHARLES B.: TEMPORARY PROFESSOR, SCHOOL OF ELECTRICAL AND COMPUTER
ENGINEERING, COLLEGE OF ENGINEERING, AS NEEDED FOR PERIOD BEGINNING JAN 18,
1999 AND ENDING FEB 25, 1999, AT LESS THAN HALF TIME.

(B) UNIVERSITY OF GEORGIA

EDWARDS, JAMES DON: J. M. TULL PROF EMERITUS, J. M. TULL SCHOOL OF ACCOUNTING,
COLLEGE OF BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING FEB 1, 1999
AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

HALE, WILLIAM HARVEY JR.: PART-TIME ASSOC PROFESSOR, CARL VINSON INSTITUTE OF
GOVERNMENT, VICE PRESIDENT FOR SERVICE, AS NEEDED FOR PERIOD BEGINNING JUL 1,
1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

(C) SAVANNAH STATE UNIVERSITY

FOWLES, JANIE H.: ASOP, DEPARTMENT OF HUMANITIES, COLLEGE OF LIBERAL ARTS AND
SOCIAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING AUG 12, 1998 AND ENDING MAY 13,
1999, AT LESS THAN HALF TIME.

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

GEORGIA INSTITUTE OF TECHNOLOGY	21
GEORGIA STATE UNIVERSITY	5
MEDICAL COLLEGE OF GEORGIA	5
UNIVERSITY OF GEORGIA	13
GEORGIA SOUTHERN UNIVERSITY	1
AUGUSTA STATE UNIVERSITY	1
GEORGIA COLLEGE & STATE UNIVERSITY	1
GEORGIA SOUTHWESTERN STATE UNIVERSITY	1
NORTH GEORGIA COLLEGE & STATE UNIVERSITY	1
SAVANNAH STATE UNIVERSITY	4
SOUTHERN POLYTECHNIC STATE UNIVERSITY	1
STATE UNIVERSITY OF WEST GEORGIA	1
DALTON STATE COLLEGE	3
GEORGIA PERIMETER COLLEGE	1
GORDON COLLEGE	1
MIDDLE GEORGIA COLLEGE	1
WAYCROSS COLLEGE	3

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

11. Information Item: Applied Learning Experiences/Clinical Training

Pursuant to authority granted by the Board at its meeting on February 7 and 8, 1984, the presidents of the listed institutions have executed the indicated number of memoranda of understanding respecting affiliation of students for applied learning experiences/clinical training in the programs indicated:

Georgia State University		Augusta State University	
Health	1	Psychology	2
Kinesiology	1		
Nursing	1	Georgia College & State University	
Nutrition	4R	Health Sciences	2
Psychology	3		
Physical Therapy	2, 6R		
Medical College of Georgia		Georgia Southwestern State University	
Allied Health Sciences	11, 16R	Nursing	12R
Medicine	2, 1R		
Nursing	7, 1R	Kennesaw State University	
		Nursing	7
University of Georgia		North Georgia College & State University	
Child & Family Develop.	1	Physical Education	1
Communication Sciences	2, 1R	Physical Therapy	4R
Counseling & Human Dev.	2		
Pharmacy	4, 1R	Darton College	
Recreation and Leisure	5	Human Svcs. Technology	1
Social Work	1	Miscellaneous Health Svcs.	1
		Nursing	1
		Physical Therapist Asst.	1
Georgia Southern University		Georgia Perimeter College	
Family & Consumer Sci.	6	Health Info. Technology	5
Health & Kinesiology	2	Nursing	3R
Leadership	2		
Sociology & Anthropology	1		
Armstrong Atlantic State University		Total	134
Nursing	9		
Physical Therapy	1		

R = Renewal

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

12. Information Item: Service Agreements

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

Purpose	Agency	Duration	Amount
Georgia State University			
Conduct consumer satisfaction survey	Georgia Dept. of Medical Assistance	6/30/98 - 6/30/99	\$600,000
Conduct Peachcare for Kids program	“ ” “	6/30/98 - 6/30/99	\$1,000,000
Provide reimbursement for mental retardation service	Georgia Dept. of Human Resources	11/30/98 - 6/30/99	\$44,000
Conduct networks of care for Georgia Medicaid population	Georgia Dept. of Medical Assistance	6/30/98 - 6/30/99	\$1,000,000
Study reimbursement for Medicaid services	“ ” “	6/30/98 - 6/30/99	\$500,000
University of Georgia			
Export program in Appalachian Regional Comm.	Georgia Dept. of Community Affairs	7/15/98 - 6/30/99	\$25,000
Support Georgia’s Community Collaboratives	Georgia Dept. of Human Resources	11/23/98 - 6/30/99	\$800,000
Create Georgia archeological site file	Georgia Dept. of Natural Resources	7/1/98 - 6/30/99	\$30,000
Train local government officials in environmental management	“ ” “	11/15/98 - 12/31/99	\$25,000
Conduct agricultural pollution prevention program	“ ” “	1/1/98 - 12/31/99	\$55,715
Study visitor impact and carrying capacity for Sapelo Island	“ ” “	4/1/99 - 3/31/00	\$15,000
Promote testing for Georgia State Patrol	Georgia Dept. of Public Safety	11/15/98 - 7/15/99	\$95,829
Purpose	Agency	Duration	Amount
University of Georgia (Continued)			
Provide energy education	Georgia Office of Energy Resources	10/1/98 - 9/30/99	\$71,520
Conduct “Unlock the Waiting List” campaign	Governor’s Council on Dev. Disabilities	11/9/98 - 10/31/99	\$38,160
Conduct beltwide cotton conference	Georgia Commodity	7/1/98 - 6/30/99	\$3,000

study tour for county agents	Comm. for Cotton		
Train child support enforcement employees	Georgia Dept. of Human Resources	10/1/98 - 9/30/99	\$25,000
Evaluate Georgia Adopt-a-Stream and Project Wet programs	Georgia Dept. of Natural Resources	12/16/98 - 9/30/00	\$16,305
Study status of "Population Robust Redhorse" in Broad River	" " "	10/1/96 - 6/30/99	\$18,351
Assess conservation improvements in Conasauga River system	" " "	10/1/98 - 6/30/99	\$21,500
Study distribution and status of federal trust fishes in Etowah River system	" " "	10/1/98 - 6/30/99	\$21,500
Construct river overlook and bike path along river trail	Georgia Dept. of Transportation	1/1/99 - 6/30/99	\$292,000
Develop educational materials on energy conservation for local government officials	Georgia Environmental Facilities Authority	11/15/98 - 6/30/99	\$25,000
Conduct leadership academy	Georgia Office of Planning & Budget	12/1/98 - 6/30/99	\$35,000
Study precision farming techniques to protect water quality and improve ecosystem	Georgia Soil/Water Conservation Comm.	1/4/99 - 4/30/02	\$239,150
Provide nutritional education and assessment in high-risk elders	Northeast Georgia Regional Development Center	4/1/98 - 9/28/99	\$28,014
Purpose	Agency	Duration	Amount
Georgia Southern University			
Develop Georgia Barrier Island's Sea Turtle Web site	Dept. of Natural Resources	10/1/98 - 9/30/99	\$10,000
Floyd College			
Provide computer training	Georgia Dept. of Revenue	14 hours	\$4,400

