

**MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
HELD AT
270 Washington St., S.W.
Atlanta, Georgia
May 12 and 13, 1998**

CALL TO ORDER

The Board of Regents of the University System of Georgia met on Tuesday, May 12 and Wednesday, May 13, 1998 in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The following Committees of the Board of Regents met in succession on Tuesday, May 12: the Teaching Hospital Committee; the Committee on Finance and Business Operations; the Committee on Real Estate and Facilities; the Committee on Education, Research, and Extension; and the Committee on Organization and Law. Also on Tuesday, May 12, the Board met in Executive Session at approximately 1:00 p.m. for a legal update. The Chair of the Board, Regent S. William Clark, Jr., called the meeting to order at 9:00 a.m. on Wednesday, May 13. Present on Wednesday, in addition to Chair Clark, were Vice Chair Edgar L. Jenkins and Regents Thomas F. Allgood, Sr., David H. (Hal) Averitt, Juanita P. Baranco, Kenneth W. Canestra, J. Tom Coleman, Jr., A. W. "Bill" Dahlberg, Hilton H. Howell, Jr., George M. D. (John) Hunt III, Charles Jones, Donald M. Leebern, Jr., Elridge W. McMillan, Edgar L. Rhodes, and Glenn S. White.

INVOCATION

The invocation was given on Wednesday, May 13 by Regent Hilton H. Howell, Jr.

ATTENDANCE REPORT

The attendance report was read on Wednesday, May 13 by Secretary Gail S. Weber, who announced that Regent Shannon L. Amos had asked for and been given permission to be absent on Tuesday, May 12 and Wednesday, May 13, 1998.

APPROVAL OF MINUTES

Motion properly made and duly seconded, the minutes of the Board of Regents meeting held on April 7 and 8, 1998 were unanimously approved as distributed.

INTRODUCTION OF COACH SUZANNE YOCULAN AND REPRESENTATIVES OF NCAA GYMNASTICS CHAMPIONSHIP TEAM

Chancellor Portch announced that a number of Regents felt it necessary to make a special introduction to the Board. There had recently been a national championship title in gymnastics at the University of Georgia (“UGA”). If this had been a one-time event, it might not have required this introduction, explained the Chancellor. However, this represented a sustained record of extraordinary success. He stated that Ms. Suzanne Yoculan was in her fifteenth season at UGA. Every one of her teams finished among the top ten at the NCAA Championships, and her 1987, 1989, 1992, and 1998 squads finished as the top team in the nation by winning the NCAA Team Championship. Ms. Yoculan’s commitment to a comprehensive athletic program is reflected in UGA’s gymnasts’ academic performance as well; 34 have been named Academic All-SEC, and 5 have been selected Academic All-American.

The Chancellor further stated that Ms. Yoculan had been named SEC Gymnastic Coach of the Year several times, NCAA Gymnastics Coach of the Year several times, and the State of Georgia Hall of Fame Coach of the Year for all sports. She has also coached the U.S. Team in the World University Games.

Chancellor Portch added that Ms. Yoculan graduated from Penn State with a bachelor’s degree in therapeutic recreation with a dance emphasis. She had brought with her to the meeting two of her gymnasts, whom she would introduce to the Board. With that, the Chancellor invited her to speak to the Board.

Ms. Yoculan thanked the Chancellor and commented that she was honored to represent UGA at this meeting. The first time she ever made a speech was when she moved to Georgia 15 years ago and was invited to speak at the Reidsville State Penitentiary, but she asserted that she had come a long way in terms of her speaking skills since then. The sport has also come a long way, she said. There are now 10,000 fans, with average attendance this year at 9,300. She reiterated that the team won its fourth national title this year as well. Ms. Yoculan next introduced the two gymnasts with her at the meeting, Ms. Jenni Beathard and Ms. Samantha (Sam) Muhlenan. Ms. Muhlenan will be a senior in the fall semester, and she is a three-time All-American and a business major with a 4.0 grade point average (“GPA”). Ms. Beathard is a physical therapy major who will also be a senior in the fall. She was a national champion this year on the balance beam as well as an All-American. She is from Orlando, Florida, and she also has a 4.0 GPA. Ms. Yoculan stated that both of these women were partly responsible for this year’s national title, as their leadership and commitment were truly instrumental in the competition. She asked one of them to speak to the Board.

Ms. Muhlenan thanked the Board for its support of athletics and academia and invited the Regents to attend a gymnastics meet next year, which would be both her and Ms. Beathard’s last year on the team.

Chancellor Portch thanked Regents Baranco and Leebern for helping arrange for these special guests.

SPECIAL PRESENTATION: 1998 CHANCELLOR'S AWARD FOR COLLABORATIVE EXCELLENCE

Chair Clark called upon Chancellor Portch to present the 1998 Chancellor's Award for Collaborative Excellence. He explained that this was the fourth annual presentation of such an award, which was made possible by a gift from Chancellor and Mrs. Portch.

The Chancellor stated that he and his wife, Barbara, had established this award to recognize outstanding efforts to foster collaboration or cooperation among individuals or units within an institution or among institutions. The \$1,000 award is presented by the University System of Georgia Foundation from funds donated by Chancellor and Mrs. Portch and can go to an individual or a unit in the University System. The institutions make the nominations for the award, and this year, there were 17 nominations from 15 institutions. The nominations were reviewed by a committee chaired by Associate Vice Chancellor for Academic Affairs John T. Wolfe, Jr., and the committee selected the winner. The three previous winners were Bill Ray of the Georgia Institute of Technology ("GIT") for his efforts to help Albany State University recover from the floods, GALILEO (Georgia Library Learning Online), and Columbus State University's ICAPP program (Intellectual Capital Partnership Program).

Chancellor Portch announced that this year, the winner is Dr. Gary B. Schuster, Dean of the College of Sciences and Professor of Chemistry and Biochemistry at GIT, for establishing the faculty development program for System science, mathematics, and computing faculty. In 1994, his first year at GIT, Dr. Schuster approached Provost and Vice President for Academic Affairs Michael Thomas with the idea that GIT should consider implementing a program to bring System faculty to campus for periods up to an academic year. President G. Wayne Clough and Provost Thomas were both supportive of Dr. Schuster's idea and encouraged him to develop it further. Using the report of the Board of Regents Task Force on Faculty and Staff Development, which suggested that there was a critical need for faculty development opportunities, he began to develop his idea. He recognized that some of the best teaching goes on in the non-research universities and wanted GIT faculty to have the opportunity to interact with teachers from other System institutions. Dr. Schuster solicited input from institutions around the System and asked them for letters of endorsement. The Chancellor noted that this was how Dr. Schuster formulated the collaboration.

Each visiting faculty member in the faculty development program has an office, a phone, an Internet connection, and the same library and athletic facility privileges as GIT faculty. He or she associates with a research group and participates in the scholarly activities of that group; teaches one section of an undergraduate course each term; audits graduate courses of interest to him or her; participates in seminar and colloquium programs of the department, college, and institute; and maintains continuing collaboration sustained through modern electronic communications and periodic visits to GIT. Chancellor Portch reported that he received an unsolicited E-mail endorsement from a physicist who was a participant in the program saying that the program was a "spiritual experience" for him and that it was one of the most profound experiences of his entire professional life. Since the 1996-1997 academic year when the program began, 33 faculty from two- and four-year institutions have spent a total of 72 quarters as participants in this program. The Chancellor added that one of the biggest advocates of the program was Vice Chancellor for Academic Affairs James L. Muyskens, who recognized what a powerful faculty development tool this was.

Dr. Schuster holds a bachelor of science degree in chemistry from Clarkston College of Technology and a doctorate in chemistry from the University of Rochester. He became Dean and Professor at GIT in 1994, after 20 years in the chemistry department at the University of Illinois. He was an NIH post-doctoral fellow

at Columbia University, a fellow of the Sloan foundation, and a Guggenheim fellow. In 1994, he was named a Cope Scholar by the American Chemical Society. He has published over 190 papers in peer-reviewed **SPECIAL PRESENTATION: 1998 CHANCELLOR'S AWARD FOR COLLABORATIVE**

EXCELLENCE

scientific journals on topics ranging from biochemistry to physical chemistry. One of Dr. Schuster's best discoveries is called "chemically initiated electron-exchange luminescence." It provided the mechanistic basis that allows the understanding of the North American firefly. This discovery also forms the basis for new clinical procedures that have recently been commercialized. The Chancellor remarked that in addition to all Dr. Schuster had already done, the faculty development program demonstrated his insight into the System as well as his efforts in collaboration.

Chancellor Portch asked Chair Clark to present to Dr. Schuster the fourth annual Award for Collaborative Excellence and a check for \$1,000.

Chair Clark stated that he was very pleased to present this award to Dr. Schuster.

Dr. Schuster thanked the Board and all of the participants in the faculty development program who made the program a success. He also thanked Chancellor and Mrs. Portch for the thoughtfulness of having created such an award. Often, he has been asked what makes a good university professor, and after some thought, Dr. Schuster came to the conclusion that there are at least two important parts in the answer to that question. First, a good professor must convey factual knowledge, techniques, and information. Secondly, a good professor must convey enthusiasm and love of knowledge to students. As educators, professors have dedicated their lives to their respective disciplines, and because of that, Dr. Schuster said that they are among the most privileged people in the world. However, with that privilege comes the responsibility to ensure that the generations that follow have the same dedication and enthusiasm so that they can pass the knowledge, enthusiasm, and dedication on again. He explained that the faculty development program plays an integral role in this because it generates enthusiasm and love of learning from the visitors and dedication from the GIT faculty so that they encourage and stimulate each other. All of the participants relish the time they have spent at GIT, and many have continued the relationships that they established in the program.

The collaborative effort has been a success, Dr. Schuster stated, and GIT is very grateful to be able to host this program. Dr. Schuster thanked President Clough for his foresight in supporting the program and his support of the College of Sciences. He also thanked Provost Thomas, Associate Dean for the College of Sciences Kent Barefield, and Dr. Muyskens for their support. He again thanked the Board and the participants, and he asked if the participants present at the Board meeting would like to speak to the Board.

Chancellor Portch introduced Dr. Myung Kim, Associate Professor of Chemistry at DeKalb College, and Dr. Martha Abele, Associate Professor of Mathematics at Georgia Southern University.

Dr. Kim thanked the Board for providing the opportunity presented by the professional development program.

Dr. Abele stated that she had attended graduate school at GIT but that she benefitted from studying areas of mathematics that were not considered important when she was in the graduate program there. She also felt that other participants benefitted from her experience using technology in the teaching of mathematics.