TOTAL AMOUNT THIS MONTH	\$ 5,039,444
TOTAL AMOUNT FY 99 TO DATE	\$29,166,643
TOTAL AMOUNT FY 98 (TO MARCH)	\$83,723,066
TOTAL AMOUNT FY 98	\$86,491,530

COMMITTEE ON ORGANIZATION AND LAW

The Committee on Organization and Law met on Tuesday, March 9, 1999 at approximately 2:55 p.m. in room 7019, the Chancellor's Conference Room. Committee members in attendance were Chair Juanita P. Baranco, Vice Chair Thomas F. Allgood, Sr., and Regents S. William Clark, Jr., George M. D. (John) Hunt III, Elridge W. McMillan, and Edgar L. Rhodes. Chair Baranco reported to the Board on Wednesday that the Committee had nine applications for review, all of which were denied. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. In the matter of Hyland Chen at the Georgia Institute of Technology, concerning termination of his employment, that the application for review be denied.
2. In the matter of Ronald M. Angus at the University of Georgia, concerning elimination of his position, that the application for review be denied.
3. In the matter of Richard W. Bartels at Savannah State University, concerning termination of his employment, that the application for review be denied.
4. In the matter of Cedric D. Rumph at Fort Valley State University, concerning reading certification, that the application for review be denied.
5. In the matter of Charles A. Welch at Georgia Southern University, concerning termination of his employment, that the application for review be denied.
6. In the matter of Malcom Faust at the University of Georgia, concerning a grievance, that the application for review be denied.
7. In the matter of Phillip E. Cone at Georgia Southern University, concerning termination of his employment, that the application for review be denied.
8. In the matter of Gerald Gilbert at North Georgia College & State University, concerning denial of his readmission, that the application for review be denied.
9. In the matter of Leticia Stinson at Georgia State University, concerning her academic expulsion, that the application for review be denied.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

The Committee on Finance and Business Operations met on Tuesday, March 9, 1999 at approximately 2:00 p.m. in the Board Room. Committee members in attendance were Chair Glenn S. White and Regents Kenneth W. Cannestra, J. Tom Coleman, Jr., Warren Y. Jobe, Charles H. Jones, and Donald M. Leebern, Jr. Chair White reported to the Board on Wednesday that the Committee had reviewed three items, none of which required action. (One item was withdrawn from the agenda before the meeting.) Those items were as follows:

1. Information Item: Supplemental Budget Decisions - Fiscal Year 1999

The Committee heard a report from Senior Vice Chancellor for Capital Resources Lindsay Desrochers on actions of the General Assembly on the Governor's fiscal year 1999 amended budget.

2. Information Item: Update on Budget Amendment Process

The Committee heard a report from Associate Vice Chancellor for Fiscal Affairs William R. Bowes on the implementation of the new budget amendment process approved by the Committee and the Board of Regents in November 1998. To date, budget amendments at the institutions have been fewer than in previous years. The Central Office staff will continue to monitor this process and will be presenting quarterly reports to the Committee on the overall adherence to sound budgeting principles.

3. Information Item: Report on Technology Fee Pilot Program

Dr. G. Phillip Cartwright, a national expert in information technology in higher education, presented to the Committee his evaluation of the impact of the pilot program involving the use of technology fees at four campuses within the University System of Georgia: the Georgia Institute of Technology, Kennesaw State University, Georgia Southern University ("GSOU"), and Georgia Perimeter College ("GPC"). Dr. Cartwright discussed many benefits of the program and recommended institutional guidelines for the use and evaluation of technology fee-funded programs in the future. President Jacquelyn M. Belcher and Ms. Connie Washburn, Chair of the Business Department at the Dunwoody campus, represented GPC at the meeting. Acting President Harry S. Carter and Mr. Russell Keen, President of the Student Government Association, represented GSOU. The panel of speakers to the Committee endorsed the technology fee.

Note: At the full Board meeting on Wednesday, March 10, Chair White announced that at the April 1999 Board meeting, the Central Office staff will be presenting to the Board recommendations on mandatory fees, including any further implementation of technology fees.

4. Withdrawn

COMMITTEE ON REAL ESTATE AND FACILITIES

The Committee on Real Estate and Facilities met on Tuesday, March 9, 1999 at approximately 2:30 p.m. in the Board Room. Committee members in attendance were Chair J. Tom Coleman, Jr. and Regents Kenneth W. Cannestra, Warren Y. Jobe, Charles H. Jones, Donald M. Leebern, Jr., and Glenn S. White. Chair Coleman reported to the Board on Wednesday that the Committee had reviewed six items, four of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Naming of Facility, Georgia Southern University

Approved: The Board approved the naming of the residence hall known as Southern Courtyard at Georgia Southern University the Joseph E. Kennedy Residential Complex in honor of the Honorable Joseph E. Kennedy.

A biography of the life and contributions of the Honorable Joseph E. Kennedy is as follows:

- Mr. Kennedy was a graduate of Claxton High School and Georgia Military College, where he was honored with the Distinguished Alumni Award. During his service in the U.S. Army, he earned the Bronze Star, the Korean Service Medal, and the United Nations Medal with two battle stars. At the time of his discharge in 1953, he held the rank of captain.
- He was elected to the Georgia State Senate in 1967 and served for 24 years. Mr. Kennedy was unanimously elected president pro tem in 1983 and held that position for eight years. In 1983, he was named "Legislator of the Year" by the Georgia Association of Retarded Citizens, the Georgia Community Action Group, and the Georgia Recreation and Parks Society. He was also named "Man of the Year" by the Claxton Jaycees and received the State Leadership Award from the Board of Community Affairs.
- The Indian Ford Farm was renamed the Joe Kennedy Farm in recognition of Mr. Kennedy's work with the Georgia Department of Corrections. In 1991, Mr. Kennedy was named executive assistant to the commissioner of the Department of Corrections. He directed a program that applied inmate labor to public building projects from 1991 to 1994.
- Mr. Kennedy shared the concern and interest of the State in educating its students and played a major role in the growth of higher education in the region. He was named to the Board of Regents in March 1997, shortly before his untimely death on June 19, 1997.

2. Naming of Facility, Georgia Southern University

Approved: The Board approved the naming of the continuing education building at Georgia Southern University the Nessmith Lane Continuing Education Building in honor of the Honorable Paul E. Nessmith and the Honorable W. Jones Lane.

COMMITTEE ON REAL ESTATE AND FACILITIES

2. Naming of Facility, Georgia Southern University (Continued)

A biography of the life and contributions of the Honorable Paul E. Nessmith is as follows:

- Mr. Nessmith served in the Georgia House of Representatives from 1963 through 1980.
- He served as president and director of the Statesboro Federal Land Bank Association, chairman of the Southeastern Peanut Advisory Committee, and supervisor of the Ogeechee River Soil and Water Conservation District.
- He was a member of Georgia Surface Mine Land User Board and the State Advisory Committee for Vocational Agriculture.
- Mr. Nessmith's numerous civic activities include the Bulloch County Chamber of Commerce, the Gridiron Club, the Georgia Farm Bureau, the National Farmers Organization, and the Bulloch County Sportsman's Club.
- He was named "Georgia Master Farmer" in 1961, received the Legislative Conservation Award from the Georgia Sportsman Federation in 1968, and received the outstanding Service Award from the Georgia Farm Bureau in 1969.
- In 1996, the Georgia House of Representatives named a portion of U.S. Highway 25 the "Paul E. Nessmith Parkway" in his honor.

A biography of the life and contributions of the Honorable W. Jones Lane (1920 - 1980) is as follows:

- Mr. Lane was a native of Statesboro, Georgia and was, at one time, a student of the University of Georgia.
- He served for 20 years as a Georgia State representative, concentrating his work on the improvement of the Georgia transportation system.
- Mr. Lane served as the president (1972-73) and vice president (1971-72) of the Statesboro Home Builders Association and was active in the National and State Home Builders Associations, the Rotary Club, and the Boy Scouts.

3. Authorization of Project, "Food Processing Technology Building," Georgia Institute of Technology

Approved: The Board authorized Project No. BR-30-9902, "Food Processing Technology Building," with a total project budget of \$9,700,000 from State Traditional Industries Program, the Georgia Institute of Technology ("GIT") and private/corporate funds.

COMMITTEE ON REAL ESTATE AND FACILITIES

3. Authorization of Project, "Food Processing Technology Building," Georgia Institute of Technology (Continued)

The proposed project meets the current and future facility needs for the Agricultural Technology Research Program and the Traditional Industries Program for Food Processing. The focus of these activities is high-quality technology research within the food processing industry. GIT has become a recognized leader in university-based poultry processing technology support for the food industry. Applying new technologies to the food industry is critical to expansion of the food industry. Activities include the use of modern sensor tracking systems, the use of color computer visioning systems and x-ray visioning systems, and the development of farming and farm computer systems. The success of the programs has yielded multiple government and private industry developments, marketing and research programs, and contracts.

The project will involve the construction of up to approximately 50,000 gross square feet. The building is at GIT's North Avenue Research Campus being developed through the Georgia Tech Foundation, Inc.

The total project cost is up to \$9,700,000. The estimated construction cost is \$7,650,000 (\$170/gsf).

Upon Board of Regents verification of receipt of the additional private/corporate funding, the project will be authorized to proceed as described herein. If full funding is not provided, the project scope will be scaled back and completed within the funds available. The Board will be notified through an information item if full funding is not available.

4. Authorization of Project, "Wellness Center," Medical College of Georgia

Approved: The Board authorized the design and construction of a "wellness center," at the Medical College of Georgia with a total project budget of \$5,600,000, using \$3,000,000 in fiscal year 1999 interest income and \$2,600,000 in fiscal year 2000 interest income. This item was originally postponed at the July 1998 meeting.

The project will be a 42,180-square-foot facility, located adjacent to the Student Center. The facility will serve the needs of students and faculty. It will consolidate basketball courts, jogging tracks, weight rooms, aerobics, lobby/reception, toilet/locker rooms, and office space that are currently located in several decentralized locations on campus.

The construction cost is estimated at \$4,575,000 (\$108 per square foot).

Funding for the project is \$5,600,000 from the Medical College of Georgia's interest income, \$3,000,000 in fiscal year 1999 interest income and \$2,600,000 in fiscal year 2000 interest income.

Note: There was a great deal of discussion about this item during the full Board meeting on Wednesday, March 10, when it was up for approval. Regent Allgood expressed his concern about the funding of this project as well as whether the facility would also serve Augusta State University students, faculty, and staff due to their geographic proximity. The funding issue was clarified, and Chair Jenkins stated that the latter issue should be examined more closely.

COMMITTEE ON REAL ESTATE AND FACILITIES

5. Information Item: Master Plan, South Georgia College

South Georgia College (“SGC”) and the Office of Facilities proposed a master plan for future development of the campus, which President Edward Jackson presented to the Committee. He was assisted in his presentation by Media Specialist Sylvia P. (“Pete”) Brown. Consultants reviewed five-year enrollment targets, the strategic plan, academic programs, support programs, and other variables. They met with the administration, faculty, senate, students, and community leaders to receive input and then presented five-year, ten-year, and long-term options for facilities, parking/traffic patterns, student/pedestrian traffic patterns, and campus beautification. Based on the consultants’ findings, SGC’s master plan recommendations included the following:

- Continue planning and construction of Board-approved capital project to improve campus drainage
- Utilize effectively the 190-acre campus and acquire the 10-acre abandoned railroad property to prevent a future public road and to allow more effective utilization of campus land area
- Request State funding for additions to and renovations of the existing gymnasium and library
- Demolish several buildings that are beyond cost-effective repair and renovate several facilities

6. Information Item: Use of Bartow County Buildings

Vice Chancellor for Facilities William K. Chatham reported to the Committee that the Bartow County Sheriff’s office requested to use the two buildings on the Bartow County property for S.W.A.T. team training exercises on building entry and clearing techniques. The buildings have been vacant for a number of years, and the Bartow County Sheriff’s office has agreed to hold the Board of Regents completely harmless for any and all liability.

CHANCELLOR'S REPORT TO THE BOARD

After the Committee meeting reports, Chancellor Portch gave his report to the Board, which was as follows:

Thank you Mr. Chairman.

I want to break with my usual Chancellor's report format to discuss an item of some urgency with you: teacher preparation. The urgency comes from the legislature's consideration of Governor Barnes' \$4 million recommendation to support our initiatives. Unfortunately, the House of Representatives, while treating our overall budget request fairly, has recommended zero for this particular item.

Clearly, I did not do an adequate job of explaining the importance of this item — its innovativeness, its boldness, and its currency. Just as one example of currency: last week's disappointing report on Georgia's reading scores. We had placed renewed emphasis on reading by requiring a reading minor for elementary majors (as well as math) and developing a three-course sequence for existing teachers.