Dr. Schuster was again congratulated by Chair Clark, who remarked that he had represented the Board as a guest speaker at the faculty development program dinner at GIT in February, where he was able to meet some of the faculty who participate in the program. On behalf of the Board, he expressed appreciation for a program that brings professors to GIT for exposure to new learning and ideas that make them better

professors at their own institutions.

TEACHING HOSPITAL COMMITTEE

The Teaching Hospital Committee met on Tuesday, May 12, 1998 at approximately 11:00 a.m. in the Board Room. Committee members in attendance were Chair Thomas F. Allgood, Sr. and Regents Juanita P. Baranco, Kenneth W. Cannestra, S. William Clark, Jr., Edgar L. Jenkins, Charles H. Jones, Donald M. Leebern, Jr., and Elridge W. McMillan. Chair Allgood reported to the Board on Wednesday that the Committee had reviewed one item, which required no action. That item was as follows:

1. The Arthur Andersen Report on Options for Hospital Competitiveness

The Teaching Hospital Committee received a report from its consultants at Arthur Andersen on two options for ensuring that the hospital has a sufficient patient base and is able to compete. The Committee had an extensive discussion of the Authority model and the 501(c)3 model. The Committee asked the Chancellor to bring back a more detailed plan for strengthening the existing MCG Health, Inc., which is already a 501(c)3. The Committee also authorized the Chancellor and President Francis J. Tedesco to begin a search for a chief executive officer and staff of MCG Health, Inc.

EXECUTIVE SESSION

On Tuesday, May 12, 1998, at approximately 1:10 p.m., the Board of Regents met in Executive Session for an update on legal matters. Board members in attendance were Chair S. William Clark, Jr., Vice Chair Edgar L. Jenkins, and Regents Thomas F. Allgood, Sr., David H. (Hal) Averitt, Kenneth W. Cannestra, J. Tom Coleman, Jr., Hilton H. Howell, Jr., George M. D. (John) Hunt III, Charles Jones, Donald M. Leebern, Jr., Elridge W. McMillan, Edgar L. Rhodes, and Glenn S. White. No actions were taken in Executive Session. At 2:05 p.m., the Executive Session was recessed, and the Board members continued their Committee meetings.

COMMITTEE ON REAL ESTATE AND FACILITIES

The Committee on Real Estate and Facilities met on Tuesday, May 12, 1998 at approximately 2:05 p.m. in the Board Room. Committee members in attendance were Chair J. Tom Coleman, Jr., Vice Chair Charles H. Jones, and Regents Thomas F. Allgood, Sr., Kenneth W. Cannestra, George M. D. (John) Hunt III, Edgar L. Jenkins, Donald M. Leebern, Jr., and Glenn S. White. Chair Coleman reported to the Board on Wednesday that the Committee had reviewed 14 items, 12 of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Naming of Facility, Southern Polytechnic State University

Approved: The Board approved Interim President Daniel S. Papp's request to name the library at Southern Polytechnic State University, the "Lawrence Virgil Johnson Library" in memory of Mr. Lawrence Virgil Johnson.

Examples of outstanding service rendered by Mr. Johnson are as follows:

- In 1947, Mr. Johnson was appointed Director of the Technical Institute program at the Georgia Institute of Technology. That appointment culminated in his being named Founding Director of the Technical Institute, which is now Southern Polytechnic State University.
- Mr. Johnson served four terms on the American Society for Engineering Education National Committee of Twenty-one for Technical Institutes, and he served on numerous committees dedicated to the growth of technical institutes.
- Mr. Johnson assisted numerous colleges throughout the United States in planning technical institute programs by direct consultation, preparation of curricula, and specifications of the physical facilities needed. For this work, he was awarded the prestigious James H. McGraw Award for outstanding contributions to education in engineering technology in the United States.
- In 1970, Mr. Johnson was appointed Associate Dean of Engineering at the Georgia Institute of Technology, from which he retired in 1972. He died in June 1997.

2. Rental Agreement, 160 East Washington Street, University of Georgia

Approved: The Board authorized the execution of a rental agreement between David H. Poer Company, Landlord, and the Board of Regents of the University System of Georgia, Tenant, covering 6,987 square feet of office space located at 160 E. Washington Street, Athens, Georgia for the period from July 1, 1998 through June 30, 1999 at a monthly rental of \$5,628.13 (\$67,537.56 per year/\$9.66 per square foot per year) with no option to renew for the use of the University of Georgia.

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

The Board, on behalf of the University of Georgia, has leased this space since January 1994. The last option period under the rental agreement was exercised, and a renewal of the agreement was needed.

COMMITTEE ON REAL ESTATE AND FACILITIES

2. Rental Agreement, 160 East Washington Street, University of Georgia (Continued)

The Legal Aid and Defender Clinic occupies the space. Its primary function is to provide legal representation to indigent criminal defendants in Clarke and Oconee Counties. It also provides clinical education for second- and third-year law students.

No suitable space is available on campus. The office's clientele need access to the office and parking, which would not be available at any campus location. Equally important, the office is located directly across the street from the Municipal Court and two blocks from the County Courthouse. The clinic's attorneys appear in the courts on a daily basis, and the convenience could not be duplicated by any location on campus.

Operating expenses are estimated at \$14,920 per year for janitorial services and utilities.

3. Rental Agreement, OakBrook Corporate Campus, University of Georgia

Approved: The Board authorized the execution of a rental agreement between Galis-Vandiver Development Corporation, Inc., Landlord, and the Board of Regents of the University System of Georgia, Tenant, covering 9,422 square feet of office space located at OakBrook Corporate Campus, Athens, Georgia for the period from July 1, 1998 through June 30, 1999 at a monthly rental of \$9,342.08 (\$112,104.96 per year/\$11.90 per square foot per year) with option to renew on a year-to-year basis for four consecutive years for the use of the University of Georgia.

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

The Board, on behalf of the University of Georgia, has leased this space since September 1992. The last option period under the rental agreement was exercised, and a renewal of the agreement was needed.

The University of Georgia Press occupies the space for personnel and operations.

No suitable space is available on campus and the Landlord has configured the property to meet production requirements.

The rental rate from the previous agreement has been increased 2%. Operating expenses are estimated at \$24,000 for janitorial services and utilities and will be paid out of auxiliary funds from sales revenues.

4. Rental Agreement, Armstrong Atlantic State University

Approved: The Board authorized the execution of an Addendum to Rental Agreement between Atlantic Investors, Ltd. - Series V, Landlord, and the Board of Regents of the University System of Georgia, Tenant, covering 48 apartment-type residential units for the period from July 1, 1998 through June 30, 1999 at a monthly rental of \$21,272.20 (\$255,266.40 per year/\$5,318.05 per unit per year) for the use of Armstrong Atlantic State University ("AASU").

The terms of this Addendum to Rental Agreement are subject to review and legal approval of the Office of the Attorney General.

COMMITTEE ON REAL ESTATE AND FACILITIES

4. Rental Agreement, Armstrong Atlantic State University (Continued)

In March 1998, the Board approved the investigation and development of a concept to construct a student housing complex at Armstrong Atlantic State University. AASU has forwarded a draft proposal for a privately funded constructed and operated facility on campus to house targeted groups of students which comprise under 5% of its students; this draft proposal is currently being reviewed by the Office of the Attorney General. The earliest potential construction completion date would be in fiscal year 2001.

AASU requested Board approval on the continued rental of 48 apartment-type residential units for its use.

The rental rate for the renewal period is a 5% increase over the current monthly rental.

The facilities house approximately 175 students (fall occupancy). These students are primarily intercollegiate athletic students, health science students, international students, and students in the 13-county service area who are not within commuting distance.

5. Sub-Rental Agreement, School of Policy Studies, Moscow, Russia, Georgia State University

Approved: The Board authorized the execution of a sub-rental agreement between Georgia State University Research Foundation, Inc., Landlord, and the Board of Regents of the University System of Georgia, Tenant, covering approximately 3,444 square feet (320 square meters) of the fourth floor (Offices A & B) located at 33 Building 1, Kotelnicheskaya Embankment, Moscow, Russia 109172, for the period from February 26, 1998 through June 30, 1998 at a monthly rental of \$22,000 (\$264,000 per year/ \$76.66 per sq. ft. per year) with option to renew on a year-to-year basis for four consecutive one-year periods and one 8-month period at the same rental rate for the use of Georgia State University.

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

In March 1998, the Chancellor reported to the Committee about a unique research project which is entirely funded by the United States Agency for International Development. The Georgia State University School of Policy Studies has been selected for a \$19,600,000 grant to advise the Russian government on fiscal policy during the next four years.

Due to the research project's timing requirements and specific requirements for rental agreements in Russia, the space is leased by the Georgia State University Research Foundation, Inc. from Konversbank Closed Corporation (ZAO). The Board of Regents is sub-renting the space from the Georgia State University Foundation under the terms of a standard Board of Regents rental agreement.

The building houses other international corporations and governmental research projects. The space approved is considered the best option available in the government/commerce district of Moscow. The U.S. funding agency has approved the rental of this space.

There are no additional operating costs anticipated with the rental of this space.

COMMITTEE ON REAL ESTATE AND FACILITIES

6. Rental Agreement, Georgia Institute of Technology

Approved: The Board authorized the execution of a rental agreement between Warner Robins Development Authority, Landlord, and Board of Regents, Tenant, covering 8,873 square feet of office and laboratory space located in the Middle Georgia Technology Development Center, 151 Osigian Boulevard, Warner Robins, Georgia for the period from July 1, 1998 through June 30, 1999 at a monthly rental of \$5,501.26 (\$66,015.12 per year/\$7.44 per square foot per year) with option to renew for five consecutive one-year periods beginning July 1, 1999 with an increase of \$100 per month rent for each option period exercised for use as space needed by Advanced Technology Development Center (“ATDC”).

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

The Board, on behalf of Georgia Institute of Technology (“GIT”), has rented this property since July 1, 1991. The last option period under the rental agreement was exercised, and a renewal of the agreement was needed.

The Middle Georgia Technology Development Center is a regional technology, business, and educational center located in Warner Robins, Georgia. ATDC is part of GIT’s Economic Development Institute and manages the program’s new enterprise development activities. ATDC currently has nine incubator companies in this facility that employ 62 people and generate over \$8.6 million in annual sales. The economic impact of this facility is estimated to be 217 jobs created and economic activity of over \$12.7 million. Four companies have successfully grown out of the Warner Robins ATDC facility.

The rental rate from the previous agreement has been increased 3.5%. Operating costs for this rental agreement are estimated to be \$6,600 per year.

7. Appointment of Architects, University System of Georgia

Approved: The Board appointed the first-named architectural firms listed on the following page for the identified major capital outlay projects and authorized the execution of an architectural contract with the identified firms at the stated cost limitations shown for the projects. Should it not be possible to execute contracts with the top-ranked firms, the University System would then attempt to execute a contract with the other listed firms in rank order.

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

Project No. I-12, “Health & Natural Sciences Building”

North Georgia College & State University

Project Description: 120,000-gross-square-foot facility that will include classrooms, a distance learning classroom, wet and dry labs, and faculty offices, together with ancillary support services.

Total Project Cost	\$19,141,000
Construction Cost (Stated Cost Limitation)	\$14,606,000
A/E (fixed) Fee	\$1,102,875

COMMITTEE ON REAL ESTATE AND FACILITIES

7. Appointment of Architects, University System of Georgia (Continued)

Number of A/E firms that applied for this commission: 45

Recommended A/E design firms in rank order:

1. Stanley Beaman & Sears of Atlanta
2. Cooper Carry & Associates, Inc. of Atlanta
3. Pieper O'Brien Herr Architects of Atlanta
4. O'Neal of Atlanta

**Project No. I-14, "University Learning Center"
Clayton College & State University**

Project Description: 136,400-gross-square-foot facility that will combine the latest in instructional technologies with academic support facilities. The building will be connected to the existing library and will house distance learning classrooms, student services, and faculty and administrative offices.

Total Project Cost	\$23,178,000
Construction Cost (Stated Cost Limitation)	\$17,706,000
A/E (fixed) Fee	\$1,292,360

Number of A/E firms that applied for this commission: 44

Recommended A/E design firms in rank order:

1. Gardner Spencer Smith Sarden & Partners of Atlanta
2. The Hauseman Group of Atlanta, in association
with Ellerbe Becket of Minneapolis
3. Chapman Griffith Lanier Sussenbach Architects of Atlanta

8. Purchase of Modular Buildings, Georgia Southern University

Approved: The Board authorized the purchase of the Nursing I, North Building, Nursing II, Political Science, Communication Arts and Building 806 currently located on the campus of Georgia Southern University from Space Master International, Williams Mobile Offices, Inc., and Gelco Space for \$2,000,000.

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

During the 1998 legislative session, the General Assembly appropriated \$2,000,000 for the purchase of all remaining modular units that are being leased at Georgia Southern University.

When these six modular buildings (69,244 sf. total) are purchased, Georgia Southern University will not have any rented modular buildings on the campus. These modular units currently cost the University System \$584,333 per year to rent.

COMMITTEE ON REAL ESTATE AND FACILITIES

9. Sale of 60 Acres, University of Georgia

Approved: The Board declared approximately 60 acres of land located on Hull Road, Athens, Georgia no longer advantageously useful to the University of Georgia or other units of the University System of Georgia but only to the extent and for the purpose of allowing the sale of this property for the benefit of the University of Georgia and the University System of Georgia.

The Board also authorized the sale of the above property for an amount equal to or greater than the average of three appraisals made of the property.

The legal details of this transaction will be handled by the Office of the Attorney General.

The Board, at its January 1981 meeting, accepted a gift of the above-referenced tract of land from Roy and Mary Smith for the use of the College of Veterinary Medicine Zoological Medical Program of the University of Georgia for research, education, and wildlife rehabilitation.

This property is not suitable for its intended use by the College of Veterinary Medicine, and it is not adjacent to the University of Georgia main campus. The majority of the tract is within the 100-year flood plain.

An environmental Georgia Environmental Protection Agency report has been conducted, showing no significant environmental effects.

Three (3) appraisals of the property have been conducted, and the results are as follows:

<u>Appraiser</u>	<u>Appraised Value</u>	<u>Average</u>
Krouse Appraisal Company, Augusta	\$150,000	
Athens Appraisal Associates, Athens	\$131,700	
\$133,900		
Northeast Georgia Appraisal Services, Athens	\$120,000	

10. Authorization of Project "Recreation Center" and Lease Agreement, Georgia State University

Approved: The Board declared approximately 2.11 acres of land presently used for Parking Lots D & J no longer advantageously useful to Georgia State University or other units of the University System of Georgia, but only to the extent and for the purpose of allowing this land to be leased to the Georgia State University Foundation, Inc. for the purpose of constructing and owning a student recreation center for Georgia State University.

The Board also approved a project for expansion of Parking Deck M with a total project budget of \$3,411,925 and delegated authority to the Chancellor for selection of an architect for the project.

Further, the Board authorized the execution of a lease agreement with Georgia State University Foundation, Inc. for the above-referenced 2.11 acres of land located on the campus of Georgia State University for a period of 25 years for the purpose of constructing and owning the recreation center.

The terms of the above lease agreement are subject to review and legal approval of the office of the Attorney General.

COMMITTEE ON REAL ESTATE AND FACILITIES

10. Authorization of Project “Recreation Center” and Lease Agreement, Georgia State University (Continued)

The new student recreation center (total project budget is \$33,727,162) will provide approximately 161,112 square feet (\$25,239,250 construction cost/\$156.66 per sf.), will augment the recreational activities in the existing Physical Education Building, and will house the entire recreation program, including gymnasias, jogging track, weight and fitness rooms, racquetball courts, game rooms, clinging walls, and lap and leisure pools. This facility is in accordance with Georgia State University’s master plan.

The Atlanta Downtown Development Authority will issue 20-year bonds. Security for the bonds will be limited to the equity in the recreation center building and an assignment by Georgia State University Foundation, Inc. of the lease revenues.

The Board of Regents will lease the facility on a year-to-year basis from Georgia State University Foundation, Inc. for 20 years at an initial annual rent of approximately \$2,895,000 (will be based on actual interest rate at time of bond issuance), which will increase 2% per year or based on the Consumer Price Index (“CPI”) not to exceed 5% per year for the first two option periods and then 1.25% per year or based on the CPI not to exceed 5% per year for the remaining option periods. The rent will provide sufficient funds to cover debt and capital reserve accumulation. Rent will be paid from student recreation fees. Approval of this lease will be requested of the Board at such time as construction is complete.

Georgia State University will also be responsible for operating costs of approximately \$806,000 per year, including utilities, janitorial, trash removal, ongoing maintenance, and taxes (unless exempt).

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

Existing Parking Deck M is located on Piedmont Avenue between Gilmer Street and Auditorium Place and was designed for vertical expansion. Two and two-thirds levels of approximately 125,277 square feet for 414 parking spaces (project cost \$3,411,925/\$8,241 per space) will be added to the existing parking deck for a total of seven levels for 1,000 parking spaces. This will replace 303 parking spaces on existing surface lots which are the proposed location for the recreation center.

11. Acquisition of Property, Georgia Institute of Technology

Approved: The Board authorized the purchase of property for the Georgia Institute of Technology.

This item was discussed by the Committee on Real Estate and Facilities in Executive Session. After the Executive Session, Chair Coleman reported that the Committee had approved the request of President G. Wayne Clough to acquire property at Georgia Institute of Technology.

COMMITTEE ON REAL ESTATE AND FACILITIES

12. Gift of Property, Bainbridge College

Approved: The Board authorized the purchase of property for Bainbridge College.

This item was discussed by the Committee on Real Estate and Facilities in Executive Session. After the Executive Session, Chair Coleman reported that the Committee had approved the request of Acting President Margaret D. Smith to accept and sell a gift of property for Bainbridge College.

13. Information Item: Master Plan, Clayton College & State University

Clayton College & State University (“CCSU”) and the Office of Facilities proposed a master plan for future development of the campus, which President Richard A. Skinner presented to the Committee. President Skinner explained that the original campus design was fundamentally sound and that the master plan would expand that design to create a “learning village.” Consultants reviewed five-year enrollment targets, the strategic plan, academic programs, support programs, and other variables. They met with the administration, faculty, senate, students, and community leaders to receive input and then presented 5- and 10-year options for facilities, parking/traffic patterns, student/pedestrian patterns, and campus beautification. Based on the consultants’ findings, CCSU’s master plan recommendations included the following:

- Develop learning spaces responsive to widespread uses of information technology
- Renovate existing facilities to incorporate technology and maximize use of space
- Create easy and direct physical and electronic access to information and learning
- Provide facilities for expanded intercollegiate and intramural sports
- Improve access to parking and move vehicular traffic to campus perimeter
- Create outside gathering spaces, while maintaining beauty of campus and conserving land
- Increase “electronic learning” to 30% of total credit hours by 2002 to accommodate future growth
- Rely on local government and private sector to meet some campus needs, such as student housing, through controlled zoning of adjacent property

COMMITTEE ON REAL ESTATE AND FACILITIES

14. Information Item: Master Plan, State University of West Georgia

State University of West Georgia (“West Georgia”) and the Office of Facilities proposed a master plan for future development of the campus, which President Beheruz N. Sethna presented to the Committee. President Sethna explained that this is an older campus that must find new ways to accommodate growth. Consultants reviewed five-year enrollment targets, the strategic plan, academic programs, support programs, and other variables. They met with the administration, faculty, senate, students, and community leaders to receive input and then presented 5- and 10-year options for facilities, parking/traffic patterns, student/pedestrian patterns, and campus beautification. Based on the consultants’ findings, West Georgia’s master plan recommendations included the following:

- Create a “heart” of campus by closing University Drive and directing vehicular traffic around the perimeter of the campus
- Preserve the campus heritage and its older architecture
- Build technology-enhanced learning center and health, wellness, and lifelong learning center
- Renovate Adamson Hall, which is currently structurally unsound, to be an outreach and economic development center
- Remodel university community center
- Create a pedestrian campus and a pedestrian corridor through the campus while emphasizing open space
- Redefine parking areas on the perimeter of the campus
- Build new academic building in five to seven years

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

The Committee on Finance and Business Operations met on Tuesday, May 12, 1998 at approximately 3:00 p.m. in the Board Room. Committee members in attendance were Chair Kenneth W. Cannestra, Vice Chair Glenn S. White, and Regents Thomas F. Allgood, Sr., J. Tom Coleman, Jr., George M. D. (John) Hunt III, Edgar L. Jenkins, Charles H. Jones, and Donald M. Leebern, Jr. Chair Cannestra reported to the Board on Wednesday that the Committee had reviewed four items, three of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Amendments to Fiscal Year 1998 Budget