I perhaps also did not do an adequate job of emphasizing that most of our recommendations required no new funding. So I am asking for your help in telling the story to the Senate--and also to the House. Sometimes it's useful to see how others view what came out of the Regents' initiative.

Stated quite simply, last year under your leadership, the University System of Georgia moved to the forefront of teacher education reform across the nation. The 1998 Principles and Actions for the Preparation of Educators for the Schools, which built upon the Georgia P-16 initiative you launched in 1995, have been quoted extensively throughout Georgia and the nation. For example:

- Just last week, PBS's Merrow Report came to town to interview us because of the explicitness and extensiveness of your teacher preparation project.
- *National Crosstalk*, winter 1999: "Georgia is now three years into one of the most ambitious efforts in the country to link higher education more closely with elementary and secondary schools."
- *Education Week*, August 5, 1998: "Students who graduate from teacher training in Georgia and Maryland will soon enter the classroom buoyed by more extensive course work in reading and mathematics."
- *The Chronicle of Higher Education*, July 31, 1998: "The University System of Georgia has adopted a set of guarantees that its teachers will meet school systems' expectations for quality — and has promised free retraining, at their alma maters, to any new teachers who fall short."

CHANCELLOR'S REPORT TO THE BOARD

- *Education Daily*, July 16, 1998: "Characterized by ten principles and corresponding recommendations, the proposal would put Georgia ahead of other states by strengthening teachers' knowledge in the subjects they will teach.... This is to assure teachers can get it done in the classroom before we recommend them for certification."
- *The Savannah Morning News*, July 9, 1998: "In raising the teacher preparation standards, the Board of Regents removed another obstacle from future children in Georgia getting a far better education."
- *The Atlanta Journal*, June 25, 1998: "We support the Regents' effort to elevate standards when it comes to the training of Georgia teachers, the ones who will be instructing the leaders of the next generation.... We like the idea of requiring teachers to focus on subject areas, particularly the basics.... We also believe the Regents are correct to consider a more aggressive recruitment effort of potential teachers."

In addition to extensive media coverage, your 1998 initiative was just highlighted in a 1999 book published by Jossey-Bass entitled *Centers of Pedagogy: New Structures for Educational Renewal*.

Georgia is one of only 12 partner states with the National Commission on Teaching and America's Future, chaired by Governor Hunt of North Carolina, that set an action agenda for connecting the quest for higher student achievement with the need for better educated teachers.

Your principles and actions have been presented at the following national meetings: the Association of Teacher Educators, the American Association of Colleges for Teacher Education, the Education Trust, and the National Association of System Heads K-16 Network.

Georgia was invited to be one of the sponsors of the American Association of State Colleges and Universities projects on teacher preparation accountability and evaluation commission.

Clearly we are on the right track, and even in these first few months since adoption of your new principles and actions, our institutions are responding admirably.

In the next few minutes I want to characterize some of the changes underway in our institutions:

- The Guarantee
 - Plans are under development as to how each university will provide follow-up support for new teachers and the avenues school districts should follow when seeking additional training for graduates (plans due in this office May 1999).

CHANCELLOR'S REPORT TO THE BOARD

- With the class graduating in 2002, each university must guarantee that all teacher candidates recommended for certification:
 - Have sufficient depth in the subjects they are to teach.
 - Can demonstrate during the internship that they are successful in bringing students from diverse cultural, ethnic, international, and socioeconomic groups to high levels of learning.
 - Are able during the internship to use telecommunication and information technologies as tools for learning.
 - Can manage a classroom effectively during the internship.
 - Can demonstrate success during the internship in diagnosing difficulties in reading and mathematics and helping students show improvement (in early childhood programs).

· Stronger Emphasis in Subjects New Teachers Are to Teach

- Three universities — Georgia State, West Georgia, and the University of Georgia — are part of a national initiative sponsored by the Council for Basic Education to strengthen the academic requirements for teachers. These campuses are not taking on faith that a major in mathematics, for example, will provide teachers with the knowledge they need to help students in the schools achieve higher standards. Teams of faculty are examining national K-12 standards and Georgia's K-12 curriculum in each subject area and mapping these against the current requirements in their majors. They are then designing new courses to ensure that future teachers will have sufficient knowledge in all subjects they are to teach.
- Early childhood education: faculty are considering interdisciplinary courses for early childhood teachers, and they are designing new courses in reading and mathematics.

· Stronger Emphasis in Reading

Ten universities have formed a consortium to offer a three-course sequence in reading to current teachers, beginning summer 1999. Two models will be available: a) a summer institute, with follow-up assistance provided during the school year and b) a Web CT course delivered via distance statewide. (The ten universities are Armstrong Atlantic State University, Augusta State University, Columbus State University, Fort Valley State University, Georgia College & State University, Georgia State University, North Georgia College & State University, State University of West Georgia, Valdosta State University, and the University of Georgia).

CHANCELLOR'S REPORT TO THE BOARD

New Structures

Faculty in English, mathematics, science, and other academic fields have joined with colleagues in colleges of education in new structures that have shared responsibility for the preparation of teachers. These structures give faculty in the academic fields greater authority and responsibility for teacher preparation. Some universities have already added master teachers to these new structures. Georgia State is the farthest along in development of these structures.

Programs for School Leaders

Eleven universities are redesigning their graduate programs to prepare school leaders (the 11 are Fort Valley State University, Augusta State University, Columbus State University, Georgia State University, the University of Georgia, Valdosta State University, Georgia Southern University, Georgia College and State University, Albany State University, State University of West Georgia, and Kennesaw State University.). Several of these are collaboratives:

- Valdosta State and Columbus State
- Valdosta State and Albany State
- Georgia Southern and Augusta State

National consultants have been in to work with faculty teams from these 11 universities.

The University of Georgia and West Georgia brought faculty together from all over the State to discuss desired changes in preparation programs for school counselors.

Admission Requirements

By 2001, each institution must admit students to teacher preparation that meet or exceed student qualifications for the institution or System as a whole. Institutional plans for meeting this requirement will be known in May 1999.

Funding

With the exception of the following needs, most of your recommendations are underway by institutions using existing resources. The needs:

- Strengthening teacher preparation in reading, mathematics, core areas (need additional faculty positions; funds to implement teacher institutes and Web CT courses in reading) — \$990,000
- Linking schools and colleges in teacher preparation (need funds to increase involvement of teacher preparation faculty in schools) — \$780,000

CHANCELLOR'S REPORT TO THE BOARD

- Investing in the preparation of school leaders (need funds to expand access to Ed.D. Programs and for academies for the preparation of school leaders) — \$1.8 million
- Bringing an end to out-of-field teaching (need funds for the Business to Teaching

program and Early Identification programs to attract potential students into teacher preparation) — \$430,000

In summary, we have program proposals that will benefit all of Georgia. We have program proposals that will guarantee the production of better teachers. We have program proposals that have been widely acclaimed. We have program proposals that we will implement without new State funding. We have program proposals endorsed by Governor Barnes. And we have four of those proposals that will benefit enormously from a relatively modest State investment.