Approved: The Board approved the consolidated amendments to the Fiscal Year 1998 Budget of the University System of Georgia, as presented below:

UNIVERSITY SYSTEM OF GEORGIA				
FISCAL YEAR 1998 BUDGET AMENDMENT REPORT				
SUMMARY				
FOR THE MONTH OF MAY 1998				
	ORIGINAL	APPROVED	REQUESTED	AMENDED
BY BUDGET	BUDGET	AMENDMENTS	AMENDMENTS	BUDGET
Operating	\$ 3,197,544,095	\$ 34,793,878	\$61,621,135	\$3,293,959,108
Capital	149,262,649	9,816,602	41,709,460	200,788,711
Auxiliary Enterprises	264,943,337	20,808,724	435,616	286,187,677
Student Activities	42,881,116	5,266,469	121,625	48,269,210

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

Operating: Georgia State University requested authority to increase its nonpersonal services budget by \$41,345,787 and its personal services budget by \$7,654,213 to reflect various sponsored projects which were unanticipated at the time the original budget was prepared. This total includes a \$20 million contract from USAID to provide tax reform support to the Russian government, \$13 million in National

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

1. Amendments to Fiscal Year 1998 Budget (Continued)

Direct Student Loans, \$7 million in HOPE funds, \$1 million for an HIV research project for the Department of Human Resources, and \$8 million to continue previously funded sponsored projects. East Georgia College requested authority to increase its nonpersonal services budget by \$113,719 for federal and State student financial aid, private scholarships, and operating increases for the Post-secondary Readiness Enrichment Program ("PREP"). Gainesville College requested authority to increase its nonpersonal services budget by \$311,855 to reflect actual HOPE Scholarship funds and for an unbudgeted Georgia Child Care Council grant.

Capital: Medical College of Georgia requested authority to increase its budget by \$763,305 to provide funding for the renovation of the Student Center, to relocate the Auxiliary Services

Administration to the second floor of the FI Building, and to purchase a linear accelerator. Augusta State University requested authority to increase its budget by \$102,450 to reflect the increase in investment income for various projects, the receipt of a gift to the foundation for the construction of a new greenhouse, and to budget prior year auxiliary surplus to renovate the bookstore. Fort Valley State University requested authority to decrease its budget by a net \$573,201 to reflect the reduction in U.S. Department of Agriculture funding for the Agricultural Technology and Transfer Center and a demonstration arena and pavilion, and to provide auxiliary funds for dorm renovations. North Georgia College & State University requested authority to increase its budget by \$486,717 to fund the purchase of the Moore property previously approved by the Board and to provide for underground infrastructures needed for the computer network. These projects will be funded with auxiliary surplus and North Georgia College Foundation funds. State University of West Georgia requested authority to increase its budget by \$197,400 to reflect unanticipated investment income and to reduce auxiliary surplus funds budgeted as a contingency for facility renovations. These funds are to be used for the Row Hall renovations. The Regents Central Office requested authority to increase its budget by \$37,004,949 to budget insurance recovery funds, prior year Lottery funds, and Federal Emergency Management Agency funds related to the Albany State Flood Recovery project. This adjustment reflects the transfer of accounting records from the program manager to the Regents Central Office consistent with the advice received from the State Auditor.

Auxiliary Enterprises: Gainesville College requested authority to decrease its budget by \$69,699 to reflect the privatization of the food service operations.

Student Activities: Fort Valley State University requested authority to increase its budget by \$70,805 to include revenue not included in the original budget. These funds include such items as social and band function sales. Gainesville College requested authority to increase its budget by \$69,183 to reflect actual student fee revenue collected. The majority of the new revenue is being budgeted for equipment in the Wellness Center.

2. Information Item: Third Quarter Financial Report - Fiscal Year 1998

Senior Vice Chancellor for Capital Resources Lindsay Desrochers presented to the Committee the Third Quarter Financial Report for the University System of Georgia for the period ending March 31, 1998, which is on file with the Office of Capital Resources. The report provides tables which compare actual and budgeted revenues and expenditures through March 1998 for educational and general funds, auxiliary enterprise funds, and student activity funds. In addition, the report contains charts which compare March 1998 financial data with financial data from March 1997.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

3. Administrative Approval of Final Fiscal Year 1998 Budget Amendments

Approved: The Board authorized Chancellor Stephen R. Portch to approve administratively final amendments to the Fiscal Year 1998 Budget submitted by the institutions of the University System of Georgia during the period between the June meeting of the Board of Regents and the end of the fiscal year (June 30, 1998).

4. Approval of an Increase in the Student Activity Fee, State University of West Georgia

Approved: The Board approved an increase in the student activity fee at the State University of West Georgia ("West Georgia") from \$31.50 per semester (converted rate) to \$36 per semester, effective fall semester 1998.

Background: This item amends the action taken by the Board at the April 1998 meeting to approve mandatory fees for fiscal year 1999 for all University System of Georgia institutions. West Georgia had requested an increase to meet inflation costs in student activity programs. The request had been inadvertently omitted from the recommendations forwarded for Board action. The student activity fee at West Georgia has not been increased since 1993. This recommendation was supported by the institution's student government association.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

The Committee on Education, Research, and Extension met on Tuesday, May 12, 1998 at approximately 3:10 p.m. in the Board Room. Committee members in attendance were Chair Edgar L. Rhodes, Vice Chair David H. (Hal) Averitt, and Regents A. W. "Bill" Dahlberg, Hilton H. Howell, Jr., and Elridge W. McMillan. Chair Rhodes reported to the Board on Wednesday that the Committee had reviewed ten items, eight of which required action. Chair Rhodes also commended Vice Chancellor for Academic Affairs James L. Muyskens and Vice Chancellor for Information and Instructional Technology E. Michael Staman for their introduction to the Committee of the first four items concerning the critical need for technology programs in the University System. Additionally, 237 faculty and administrative appointments were reviewed and recommended for approval. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Establishment of the Certificate of Information Technology, Associate of Applied Science in Information Technology, and Bachelor of Information Technology Degrees, and Establishment of the New College for Economic and Community Development, Clayton College & State University

Approved: The Board approved the request of President Richard A. Skinner of Clayton College & State University to establish the certificate of information technology, associate of applied science in information technology, and bachelor of information technology degrees, effective May 13, 1998.

Abstract: Clayton College & State University proposed the establishment of a bachelor of information technology, associate of applied science in information technology, and certificate in information technology in an attempt to capitalize on State and national leadership in information technology. Baccalaureate majors in the discipline include database administration, software development, information design and production, general information technology, and network planning, design, and management. This undertaking affords every Clayton College & State University student access to and use of very powerful information technology tools for learning.

The institution is approaching information technology needs with a career ladder that allows students to move from certificate to associate degree to baccalaureate degree. Graduates will be provided instruction to move toward the next degree and also enter the market for immediate employment. The degree programs have a career-oriented focus imbued with a liberal arts foundation. The programs involve a competency-based curriculum, ladder plan of progression, flexible program content, sustained collaborative relationships, and team-centered learning.

Need: The need for a greatly expanded technology workforce was summarized in the January 13, 1998, issue of *The New York Times*, "Software Jobs Go Begging and Threaten Technology Boom." The *Atlanta Job Bank 1998* stated that "opportunities exist in the software arena for those who can create, use, or sell Internet and Intranet technologies." Virginia Tech's information technology study estimates that there are over 340,000 vacant computer programmer and systems analyst positions in large U.S. companies. The *National Software Alliance*, an industry-government-education consortium led by the Department of Navy, found that the country will need 137,000 new software workers each year between 1996 and 2006 to meet projected growth in software occupations. To meet this societal need, the task force report on "Responsiveness of Industry and Higher Education" presented at the *National Information Technology Workforce Convocation* in Berkeley, California (Jan. 12 - 13, 1998) declared "higher education should work toward revising curricula more quickly, providing flexible delivery methods, collaborating among higher education supporters ,

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

1. Establishment of the Certificate of Information Technology, Associate of Applied Science in

Information Technology, and Bachelor of Information Technology Degrees, and Establishment of the New College for Economic and Community Development, Clayton College & State University
(Continued)

increasing opportunities for local and national industry input and shifting attitudes and perceptions about workforce responsiveness.” Many information technology positions require baccalaureate degrees; however, certifications assist applicants in gaining entry into the industry.

Objectives: Students matriculating through this tiered information technology career ladder will be able to: support existing portfolio applications, develop in-house applications, manage/plan systems development/ implementation, analyze business problems and information systems solutions, integrate existing and new applications, develop databases, implement new or changed computer-support processes, analyze software packages (evaluation and selection), support information access and security, integrate networks, support end-user computing, train and educate end users, implement data management procedures, implement system evaluation processes, and support user-developed systems.

Curricula

Certificate of Information Technology

Students will be eligible to receive a certificate of information technology at the end of the equivalent of one year of full-time enrollment. The program will incorporate industry certifications, such as those developed by Microsoft, Oracle, and Novell, in several courses. This is a 30-hour curriculum which includes 3 one-hour intermediate computer applications courses, networking, database, systems analysis, and an introduction to any programming language.

Associate of Applied Science in Information Technology

Students will be eligible to receive an associate of applied science in information technology degree at the end of two years of study. The program will include a balance of foundation courses which provide instruction in core skills and specialized courses. The 60-hour curriculum is comprised of foundation and skill courses. The introductory-level courses are divided into two parts, didactic and practicum, to facilitate credit by examination/certification. Some of the courses to be taken include software development, advanced programming, networking and client/server systems, and human-computer interaction.

Bachelor of Information Technology

The bachelor of information technology degree requires 120 semester hours of credit. It is based on the premise that certain core skills are central to the information technology field and that specialty skills will evolve as the industry grows. Four tracks and a general information technology track will be provided for student specialization. All students will complete projects in cooperation with local industry. Working with business partners, teams of students will develop projects which integrate and apply knowledge in an actual work environment. The projects will be presented at an annual Information Technology Conference. Each student will assemble a portfolio representing skills acquired and projects completed.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

1. Establishment of the Certificate of Information Technology, Associate of Applied Science in Information Technology, and Bachelor of Information Technology Degrees, and Establishment of the New College for Economic and Community Development, Clayton College & State University (Continued)

Organizational Structure: The university proposed the development of a new administrative unit, the New College for Economic and Community Development. The certificate, associate and bachelor of information technology degrees will be administered by this unit. Faculty will be appointed to nontenure tracks within the New College. The university will seek authorization to offer multi-year contracts in lieu of tenure-track options. Faculty in the major programs will report to a department head in the New College who reports to the dean of the New College. All baccalaureate programs will have an experiential learning component following semester conversion. The Office of Internship Development and Management in the New College will be responsible for all experiential learning for all programs except clinical experiences in the health sciences. Each program in the New College will have an advisory committee composed of industry leaders who are potential employers of the graduates.

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be the following for each program:

<u>Degree/Certificate</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Certificate of Info. Tech.	50	60	75
Associate of Applied Science in Information Technology	5	30	40
Bachelor of Info. Tech.	10	15	45

Funding: The principal source of internal funds will be the phase-out of the data processing and computer information systems programs and the transfer of those faculty members to the new programs. In addition to system start-up funds (\$248,000), Clayton College & State University will leverage support from corporate partners, such as AT&T, for equipment, consulting, and related expenses.

Assessment: The Office of Academic Affairs will work with the university to measure the success and continued effectiveness of the proposed programs. In 2001, these programs will be evaluated by the institution and the System Office to determine the success of the programs' implementation and achievement of the enrollment, quality, viability, and cost-effectiveness indicated in the proposal.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

2. Establishment of the Master of Science in Information Systems Degree, Kennesaw State University

Approved: The Board approved the request of President Betty L. Siegel of Kennesaw State University ("KSU") to approve the establishment of the master of science in information systems degree ("MSIS"), effective May 13, 1998.

Abstract: The critical and strategic need for computer technology specialists in Georgia and throughout the nation led the University System to give special funding priority to fiscal year 1998 budget requests that responded to this area of employment opportunity. Kennesaw State University's budget request for funding was approved. Subsequently, KSU hired several new faculty in the Department of Computer Science and finalized the proposal for a master of science in information systems degree.

Need: Information from the Bureau of Labor Statistics (March 7, 1997) states that the fastest growing occupations reflect growth in computer technology and health services. Projected growth in employment by occupation indicates two of the top four to be systems analysts (approximately 90%) and computer engineering (approximately 85%). The June 30, 1997 edition of *Computerworld* magazine stated that there were 1.2 million jobs available in the United States. Information systems salaries are increasing as much as 20% per year, as compared to an average of 4% for other industries. The July 1997 edition of *PC Magazine* stated that there are currently 200,000 unfilled information technology jobs. The shortage will force information technology managers to obtain enhanced personnel recruiting and retaining strategies. A cumulative survey of 114 students resulted in 63% stating that they had an interest in participating in a master's-level information systems program. Given the nontraditional age and experience of KSU students combined with the national trend to meet this need, the master of science in information systems program is projected to have a high enrollment.

Objectives: The master of science in information systems degree will meet two specific sets of objectives. Employers in the State of Georgia and nationally have unfilled demands for employees with skills in emerging information system technologies. The MSIS also meets the needs of prospective students who currently work in the field of information systems and must keep their skills current to advance their careers. The program is designed so that students may enter and participate in the program without unreasonable disruption of their careers.

Curriculum: The 36-hour curriculum will provide area employers with graduates skilled in hypermedia development (World Wide Web application development), legacy system reengineering (conversion to temporary technologies, including object-oriented redesign, year 2000 project management), telecommunications (the design, implementation, and support of data), and system administration. Students will complete the core requirements (21 hours), a collaborative studies component (3 hours), and a concentration (12 hours). Core requirements include a capstone information systems policy course, which includes a substantial information systems project that enables students to summarize and apply their course work to a real-world system.

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 45, 65, and 85.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

2. Establishment of the Master of Science in Information Systems, Kennesaw State University (Continued)

Funding: The MSIS program is strongly supported by the Computer Science Information Systems (“CSIS”) Advisory Board. Substantial in-kind support has been devoted to advisory assistance in program development. In 1996, HBO & Company donated 24 computer systems to the CSIS department, enabling it to upgrade the advanced computing lab. This donation was matched by the Board of Regents’ Equipment Technology and Construction Trust (“ETACT”) program. The CSIS department has also received a National Science Foundation Instrumentation and Laboratory Improvement grant for equipment to facilitate group projects in advanced courses. Kennesaw State University has recently implemented a \$25/quarter student technology fee that will support on-campus computer networks, the purchase and access to student software, and student lab support.

Assessment: The Office of Academic Affairs will work with the university to measure the success and continued effectiveness of the proposed program. In 2001, this program will be evaluated by the institution and the System Office to determine the success of the program’s implementation and achievement of the enrollment, quality, viability, and cost-effectiveness indicated in the proposal.

3. Establishment of the Associate of Applied Science in Computer Networking Technology, Dalton College

Approved: The Board approved the request of President James A. Burran of Dalton College to establish the associate of applied science in computer networking technology degree, effective May 13, 1998.

Abstract: Although recent surveys reveal the increased usage of computer networks and the Internet, the number of technically proficient personnel has not kept pace with demand. The establishment of the associate of applied science in computer networking technology degree will assist local industries in the Dalton area to fill job vacancies.

Need: The demand for computer support specialists in Georgia is predicted to grow by more than 100% in the period 1994 to 2005 (*Planning for Tomorrow: Industry and Occupational Outlook*, Georgia Department of Labor, 1996, p. 10). In a recent survey of information systems professionals in the Dalton College area, 85% indicated that their organizations had at least one local-area network. They also projected a need for 20 new network personnel in the next two years.

Objectives: The goal of the associate of applied science degree in computer networking technology is to offer educational opportunities providing the skills and knowledge necessary to succeed in installing, operating, administering, and servicing computer networks in business and industrial applications. In addition to basic computer knowledge, specific instructional areas to be addressed in the new curriculum include Internet, Web pages and servers, local-/wide-/multiple-area networks, E-mail systems, Intranet, programming in Java, and network management using both Windows NT and Novell NetWare.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

3. Establishment of the Associate of Applied Science in Computer Networking Technology, Dalton College (Continued)

Curriculum: The 64 - 65 hour program will be housed in the technical division of the college. The program will build on existing computer electronics courses while establishing new major field courses in Novell NetWare, Windows NT Administration, WANS, and multiple-area networks. The general education courses required for this new degree will be consistent with those mandated in other associate of applied science programs.

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 25, 33, and 45.

Funding: Some start-up funding is being provided for this program. Because of the institution's redirection efforts, resources are available to launch this degree.

Assessment: The Office of Academic Affairs will work with the college to measure the success and combined effectiveness of the proposed program. In 2001, this program will be evaluated by the institution and the System Office to determine the success of the program's implementation and achievement of the enrollment, quality, viability, and cost-effectiveness indicated in the proposal.

4. Establishment of the Bachelor of Science in Telecommunications Engineering Technology, Southern Polytechnic State University

Approved: The Board approved the request of Interim President Daniel S. Papp of Southern Polytechnic State University to establish the bachelor of science in telecommunications technology degree.

Abstract: The telecommunications industry is a major economic force in the metropolitan Atlanta area, and it is growing throughout Georgia. The proposed bachelor of science in telecommunications engineering technology degree to be offered will significantly enhance the University System of Georgia's ability to meet State workforce needs for such companies as BellSouth Cellular Corporation, ALLTEL Georgia, GTE Mobilenet, Hitachi Telecom USA, Lucent Technologies, MCI Telecommunications Corp., and Turner Broadcasting Systems, Inc.

Need: According to the *Statistical Abstract of the United States 1996*, computer engineering and related fields (i.e., telecommunications) are the fourth fastest growing occupations projected through the year 2005. Other studies such as "1996 Network Managers' Salary Survey," *Communications Week Supplement* (October 21, 1996), *Telecommunications, U.S. Industry Profiles: The Leading 100* (Gale Research, Inc.), and "Optimizing University Education for Telecommunications Management," *Telecommunications* (February 1996) document the need for academically trained professionals in the telecommunications industry. In the years 1993, 1994, and 1995, the Bell Companies in Georgia realized increases in installed subscriber lines 3,661,660; 3,888,474; and 4,041,323, respectively. As quoted from Standard and Poors Industry Standard on Wireless Communications, "The U.S. wireless telecommunications industry had nearly \$25 billion in revenues in 1996."

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

4. Establishment of the Bachelor of Science in Telecommunications Engineering Technology, Southern Polytechnic State University (Continued)

Objectives: The principal objectives of the program are to meet the demand for graduates in the field of telecommunications in the metropolitan Atlanta area as well as Georgia and the Southeast and to provide a comprehensive telecommunications program with training in specific management issues.

Curriculum: The 128-hour semester degree program will be housed in the Department of Electrical and Computer Engineering Technology. It is an interdisciplinary degree containing electrical and computer engineering technology and management course work with an emphasis on telecommunications.

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

Funding: No new funding is required to implement the program. External funding will be sought to enhance the program upon approval. Redirection efforts will center upon internal reallocation from low-productivity, low-priority programs.

Assessment: The Office of Academic Affairs will work with the university to measure the success and combined effectiveness of the proposed program. In 2001, this program will be evaluated by the institution and the System Office to determine the success of the program's implementation and achievement of the enrollment, quality, viability, and cost-effectiveness indicated in the proposal.

5. Establishment of Associate of Applied Science Degrees in Business and Technology in Cooperation With East Central Technical Institute, South Georgia College

Approved: The Board approved the request of President Edward D. Jackson, Jr. to establish associate of applied science degrees in business and technology in cooperation with East Central Technical Institute, effective May 13, 1998.

In November 1995, both the Board of Regents and the State Board of Technical and Adult Education approved the Student-Centered Collaboration for Public Postsecondary Education in Georgia with Annotations. In fulfillment of the requirements of this agreement, the two State agencies have developed and forwarded to their respective institutions procedures for implementing cooperative associate of applied science degrees. Staff members in the two central offices have jointly reviewed this proposal and have determined that it meets the criteria. Once approved by the Board of Regents, routine revisions to these agreements, including changes in option areas, will be reviewed and approved administratively.

South Georgia College and East Central Technical Institute

Associate of Applied Science in Business

- Accounting
- Business Office Technology

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

5. Establishment of Associate of Applied Science Degrees in Business and Technology in Cooperation With East Central Technical Institute, South Georgia College (Continued)

Associate of Applied Science in Technology

- Industrial Maintenance Technology
- Air Conditioning Technology
- Machine Tool Technology
- Telecommunications
- Telecommunications Technology

6. Establishment of the Price Gilbert, Jr. Chair in Tissue Engineering, Georgia Institute of Technology

Approved: The Board approved the request of President G. Wayne Clough of the Georgia Institute of Technology (“GIT”) to establish the Price Gilbert, Jr. Chair in Tissue Engineering, effective May 13, 1998.