Your year-long involvement uniquely qualifies you to be able to tell this story effectively in the Capitol, and I ask your assistance in doing so. This is very important for Georgia.

Thank you, Mr. Chairman.

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

Chair Jenkins next convened the meeting of the Strategic Planning Committee as a Committee of the Whole and turned the chairmanship of the meeting over to Regent Leebern.

Chair Leebern explained that the Strategic Planning Committee would be continuing its discussion of the year-long technology initiative. At this meeting, the Committee would hear the first reading of principles regarding this initiative, which were developed by the Central Office staff from the discussions of the Strategic Planning Committee. He then introduced Senior Vice Chancellor for Academic Affairs James L. Muyskens, who would lead the discussion at this meeting. Chair Leebern noted that Dr. Muyskens and his staff would be listening closely to the Board’s discussion to incorporate any suggestions about or changes to the principles into a revised version that would be up for adoption at the April 1999 Board meeting.

Dr. Muyskens thanked Chair Leebern and remarked that the timeliness of the technology initiative was brought home that morning when the Jones Knowledge Group gained accreditation from the North Central Association for Jones International University: The University of the Web (“Jones International”), its first entirely cyberspace university. He remarked that this is an example of the competition that the University System is up against. He reiterated that at this meeting, the Board would hear a first reading of the principles generated out of the technology initiative, which had been sent to the Regents prior to this meeting. In creating this draft, the staff had tried to reflect the thinking of the Regents and it also had gathered input from across the State, as Dr. Dewayne of the Western Interstate Commission for Higher Education (“WICHE”) had suggested at the February 1999 meeting of the Strategic Planning Committee. Dr. Muyskens asked the Regents for their suggestions about and modifications to the principles that would be presented at this meeting. At the April 1999 Board meeting, the revised principles would be up for adoption by the Board, and subsequently, the principles will be followed by the creation of specific action items for how to implement them. Dr. Muyskens next introduced Vice Chancellor for Information and Instructional Technology E. Michael Staman, who would discuss the background and context of the principles, and Assistant Vice Chancellor for Distance Education and Academic Innovation Kris Biesinger, who would discuss the principles themselves.

Dr. Staman thanked Dr. Muyskens and remarked that when Chair Jenkins had announced this year’s focus of the Strategic Planning Committee, he presented the Board with an unprecedented opportunity to provide leadership on a regional and national scale. Dr. Staman recounted that about 30 years ago, he attended a conference in New Orleans where the president of William Patterson College in New Jersey was giving a keynote address and his theme was million multipliers, things which multiply society’s capacity to do something a million-fold, things like fire, the wheel, the printing press, and computers. Dr. Staman left the conference with a passion that grows even today about the capacity of technology to create change in society and really make a difference. For much of the past 30 years, Dr. Staman has become increasingly concerned, wondering whether the million multiplier vision was actually going to be realized. While we can process the payroll a million times faster, do income taxes a million times faster, etc., the societal improvements in the teaching and learning processes did not really seem to be occurring. About ten years ago, Dr. Staman concluded that the president had it wrong. It was not the printing press that multiplied society’s capacity to do something a million-fold. It was about 50 years later when the portable book was invented that knowledge began to be distributed throughout society and changed people’s ability to access information and citizens’ capacity to make decisions based upon parameters they never had before. He reminded the Regents that it has been about 50 years since computing entered the American marketplace, and today, people have access to information on a scale never before experienced. Now, the Board has the opportunity to ask questions such as the following:

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

- Is it possible for the University System of Georgia to develop principles that will provide universal access to information and learning not only for its students, but for all citizens?
- How might this technology help us enhance the undergraduate educational process?
- Are there ways to develop strategies such that these technologies leverage economic development?

Dr. Staman reminded the Board that since it began the technology initiative in September 1998, the focus has shifted from technology as an end in itself to what the System can do with technology. To that end, many experts were invited to speak to the Board about how to best utilize technology. Dr. Staman explained that the staff had compiled a video presentation of some of the presenters who had spoken to the Strategic Planning Committee about its technology initiative this year. He then played the video for the Regents.

After the video, Dr. Staman explained that the categories of issues that evolved from the initiative that were presented in the video are expanding access, enhancing learning, enriching opportunity, and effective financing and innovative governance. All of these categories are part of transforming the enterprise. Dr. Staman next commended Dr. Biesinger. He explained that she is the “genius” behind the technology initiative and that she is the one who has choreographed the presentations and the sequence of presenters. He then introduced her to the Board and asked her to discuss the principles in greater detail.

Dr. Biesinger expressed her appreciation for Dr. Staman’s remarks and thanked Dr. Staman and Dr. Muyskens for their guidance this year. She said that while the presentations reflect the work of many individuals, she wanted to recognize two in particular without whose help the initiative would not be possible. Those individuals were Director of Distance Education Myk Garn and Director of Training and Development Jessica Somers. Dr. Biesinger also thanked the Regents. She said that she has been with the Central Office for three years, and this was only her second opportunity to address the Board as a whole. Over the last three years, Dr. Biesinger has been involved in a number of initiatives, but she asserted that this is the most important initiative with which she has been connected. The efforts of this initiative will create promises for higher education that are significant for Georgia’s future. As an educator and a parent, she thanked the Board for its attention to this important matter.