The Price Gilbert, Jr. Chair will be housed in the College of Engineering. Funding in the amount of \$750,000 has been received from the Georgia Research Alliance’s Eminent Scholar Recruitment Program and \$750,000 from the Georgia Tech Foundation, Inc.

The chair will serve as a catalyst in teaching and research on developing new substitute tissues to replace those that have deteriorated. Tissue engineering is a major thrust area of the recent Board approved joint GIT-Emory University Department of Biomedical Engineering. This is one of the areas where the biomedical engineering field combines traditional engineering expertise with knowledge of medicine and biology to analyze and solve problems related to the improvement of healthcare.

The chair is named in honor of the late Mr. Price Gilbert, Jr. Mr. Gilbert was best known for his contributions and work for the Atlanta Speech School and GIT. He was a trustee of the Speech School, where metropolitan Atlanta area children with speaking defects receive diagnostic testing and therapy, and also had served as president of the GIT National Alumni Association. Mr. Gilbert was an integral participant in the planning and development of Stone Mountain Park and was a founding member of the Stone Mountain Commission.

7. Request for Approval of Endowed Chairs, University of Georgia

Approved: The Board approved the request of President Michael F. Adams of the University of Georgia to name endowed chairs, effective May 13, 1998.

Dr. Adams has requested that 40 endowed chairs be approved by the Board of Regents. The University of Georgia has taken the initiative to compare its records with the Board’s records and found a discrepancy in the number of endowed chairs. In an overwhelming number of cases, the minimum funding requirement (\$500,000) for an endowed chair has been met; however, there are several exceptions. All of these exceptions were chairs established at the University of Georgia from 1971 to 1984. These special faculty positions predate the Board’s 1990 revision to its Policy, which set the minimum dollar amounts for chairs.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

7. Request for Approval of Endowed Chairs, University of Georgia (Continued)

The university is requesting that these positions be “grandfathered” as chairs with the understanding that the university will seek to increase its current principal in each instance to meet and exceed \$500,000.

In addition, the university is submitting a list of other chairs so that the information at the Board of Regents and at the university is consistent and complete. The list of chairs approved by the Board is on file with the Office of Academic Affairs.

8. 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 STATE UNIVERSITY

SMITH, WILLIAM A.: ASSOCIATE PROFESSOR EMERITUS OF MATHEMATICS AND COMPUTER SCIENCE, DEPARTMENT OF MATHEMATICS & COMPUTER SCIENCE, COLLEGE OF ARTS & SCIENCES, EFFECTIVE JUL 1, 1998.

(B) MEDICAL COLLEGE OF GEORGIA

BUSTOS-VALDES, SERGIO E.: PROFESSOR EMERITUS OF ORAL BIOLOGY, DEPARTMENT OF ORAL BIOLOGY, SCHOOL OF DENTISTRY, EFFECTIVE MAY 14, 1998.

CARRASCO, RICARDO C.: ASOP EMERITUS OF OCCUPATIONAL THERAPY, DEPARTMENT OF OCCUPATIONAL THERAPY, SCHOOL OF ALLIED HEALTH SCIENCES, EFFECTIVE JUN 15, 1998.

GARNICK, JERRY J.: PROFESSOR EMERITUS OF PERIODONTICS, DEPARTMENT OF PERIODONTICS, SCHOOL OF DENTISTRY, EFFECTIVE AUG 1, 1998.

(C) UNIVERSITY OF GEORGIA

BEST, EDWARD EXUM JR.: ASSOCIATE PROFESSOR EMERITUS, DEPARTMENT OF CLASSICS, FRANKLIN COLLEGE OF ARTS AND SCIENCES, EFFECTIVE MAY 1, 1998.

BROWN, SIDNEY EDWARD: ASSOC VP FOR ACADEMIC AFFAIRS & ASSOC PROF OF EDUCATIONAL LEADERSHIP EMERITUS, VICE PRESIDENT FOR ACADEMIC AFFAIRS, EFFECTIVE JUL 1, 1998.

HOLTZ, HAROLD FRED JR.: ASST PROFESSOR & ASSOC DIRECTOR EMERITUS, INSTITUTE OF GOVERNMENT, VICE PRESIDENT FOR SERVICE, EFFECTIVE JUL 1, 1998.

TEET, PATRICIA D.: ASST VP FOR ACADEMIC AFFAIRS, DIRECTOR OF BUDGET REVIEW EMERITA, VICE PRESIDENT FOR ACADEMIC AFFAIRS, EFFECTIVE JUL 1, 1998.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

CONFERRING OF EMERITUS STATUS (CONTINUED):

(D) GEORGIA SOUTHERN UNIVERSITY

ADDINGTON, DAVID W.: EMERITUS PROFESSOR OF COMMUNICATION ARTS AND CHAIR EMERITUS, DEPARTMENT OF COMMUNICATION ARTS, COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES, EFFECTIVE SEP 1, 1998.

ARIAIL, JULIUS F.: UNIVERSITY LIBRARIAN EMERITUS AND ASSOCIATE PROFESSOR EMERITUS, LIBRARY, EFFECTIVE JUL 1, 1998.

HASHMI, ZIA H.: PROFESSOR EMERITUS AND DIRECTOR EMERITUS OF INTERNATIONAL STUDIES, DEPARTMENT OF POLITICAL SCIENCE, COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES, EFFECTIVE JUL 1, 1998.

HEMBERGER, LANCE W.: ASSISTANT PROFESSOR EMERITUS OF SCHOOL OF PSYCHOLOGY, DEPARTMENT OF LEADERSHIP, TECHNOLOGY, AND HUMAN DEVELOPMENT, COLLEGE OF EDUCATION, EFFECTIVE APR 1, 1998.

MANDES, CAROLYN P.: ASSISTANT PROFESSOR EMERITA OF MIDDLE GRADES AND SECONDARY EDUCATION, DEPARTMENT OF MARVIN PITTMAN LABORATORY SCHOOL, COLLEGE OF EDUCATION, EFFECTIVE JUL 1, 1998.

(E) VALDOSTA STATE UNIVERSITY

BRADLEY, CHARLES L.: ASSISTANT PROFESSOR EMERITUS OF MODERN & CLASSICAL LANGUAGES, DEPARTMENT OF MODERN AND CLASSICAL LANGUAGES, COLLEGE OF ARTS & SCIENCES, EFFECTIVE JUL 1, 1998.

DANIELS, JOSEPH W.: PROFESSOR EMERITUS OF DEVELOPMENTAL STUDIES, DEPARTMENT OF DEVELOPMENTAL STUDIES, EFFECTIVE JUL 1, 1998.

DETHOMAS, ARTHUR: PROFESSOR EMERITUS OF ACCOUNTING & FINANCE, DEPARTMENT OF ACCOUNTING & FINANCE, COLLEGE OF BUSINESS ADMINISTRATION, EFFECTIVE AUG 1, 1998.

FRIERSON, WILLIAM M.: ASSOCIATE PROFESSOR EMERITUS OF PHILOSOPHY, DEPARTMENT OF PHILOSOPHY, COLLEGE OF ARTS & SCIENCES, EFFECTIVE AUG 1, 1998.

LACKEY, ANN K.: ASSISTANT PROFESSOR EMERITA OF COMMUNICATION ARTS, DEPARTMENT OF COMMUNICATION ARTS, COLLEGE OF ARTS, EFFECTIVE AUG 1, 1998.

MC CLAIN, BENJAMIN R.: ASSOCIATE PROFESSOR EMERITUS OF EDUCATIONAL LEADERSHIP, DEPARTMENT OF EDUCATIONAL ADMINISTRATION & SUPERVISION, COLLEGE OF EDUCATION, EFFECTIVE AUG 1, 1998.

MCINTYRE, HUGH K., JR.: ASSISTANT PROFESSOR EMERITUS OF BIOLOGY, DEPARTMENT OF BIOLOGY, COLLEGE OF ARTS & SCIENCES, EFFECTIVE AUG 1, 1998.

MERRIMAN, JOHN W.: PROFESSOR EMERITUS OF HEALTH, PHYSICAL ED., & ATHLETICS, DEPARTMENT OF HEALTH, PHYSICAL EDUCATION & ATHLETICS, COLLEGE OF EDUCATION, EFFECTIVE AUG 1, 1998.

PHILLIPS, MARY J.: ASSISTANT PROFESSOR EMERITA OF HEALTH, PHYSICAL EDUCATION & ATHLETICS, DEPARTMENT OF HEALTH, PHYSICAL EDUCATION & ATHLETICS, COLLEGE OF EDUCATION, EFFECTIVE AUG 1, 1998.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

CONFERRING OF EMERITUS STATUS (CONTINUED):

(E) VALDOSTA STATE UNIVERSITY (CONTINUED)

WYLIE, VIRGINIA L.: PROFESSOR EMERITA OF EDUCATIONAL LEADERSHIP, DEPARTMENT OF EDUCATIONAL ADMINISTRATION & SUPERVISION, COLLEGE OF EDUCATION, EFFECTIVE AUG 1, 1998.

(F) NORTH GEORGIA COLLEGE & STATE UNIVERSITY

OWENS, ROBERT L.: PROFESSOR OF FINE ARTS EMERITUS, DEPARTMENT OF EDUCATION,

EFFECTIVE APR 1, 1998.

(G) ABRAHAM BALDWIN AGRICULTURAL COLLEGE

GILES, EMORY ENNIS: ASSOCIATE PROFESSOR EMERITUS OF SOCIAL SCIENCE, DIVISION OF SOCIAL SCIENCE, EFFECTIVE JUN 13, 1998.

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

FONG, SHOW H.: ASSISTANT PROFESSOR, SCHOOL OF MECHANICAL ENGINEERING, COLLEGE OF ENGINEERING, LEAVE FROM JAN 5, 1998 TO JUN 15, 1998, WITHOUT PAY.

(B) GEORGIA STATE UNIVERSITY

REBELLO, MICHAEL J.: ASSOCIATE PROFESSOR, DEPARTMENT OF FINANCE, COLLEGE OF BUSINESS ADMINISTRATION, LEAVE FROM AUG 17, 1998 TO MAY 15, 1999, WITHOUT PAY.

SCOTT, CHARITY: PROFESSOR, COLLEGE OF LAW, LEAVE FROM AUG 17, 1998 TO MAY 15, 1999, WITHOUT PAY.

(C) UNIVERSITY OF GEORGIA

GALDA-PELLEGRINI, SUSAN LE: PROFESSOR, SCH OF TEACHER EDUC - DEPT OF LANGUAGE EDUC, COLLEGE OF EDUCATION, LEAVE FROM AUG 17, 1998 TO JAN 31, 1999, WITHOUT PAY.

MILLER, MARTYN J.: DEPARTMENT HEAD ACADEMIC, GEORGIA CENTER FOR CONTINUING EDUCATION, VICE PRESIDENT FOR SERVICE, LEAVE FROM OCT 1, 1998 TO JUN 30, 1999, WITHOUT PAY.

(D) GEORGIA SOUTHERN UNIVERSITY

COLLINS, LINDA R.: INSTRUCTOR, DEPARTMENT OF FOREIGN LANGUAGES, COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES, LEAVE FROM AUG 1, 1998 TO MAY 31, 1999, WITH PAY.

(E) VALDOSTA STATE UNIVERSITY

EDWARDS, FAYE S.: INSTRUCTOR, DEPARTMENT OF ENGLISH, COLLEGE OF ARTS & SCIENCES, LEAVE FROM AUG 1, 1998 TO MAY 31, 1999, WITH PAY.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

APPROVAL OF LEAVES OF ABSENCE (CONTINUED):

(F) ATLANTA METROPOLITAN COLLEGE

HOOD, BETTY W.: ASSISTANT PROFESSOR, DIVISION OF DEVELOPMENTAL STUDIES, LEAVE FROM AUG 1, 1997 TO AUG 1, 1998, WITHOUT PAY.

(G) FLOYD COLLEGE

CHURCH, CAROLINE R.: ASSOCIATE PROFESSOR, DIVISION OF HEALTH SCIENCES, LEAVE FROM MAR 24, 1998 TO MAY 15, 1999, WITHOUT PAY.

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

(A) GEORGIA STATE UNIVERSITY

ANCIS, JULIE R.: ASSISTANT PROFESSOR, DEPARTMENT OF COUN. & PSYCH. SRVS., COLLEGE OF EDUCATION, ONE YEAR PROBATIONARY CREDIT TOWARDS TENURE, EFFECTIVE SEP 15, 1997.

(B) MEDICAL COLLEGE OF GEORGIA

BORKE, JAMES L.: ASSOCIATE PROFESSOR, DEPARTMENT OF ORAL BIOLOGY, SCHOOL OF DENTISTRY, FROM TENURE TRACK TO NONTENURE TRACK, EFFECTIVE JUN 1, 1998.

STEIN, PETER P.: SECTION CHIEF, DEPARTMENT OF MEDICINE, SCHOOL OF MEDICINE, FROM TENURE TRACK TO NONTENURE TRACK, EFFECTIVE JUL 1, 1998.

(C) VALDOSTA STATE UNIVERSITY

PUFONG, MARC G.: ASSISTANT PROFESSOR, DEPARTMENT OF POLITICAL SCIENCE, COLLEGE OF ARTS & SCIENCES, TWO YEARS PROBATIONARY CREDIT TOWARDS TENURE, EFFECTIVE MAY 13, 1998.

(D) DALTON COLLEGE

NELSON, JUANETTE P.: INSTRUCTOR, DIVISION OF NURSING, FROM TENURE TRACK TO NONTENURE TRACK, EFFECTIVE SEP 1, 1998.

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

(A) GEORGIA INSTITUTE OF TECHNOLOGY

HECKMAN, JERRY J: SR RESEARCH ENGINEER, ELECTRONIC SYSTEMS LABORATORY, GEORGIA TECH RESEARCH INSTITUTE, AS NEEDED FOR PERIOD BEGINNING APR 13, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

RYAN, CHARLES E., JR.: PRIN RESEARCH ENGINEER, SCHOOL OF ELECTRICAL AND COMPUTER ENGINEERING, COLLEGE OF ENGINEERING, AS NEEDED FOR PERIOD BEGINNING FEB 4, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

TULEY, MICHAEL T.: PRIN RESEARCH ENGINEER, SENSORS & ELECTROMAGNETIC APPLICATIONS LABORATORY, GEORGIA TECH RESEARCH INSTITUTE, AS NEEDED FOR PERIOD BEGINNING APR 1, 1998, AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

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

(B) GEORGIA STATE UNIVERSITY

ANDRETTI, MARY C.: PART-TIME INSTRUCTOR, DEPARTMENT OF ART, COLLEGE OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUN 17, 1998 AND ENDING JUN 8, 1999, AT LESS THAN HALF TIME.

BERRY, LEONARD E.: PROFESSOR & DIRECTOR EMER, SCHOOL OF ACCOUNTANCY, COLLEGE OF BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING JUN 15, 1998 AND ENDING JUN 8, 1999, AT LESS THAN HALF TIME.

BIBB, CHARLES M.: DIRECTOR ADMINISTRATIVE, COLLEGE OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUL 2, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

BRIESKE, THOMAS J.: PROFESSOR, DEPT OF MIDDLE-SECONDARY EDUCATION & INSTRUCTIONAL TECHNOLOGY, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JUN 17, 1998 AND ENDING JUN 8, 1999, AT LESS THAN HALF TIME.

BROWN, JAMES F.: ASSOCIATE PROFESSOR, DEPARTMENT OF COMPUTER INFORMATION SYSTEMS, COLLEGE OF BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING JUN 15, 1998, AND ENDING JUN 8, 1999, AT LESS THAN HALF TIME.

DANIEL, WAYNE W.: PROFESSOR, DEPARTMENT OF DECISION SCIENCES, COLLEGE OF BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING JUN 15, 1998 AND ENDING JUN 8, 1999, AT LESS THAN HALF TIME.

HALE, MARION F.: ASSOC PROFESSOR EMERITUS, SCHOOL OF NURSING, COLLEGE OF HEALTH SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

HILL, PEGGY J.: ASSOCIATE PROFESSOR, SCHOOL OF NURSING, COLLEGE OF HEALTH SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

KNOX, CHARLES C.: PROFESSOR EMERITUS, DEPARTMENT OF MUSIC, COLLEGE OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUN 17, 1998 AND ENDING JUN 8, 1999, AT LESS THAN HALF TIME.

LAUSHEY, DAVID M.: ASSOC PROFESSOR EMERITUS, DEPARTMENT OF HISTORY, COLLEGE OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUN 17, 1998 AND ENDING JUN 8, 1999, AT LESS THAN HALF TIME.

MICKISH, VERLE L.: PROFESSOR EMERITUS, DEPARTMENT OF ART, COLLEGE OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING APR 20, 1998 AND ENDING APR 22, 1998, AT LESS THAN HALF TIME.

NORRIS, ROSE M: ASSOCIATE PROFESSOR, SCHOOL OF NURSING, COLLEGE OF HEALTH SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998, AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

ROBB, SHIRLEY: ADMIN SPECIALIST-ADMIN, AS NEEDED FOR PERIOD BEGINNING APR 1, 1998, AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

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

(C) UNIVERSITY OF GEORGIA

DANIELSEN, ALBERT LEROY: PROFESSOR, DEPARTMENT OF ECONOMICS, COLLEGE OF BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING MAR 27, 1998 AND ENDING NOV 1, 1998, AT LESS THAN HALF TIME.

FERREE, MAURICE EDGAR: PROFESSOR, DEPARTMENT OF HORTICULTURE, COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING APR 15, 1999, AT LESS THAN HALF TIME.

GLANTON, MAUDESTINE M.: PRT-TIME PUB SERV ASST, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

HARRELL, FRANCES L.: ACCOUNTANT III, VICE PRESIDENT FOR RESEARCH, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

KINEY, RUTH: ADMINISTRATIVE SECRETARY, SCHOOL OF MUSIC, FRANKLIN COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

MCELHENEY, BERNICE S.: SENIOR ADMIN SECRETARY, AS NEEDED FOR PERIOD BEGINNING APR 1, 1998, AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

(D) GEORGIA SOUTHERN UNIVERSITY

BISHOP, T. PARKER: PROFESSOR EMERITUS, DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING APR 2, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

CRAWFORD, GENE: ANNUAL FUND COORDINATOR, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

DENITTO, JOHN F.: PROFESSOR EMERITUS, DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING APR 1, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

FRANKLIN, SANDRA T.: ASTP EMERITA, DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING APR 1, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

HASSAPIS, VASSILIOS C.: ASSOC PROFESSOR EMERITUS, DEPARTMENT OF PHYSICS, THE ALLEN E. PAULSON COLLEGE OF SCIENCE & TECHNOLOGY, AS NEEDED FOR PERIOD BEGINNING APR 1, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

(E) FORT VALLEY STATE UNIVERSITY

CANTY, GEORGE JR.: ASOP EMERITUS, DEPARTMENT OF CHEMISTRY, SCHOOL OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING APR 1, 1998 AND ENDING JUN 11, 1998, AT LESS THAN HALF TIME.

HILL, J. C., JR.: ASSISTANT PROFESSOR, DEPARTMENT OF ENGLISH, SCHOOL OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING APR 1, 1998 AND ENDING JUN 11, 1998, AT LESS THAN HALF TIME.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

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

(F) NORTH GEORGIA COLLEGE & STATE UNIVERSITY

BENTON, SIDNEY EDWIN: PROFESSOR EMERITUS, DEPARTMENT OF EDUCATION, AS NEEDED FOR

PERIOD BEGINNING JUN 30, 1997 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

HAMMOND, LYMAN L.: ASST PROFESSOR EMERITUS, DEPARTMENT OF FINE ARTS, AS NEEDED FOR PERIOD BEGINNING SEP 1, 1997 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

SOROHAN, LAWRENCE JOSEPH: PROFESSOR EMERITUS, DEPARTMENT OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING SEP 1, 1997 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

TRUE, JUDITH N.: PROFESSOR EMERITUS, DEPARTMENT OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING SEP 1, 1997 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

(G) ABRAHAM BALDWIN AGRICULTURAL COLLEGE

COWART, DIANNE D.: DIRECTOR ADMINISTRATIVE CONTINUING EDUCATION, DIVISION OF DEVELOPMENTAL STUDIES, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

JOHNSON, ROSEMARY: DIRECTOR ADMINISTRATIVE & ASOP EMERITA-CONT ED, DIVISION OF SOCIAL SCIENCE, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

KEESE, VINCENT A.: PROFESSOR EMERITUS-CONT ED, DIVISION OF HUMANITIES, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

MOODY, THOMAS KENNETH: ASTP EMERITUS-CONT ED, DEPARTMENT OF HEALTH, PHYSICAL EDUCATION & RECREATION, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