Dr. Biesinger stated that the Regents had heard many views in the previous months about how higher education will change as we move into the new millennium, a period that some refer to as the age of information. She said that she prefers the term “the age of learning,” because learning implies interaction with information as opposed to just access to it. Some say higher education as we know it is obsolete, that the University System will not be able to compete in the future if it remains the same. Others think that higher education will survive with very little change. The perspective of this group is perhaps best represented by the comments of Regent Jones in the February 1999 Board meeting. He compared higher education to medical care. We still recognize a hospital when we pass one, but when we go inside, we see that hospitals are very different today than they were five to ten years ago. They are different in the way they function, in the way they provide their services, and in the way they use technology. This is the premise for the principles before the Board. While higher education institutions may continue to be recognizable from the outside, the principles create a new “floor plan” for delivering higher education in the future. The principles document is therefore entitled “Educational Technology and the Age of Learning: Transforming the Enterprise.” Dr. Biesinger reminded the Regents of “Access to Academic Excellence for the New **STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”**

Millennium,” the 1995 document which outlined the Board’s vision for the University System of Georgia

and its guiding principles. Quotes from this document which were particularly influential in the creation of the principles are referenced in the principles document on pages 1 and 2. Dr. Biesinger also reminded the Regents of the worksheet that they began work on in fall 1998, just after they heard from the first set of faculty members who spoke about how technology changes the way in which they teach and the way students learn. This worksheet expanded at each Board meeting in response to comments and questions from the Regents and in response to information provided by the presenters. This worksheet, the vision, the guiding principles, and notes taken during discussions at Board meetings form the basis for the principles. Several System constituencies helped to develop the Regents' ideas into the principles now before them, from student development leaders to academic leaders, from faculty to information officers, and roles in between. As the staff examined all the materials before them, they considered how to best approach defining principles, and they asked the basic question "What does technology offer higher education, and what should the System seek to ensure?" Three constructs emerged: technology expands access, it enhances learning, and it enriches opportunity. Then, a fourth construct emerged that set the stage and created the climate for ensuring the first three principles can be obtained: effective financing and innovative governance. These four constructs formed the categories under which the issues that the Board identified would be addressed.

The first category of the principles is expanding access, restated Dr. Biesinger. This category is about using technology to reach populations of students the System could not reach before and in ways it could not reach them before. The Board had learned from the students that if it were not for the various technology-facilitated delivery options, some of them could not participate. This category seeks to address the general principles that must be adopted in order to expand access. As the System seeks to reach new audiences, it should not create another factor that may limit access, that of the cost associated with technology or access to it. The second principle makes extending access a priority focus for the delivery of instruction. Through various technologies and flexible scheduling options, the System will commit to providing for students who cannot attend via more traditional formats. Closely accompanying extending instructional opportunities is providing student services for the student who may not be able to participate on campus. Services such as mentoring, advising, and book store purchasing must be rethought for the distance learner. Dr. Biesinger explained that integral to all of these activities is the maintenance and expansion of the System's technology infrastructure. While the System is well-prepared at this time, the fourth principle ensures continuation of that infrastructure. The principles under the category of expanding access are as follows:

1. The University System will develop strategies to minimize student cost barriers associated with technology access or purchase.
2. The University System will employ technologies to expand the learning environment, ensuring access to information and educational experiences independent of time, location, and physical boundaries for all types of students from undergraduate through lifelong learners.
3. University System institutions will ensure that all students regardless of participation modality (on-campus, off-campus, on-line) will have access to support services without time and place inconveniences as needed to provide a quality educational experience.

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

4. The University System will support and keep current its existing, robust technology infrastructure that is integral to the delivery of quality education services on-campus and off-campus, including educational offerings, administrative processes, and on-line library services.

Next, Dr. Biesinger turned her attention to the second category, enhancing learning. She said that while the value of technology in enhancing learning came up in almost every technology initiative meeting, the Regents would likely remember best the comments of the faculty when they discussed and demonstrated the difference they can make in the learning process by addressing individual learning styles, by providing additional avenues for communication, and by bringing experiences into the classroom that open doors to new opportunities for students. One way to translate this into the principles was by empowering the students by bringing global cultures into the classroom experience and by facilitating their access to academic performance and course and program choices through access to personal data. The faculty also need to be empowered, explained Dr. Biesinger. This can be done through training, access and provision of resources and tools, and incentives and recognition programs. She stated that a cornerstone for research and learning in the System is the virtual library, Georgia Library Learning Online (“GALILEO”), and she asserted that the System needs to sustain and expand this key resource for all students and faculty. The last principle in this category addresses the dynamic nature of careers today, which change many times over the life of an individual, explained Dr. Biesinger. This principle expands the student-institution relationship to a life relationship, making the institution potentially a broker for the lifelong services of its clientele. The principles under the category of enhancing learning are as follows:

1. Student learning and development will be empowered by technology. University System institutions will employ technologies to enrich the student experience by bringing global cultures to the educational environment.
2. University System institutions will encourage ongoing, active student involvement in career preparation planning by facilitating access to institutional data and academic services.
3. University System institutions will foster academic innovation through leadership and administrative support which recognizes and rewards faculty development activities, ensuring that all faculty and staff have the training and development resources necessary to utilize educational technologies successfully.
4. The University System will continue to expand a digital, virtual library designed to support universal access to information and learning strategies for all citizens of Georgia. The virtual library will become a digital repository responsive to the needs of all University System faculty and students as they pursue their educational goals from any place and at any time.
5. Recognizing the changing nature of career longevity and its implications for ongoing professional development, University System institutions will build lifelong learning relationships with students.

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

The third category of the principles is enriching opportunity. Dr. Biesinger reiterated that this category encompasses principles that support economic development. Over the past two years, several major projects have been initiated in this area, but generally, the policies and procedures of institutions of higher education are not well suited to dynamically changing needs. She stressed that System institutions need to respond quickly, addressing critical shortage areas while at the same time anticipating required skill sets and providing a ready pool of technologically prepared professionals. The System should ensure that all students graduate with technological skills that enable them to lead in their fields of study, whether they are specific to a particular career or general tools for the world of work. Moreover, the System should stay abreast of technological advances and transfer those applications with merit to System activities. This is very likely to involve participation in national projects or collaborations with the private sector. The principles under the category of enriching opportunity are as follows:

1. The University System will enable its institutions to be responsible to the workforce development needs expressed by existing or prospective economic efforts in Georgia by developing policies and procedures which:
 - Respond quickly to workforce development needs;
 - Address critical workforce shortage areas in a timely manner by bringing the expertise of the System to bear on local and regional needs; and
 - Produce a ready and able stream of technologically proficient graduates.
2. The University System will ensure that institutions, faculty, staff, and students are working with tools and technologies that will prepare graduates to contribute to and lead in the businesses in which they will establish their professional careers.
3. The University System will continually focus on evolving technologies by working with both ongoing national projects and initiatives and the private sector to ensure the earliest possible transfer of the new technologies and their applications throughout the University System.

The last category is effective financing and innovative governance. Dr. Biesinger restated that this category may be considered the most critical component, because it ensures that all of the previously identified principles can be accomplished. The System must revisit academic and fiscal policies and may need to develop new business models that allow it to move forward making the most out of what technology has to offer. This is likely to include partnerships and corporate alliances. Considering the time and expense associated with the design, development, and updating of a technology-infused educational product, partnering makes a lot of sense, asserted Dr. Biesinger. To support this, the staff would encourage inter-institutional collaborative programs, capitalizing upon expertise, reducing costs, and creating quality products. Finally, the Board must revisit policies and procedures that form the basis of the day-to-day institutional operations. For example, the System does not presently provide the same level of detail of accounting for critical technology resources that it does for travel expenses. Similarly, when a new building or degree program is requested, the requesters should be required to consider the important role that technology may play in that new venture. These are but a few of the regular processes for which technology is more of an add-on today than a part of the normal procedure. The principles in this last category are as follows:

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

1. The University System will review, modify, and/or create fiscal and academic policies, operating procedures, and new business models to support education on-campus, off-campus, and on-line. These models may include private/public partnerships, strategic corporate alliances, and distinctive governance structures.
2. To reduce duplication, capitalize on expertise, and enable the sharing of resources, the University System will establish policies and incentives which encourage institutions to utilize technologies to create inter-institutional collaborative programs that ensure a rich diversity of educational offerings, while maintaining academic program quality and efficiency.
3. The University System will establish policies and procedures ensuring that the costs and opportunities which accompany technology are addressed in institutional daily operations and strategic planning processes.

To conclude her presentation of the principles, Dr. Biesinger directed the Regents' attention to the last paragraph on the last page of the document. She summarized it by explaining that these principles position the University System to capitalize on its strengths and utilize the opportunities of technology to improve the quality of its services and expand its reach in ways never before possible. She then thanked the Regents for their time and turned the floor back to Dr. Muyskens.

Dr. Muyskens thanked Dr. Biesinger and asked the Regents for their suggestions of revisions and additions as well as any general comments.

Regent Baranco directed her comment to the fourth category, particularly to innovative governance. She remarked that as she listened to the presentation, she was wondering whether the University System is to the point that it needs to “spin off” to a thirty-fifth institution. She asked whether this was the direction things seem to be taking, and she suggested the name Georgia Online University.

Dr. Muyskens responded that Regent Baranco's concern was also very much a part of the discussions the staff have been having as they developed on the principles. Their conclusion is that the System must move in that direction.

Chancellor Portch added that a major issue is timing and sequencing. It is not always advisable to spin off right from the beginning, but a time may come to spin off. He remarked that one of the most interesting points of the financial issue is how this is a total reversal of how the System generally does business. Usually, there is low up-front cost and high ongoing cost. In this case, there is a high capital investment at the beginning and diminishing per unit cost afterwards. Some of the present constructs do not lend themselves to that different financial model and the potential for corporate partnerships, which may be an essential part of this. So, while the governance principles allow the System to move in the right direction, getting from the principle to action item will be a challenge. However, he noted that the vision and Regent Baranco's marketing tag line are a good start.

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

Regent Cannestra expressed that he “whole-heartedly” endorses the principles and remarked that there are some fairly distinct avenues to pursue; however, he asserted that it is a bit premature to spin off. He stated that he would like to see more development of the implementation model to see where the System will go with the implementation of the action items with some time lines tied to them so that the Board can determine exactly what to approve, including what the implementation entails, how long it will take, and how much it will cost.

Dr. Muyskens agreed.

Regent Cannestra stressed that the Board must have a firm implementation plan before the initiative goes to the institutional level. Otherwise, the initiative will have a chaotic response.

Regent Baranco responded that many System institutions are already well on the way. She remarked that a student can already complete the first few years of an engineering degree online. She stressed that the Board needs to pull the institutions’ efforts together to get the benefit of all of the creative thinking already underway.

Regent McMillan remarked that he was also concerned about the issues that Regent Baranco and the Chancellor had addressed. He referred to the second principle under the category of effective financing and innovative governance and remarked that he felt the Board should do more than just encourage institutions to collaborate, because collaboration will have an impact on the up-front cost. He suspected that all System institutions are in some process of technology planning, and it could be disastrous for every institution to go its own way. He asserted that the language of this particular principle needs to be a bit stronger.

Dr. Muyskens remarked that this is a good suggestion and the staff would make this revision. He noted that this is a major issue with which the staff has worked. In fact, at the meeting of the Committee on Education, Research, and Extension on the preceding day, an Internet program was up for approval, and the Committee discussed which institutions should be doing this type of program and how the Board should decide who does it. So, he felt this was a very good suggestion.

Chair Leebern recognized President Michael F. Adams and Dr. Karen Holbrook, Senior Vice President of Academic Affairs and Provost, of the University of Georgia. He then asked how the System can coordinate the kind of accounting necessary to implement technology. He asserted these issues need to be discussed in greater detail since there is such a high front-end investment capital and systems can quickly become obsolete.

Dr. Muyskens responded that he felt Dr. Matthews of WICHE had made a strong point on this issue. Technology does not only revolutionize education and instruction, but it also revolutionizes business practices and the business model the System must use. He stressed that this is why the fourth category of the principles is so important and why if it does not work out, the other three categories will not happen.

Chancellor Portch again addressed the fourth category, effective financing and innovative governance, and commented that it is the most complicated element of the principles. He likened the way it is visualized to a small holding company. It will utilize all of the innovations that are already available and bring them together under a “holding company” in which there is a sort of “profit sharing” arrangement. He recognized

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

that this is a very new way of thinking for the University System, but the Regents likely have more experience with this concept. There is also the advantage of being in the “second wave.” There have already been some pioneering institutions in the area of technology. The Chancellor said that, hopefully, the Board can learn from their experiences. He agreed that the fourth category is the toughest part of the technology initiative.

Regent Jenkins asked about the timetable for the implementation.

Dr. Muyskens replied that the first three categories of the initiative are coming together, but the business model is more difficult. He noted that there has been a committee in place for four years chaired by Dr. Thomas Z. Jones, Vice President for Academic Affairs at Columbus State University, to address the issues of technology, but every time the committee makes some progress, technology changes. So, the University System must make some leaps. Dr. Muyskens stated that there may be some wrong moves, but the System can learn from the mistakes of other enterprises which have gone before it. He asserted that the technology initiative will likely move very quickly and perhaps even progress to the point that Regent Baranco had suggested, where a new entity would be created. He stressed that this will either happen very quickly or the System will be left behind.

Regent Cannestra cautioned again that each of the institutions should not venture off on its own, because it will be much more difficult later to pull them together. He strongly recommended that there be an established leadership to oversee the implementation at the System level so that the institutions are better coordinated.

The Chancellor reminded the Regents that they will review these principles again at the next Board meeting, when they will have been revised and will be up for adoption. Then, at the May and June Board meetings, the staff would be presenting a detailed implementation plan. Next year will likely be the start-up phase of the implementation. Then, the following year will see the full implementation of this initiative. He agreed that this process needs to be done quickly and collaboratively.

Regent Hunt asked how long it would be before a course would be available on CD-ROM.

Dr. Muyskens replied that it can be done now and that Jones International is likely already doing it. He did not feel that the University System should necessarily go in that direction, however. Rather than going in the direction of having students take courses completely on their own, Dr. Muyskens asserted that a mix of elements is better. Part of the work should be on-campus, part of it should be on the World Wide Web, and part of it should be available over the Georgia Statewide Academic and Medical System (“GSAMS”). He asserted that people will prefer this type of flexible program. He noted that there are some programs delivered entirely on the Web for working professionals who perhaps do not need the kind of support that other students need. He also emphasized that one of the things the staff struggles with most is student services, because technology has revolutionized this as well. The System needs to ensure that it does not take the approach of simply selling a CD, but that it sells a package of support.

Regent Baranco asked whether there is a committee among the institutions working on these same issues.

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

Dr. Muyskens responded that there are several groups among the institutions. Dr. Staman and Dr. Biesinger have been working with these groups to share the Board’s discussions and insights with them. The groups have also helped in developing the proposed principles. So, there is a network, and the interactions that the Regents were suggesting have been taking place. In the System, there is a feeling that there has been a period of free enterprise, but now the System needs to take stock and pull its efforts together to make sure that it is not “reinventing the wheel” repeatedly or duplicating effort.

Chancellor Portch added that each time the Strategic Planning Committee had a presentation by a technology expert, a group of people from around the System was brought in to hear the same speaker.

Regent Baranco asked whether there is one official committee across the System.

Dr. Muyskens reiterated that there are several. He explained that the chief academic officers are one group. The executive committee of that group would be meeting the following week, and they have been meeting with the Central Office staff. Dr. Staman has been working with the chief information officers. So, there are a number of groups across the System who are involved in this initiative.

Chair Leebern asked whether there is a market for this type of program.

Dr. Staman responded that the market for this product is growing exponentially. The half-life of this information is decreasing, resulting in a demand for lifelong learning and continual education in technology. So, the System needs to think outside of the traditional ideas of institutions as place-bound campuses with students who are 18 to 24 years old. He noted that the University of Phoenix (“Phoenix”) and Jones International have been around for some time and are very heavily marketed. However, while Phoenix has 49,000 students, only 4,900 are online, and Western Governors University opened with only 70 students. So, it is clear that everybody is struggling to build business models, and the System can learn from their experiences. In concluding, Dr. Staman stressed that technology is not going to shut down System campuses. Technology does not shut down a business; inept management shuts down businesses. He asserted that a smart manager will figure out how to use technology to improve services to students and enhance products, and the business will not shut down.

Dr. Biesinger added that a study conducted in North Carolina a few years ago was trying to ascertain exactly how many people in that state were not participating in higher education. The researchers surveyed people who had high school degrees and were potential college material. They learned that over 800,000 people responded that they would participate in higher education if it could be delivered to them through some technology modality. Dr. Biesinger has talked to the researchers and asked if they had gotten much reaction to that figure. They said that there are only one-fourth that number of students already in the North Carolina university system, so it is a very substantial number. Dr. Biesinger concluded that the way that data has historically been collected does not tell us about the people we are not able to reach. She also commented that she gets many calls from people in Georgia who are very interested in new technology opportunities in the System. They really would much rather participate in the University System, because they feel comfortable with it and they know about its standards.

Chair Leebern asked if there were any further questions, and there were none.

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

Dr. Muyskens restated that if any of the Regents had any specific suggestions about any of the principles they should let him know so that the revised principles accurately reflect the thinking of the Board. In

April, there would be a reading of the revised principles.

Chair Leebern thanked Drs. Muyskens, Staman, and Biesinger and reiterated that this was the first reading of the principles. They will sit on the table for 30 days before they are up for approval. He then asked for a motion to recess the meeting of the Committee of the Whole. With motion properly made, variously seconded, and unanimously adopted, the Board was reconvened in its regular session.

Chair Jenkins remarked that the potential for the use of technology is great and the possibilities are unlimited. In closing, he thanked the presenters for their hard work.

UNFINISHED BUSINESS

There was no unfinished business at this meeting.

Chair Jenkins welcomed President Michael F. Adams and Dr. Karen Holbrook, Senior Vice President of Academic Affairs and Provost, of the University of Georgia.

NEW BUSINESS

Chair Jenkins called upon Vice Chancellor for Human and External Resources Arthur N. Dunning to present to the Board an honorary degree nomination.

Dr. Dunning thanked Chair Jenkins and explained that the nomination was for Mr. Michael J. Coles by Kennesaw State University ("KSU"). Mr. Coles is cofounder and chairman emeritus of the Great American Cookie Company. The company was founded in 1977 and currently has nationwide sales approaching \$100 million. The company employs more than 1,200 people in its Atlanta headquarters and thousands more in franchisee-owned locations around the country. In 1986, Mr. Coles received the National Women's Political Caucus "Good Guy of the Year Award" for his work on behalf of women's issues. He has a long history of support of KSU and began his involvement with a significant financial contribution toward its foundation endowment. Currently, Mr. Coles serves as chairman of the board of trustees of the foundation of KSU.

On behalf of President Betty L. Siegel, Dr. Dunning submitted this nomination for the Board's approval. 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 20 and Wednesday, April 21, 1999 on the campus of Savannah State University in Savannah, Georgia. She reminded the Regents that this meeting was a week later than usual.

Vice Chair Kenneth W. Cannestra visited the campuses of North Georgia College & State University and the State University of West Georgia on March 5 and 8, 1999, respectively.

EXECUTIVE SESSION

At approximately 10:30 a.m., Chair Jenkins called for an Executive Session for the purpose of discussing a possible presidential appointment. With motion made, variously seconded, and unanimously adopted, the Board closed its regular session. The Regents who voted to go into Executive Session were as follows: Chair Jenkins, Vice Chair Kenneth W. Cannestra, and Regents Thomas F. Allgood, Sr., Juanita P. Baranco, S. William Clark, Jr., J. Tom Coleman, Jr., George M. D. (John) Hunt III, Warren Y. Jobe, Charles H. Jones, Donald M. Leebern, Jr., Elridge W. McMillan, Edgar L. Rhodes, and Glenn S. White. Regent David H. (Hal) Averitt, who was at his home in Statesboro due to illness, joined the meeting by conference call, as he had chaired the Presidential Search Committee for Georgia Southern University.

At approximately 11:15 a.m., Chair Jenkins reconvened the Board meeting in its regular session and announced that no actions were taken in the Executive Session. A motion was then made by Regents Averitt and Coleman, seconded by Regent Hunt, and unanimously approved by the Board to appoint Dr.

Bruce F. Grube as President of Georgia Southern University, effective July 1, 1999.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at approximately 11:16 a.m. on March 10, 1999.

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

s/
Edgar L. Jenkins
Chair, Board of Regents
University System of Georgia