VICKERS, ELLEN LOUISE E.: ASSISTANT PROFESSOR CONTINUING EDUCATION, DEPARTMENT OF HEALTH, PHYSICAL EDUCATION & RECREATION, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

(H) DEKALB COLLEGE

MABREY, GEORGIA: SENIOR ACCOUNTING ASST, DEKALB COLLEGE (NORTH), AS NEEDED FOR PERIOD BEGINNING APR 13, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

PACE, BETTY Y.: SENIOR SECRETARY, DIVISION OF HUMANITIES (NORTH), AS NEEDED FOR PERIOD BEGINNING APR 1, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

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

(A) GEORGIA INSTITUTE OF TECHNOLOGY

BLICKSILVER, EDITH H.: ASOP EMERITA, DEPARTMENT OF LITERATURE, COMMUNICATION & CULTURE, IVAN ALLEN COLLEGE, AS NEEDED FOR PERIOD BEGINNING JAN 5, 1998 AND ENDING MAR 20, 1998, AT LESS THAN HALF TIME.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

APPOINTMENT OF FACULTY MEMBERS OVER AGE 70 PREVIOUSLY RETIRED FROM THE UNIVERSITY SYSTEM (CONTINUED):

(A) GEORGIA INSTITUTE OF TECHNOLOGY (CONTINUED)

HAYES, ROBERT D.: PRIN RESEARCH ENGINEER, SCHOOL OF ELECTRICAL AND COMPUTER ENGINEERING, COLLEGE OF ENGINEERING, AS NEEDED FOR PERIOD BEGINNING FEB 3, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

(B) GEORGIA STATE UNIVERSITY

ETHERIDGE, JERRY H.: PART-TIME INSTRUCTOR, DEPARTMENT OF MUSIC, COLLEGE OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUN 17, 1998 AND ENDING JUN 8, 1999, AT LESS THAN HALF TIME.

EZELL, JOE B.: INSTRUCTOR, DEPARTMENT OF HISTORY, COLLEGE OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUN 17, 1998 AND ENDING JUN 8, 1999, AT LESS THAN HALF TIME.

GOLDSTUCKER, JAC L.: PROFESSOR EMERITUS, DEPARTMENT OF MARKETING, COLLEGE OF BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING JUN 15, 1998 AND ENDING JUN 8, 1999, AT LESS THAN HALF TIME.

REED, MERL E.: PROFESSOR EMERITUS, DEPARTMENT OF HISTORY, COLLEGE OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUN 17, 1998 AND ENDING JUN 8, 1999, AT LESS THAN HALF TIME.

SCHOENFELD, EUGEN: PROFESSOR EMERITUS, DEPARTMENT OF SOCIOLOGY, COLLEGE OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUN 17, 1998 AND ENDING JUN 8, 1999, AT LESS THAN HALF TIME.

(C) UNIVERSITY OF GEORGIA

CHIN, EDWARD: DIRECTOR ACADEMIC & PROFESSOR EMERITUS, VICE PRESIDENT FOR SERVICE, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

SANDERSON, WILEY DEVERE JR: PROFESSOR EMERITUS, LAMAR DODD SCHOOL OF ART, FRANKLIN COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING OCT 1, 1997, AND ENDING OCT 2, 1997, AT LESS THAN HALF TIME.

(D) FORT VALLEY STATE UNIVERSITY

SIMMONS, JULIUS C.: COUNSELOR, DEPARTMENT OF DEVELOPMENTAL STUDIES, AS NEEDED FOR PERIOD BEGINNING MAR 30, 1998 AND ENDING JUN 11, 1998, AT LESS THAN HALF TIME.

(E) STATE UNIVERSITY OF WEST GEORGIA

HOSKINS, FLOYD E.: PART-TIME INSTRUCTOR, DEPARTMENT OF HISTORY, COLLEGE OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING MAR 30, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

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

GEORGIA INSTITUTE OF TECHNOLOGY	23
GEORGIA STATE UNIVERSITY	59
MEDICAL COLLEGE OF GEORGIA	7
UNIVERSITY OF GEORGIA	29
GEORGIA SOUTHERN UNIVERSITY	16
VALDOSTA STATE UNIVERSITY	7
ALBANY STATE UNIVERSITY	1
ARMSTRONG ATLANTIC STATE UNIVERSITY	5
AUGUSTA STATE UNIVERSITY	1
COLUMBUS STATE UNIVERSITY	1
GEORGIA COLLEGE & STATE UNIVERSITY	6
KENNESAW STATE UNIVERSITY	14
SOUTHERN POLYTECHNIC STATE UNIVERSITY	4
STATE UNIVERSITY OF WEST GEORGIA	5
ATLANTA METROPOLITAN COLLEGE	1
DALTON COLLEGE	2
DEKALB COLLEGE	1
GAINESVILLE COLLEGE	1
MACON STATE COLLEGE	2
MIDDLE GEORGIA COLLEGE	1

TENURE: THE BOARD APPROVED THE AWARDS OF TENURE FOR FACULTY MEMBERS AT THE FOLLOWING INSTITUTIONS:

GEORGIA INSTITUTE OF TECHNOLOGY	31
GEORGIA STATE UNIVERSITY	30
MEDICAL COLLEGE OF GEORGIA	9
UNIVERSITY OF GEORGIA	51
GEORGIA SOUTHERN UNIVERSITY	30
VALDOSTA STATE UNIVERSITY	38
ALBANY STATE UNIVERSITY	7
ARMSTRONG ATLANTIC STATE UNIVERSITY	9
AUGUSTA STATE UNIVERSITY	14
CLAYTON COLLEGE & STATE UNIVERSITY	2
COLUMBUS STATE UNIVERSITY	4
FORT VALLEY STATE UNIVERSITY	4
GEORGIA COLLEGE & STATE UNIVERSITY	10
GEORGIA SOUTHWESTERN STATE UNIVERSITY	7
KENNESAW STATE UNIVERSITY	23
NORTH GEORGIA COLLEGE & STATE UNIVERSITY	11
SAVANNAH STATE UNIVERSITY	10
SOUTHERN POLYTECHNIC STATE UNIVERSITY	16
STATE UNIVERSITY OF WEST GEORGIA	13
ABRAHAM BALDWIN AGRICULTURAL COLLEGE	6
ATLANTA METROPOLITAN COLLEGE	1
BAINBRIDGE COLLEGE	2
COASTAL GEORGIA COMMUNITY COLLEGE	1
DALTON COLLEGE	4
DARTON COLLEGE	6
DEKALB COLLEGE	33
EAST GEORGIA COLLEGE	1
FLOYD COLLEGE	3
GAINESVILLE COLLEGE	7
GORDON COLLEGE	2
MACON STATE COLLEGE	12
MIDDLE GEORGIA COLLEGE	3

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

9. 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

Allied Health	3
Nursing	1, 2R
Nutrition & Lab Technol.	1

Medical College of Georgia

Allied Health	20, 15R
Dentistry	1, 1R

Medicine		2, 3R		
Nursing	12			
University of Georgia				
Child & Family Dvlpmt.		1R		
Counseling	1			
Psychology		1, 2R		
Recreation & Leisure		5		
Georgia Southern University				
Family & Consumer Sci.		1		
Health & Kinesiology		2		
Leadership, Technology & Human Development		1		
Nursing	8R			
Sociology & Anthropology		2		
Valdosta State University				
Nursing	9, 75R			
Armstrong Atlantic State University				
Nursing		2		
Physical Therapy			2	
Georgia College & State University				
Allied Health			8	
Darton College				
Nursing			1R	
Physical Therapy Asst.				1, 1R
Floyd College				
Human Services				1
Physical Therapy				2
TOTAL				187

R = Renewal

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

10. 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			
Perform policy analysis for GA EPA	Georgia Dept. of Natural Resources	7/1/97 - 6/30/98	\$252,044
University of Georgia			
Conduct multi-county farm demonstration	Georgia Commodity Comm. for Corn	7/1/97 - 6/30/98	\$2,900
Study corn yield and production efficiency	“ ” “	7/1/97 - 6/30/98	\$1,000
Study variables related to infestation of maize weevil	“ ” “	7/1/97 - 6/30/98	\$1,950
Study modification of nitrogen in	“ ” “	7/1/97 - 6/30/98	\$11,400

broiler litter			
Provide technical support for extension team	“ ” “	7/1/97 - 6/30/98	\$32,800
Develop Central Savannah River Development Cooperative	Georgia Dept. of Community Affairs	2/1/98 - 9/30/98	\$10,000
Assist in Gwinnett technology training	Georgia Dept. of Education	7/1/97 - 6/30/98	\$50,000
Develop guidelines for skills workshop	Georgia Dept. of Human Resources	11/25/97 - 9/30/98	\$126,000
Assist in children's behavior health program	“ ” “	02/16/98 - 6/30/98	\$125,700
Survey Georgia labor markets	Georgia Dept. of Labor	3/1/98 - 6/30/98	\$8,175
Provide South Central Georgia resource	Georgia Childcare Council	10/1/96 - 12/31/97	\$11,250

TOTAL AMOUNT THIS MONTH	\$ 633,219
TOTAL AMOUNT FY 98 To DATE	85,211,867
TOTAL AMOUNT FY 97 (TO MAY)	19,934,621
TOTAL AMOUNT FY 97	20,173,291

COMMITTEE ON ORGANIZATION AND LAW

The Committee on Organization and Law met on Tuesday, May 12, 1998 at approximately 4:30 p.m. in the Chancellor's Conference Room. Committee members in attendance were Regents Edgar L. Jenkins and Donald M. Leebern, Jr. Chair of the Board S. William Clark, Jr. and Regent David H. (Hal) Averitt were also in attendance at this meeting. Regent Jenkins reported to the Board on Wednesday that the Committee had 19 applications for review. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. In the matter of P.J. Vanderford at Abraham Baldwin Agricultural College, concerning a complaint, that the application for review be denied.
2. In the matter of Jiakun Jin at the Medical College of Georgia, concerning a formal written warning, that the application for review be denied; however, President Francis J. Tedesco is directed to implement the campus Hearing Committee's third recommendation (concerning actions to be taken by the supervisor in question).
3. In the matter of Sharon Tracy at Georgia Southern University, concerning denial of promotion, that the application for review be denied.
4. In the matter of Leslie Webb at Georgia State University, concerning termination of employment, that the application for review be denied.
5. In the matter of April M. Hamm at Middle Georgia College, concerning expulsion from GAMES program, that the application for review be denied.
6. In the matter of William Pollard at Valdosta State University, concerning denial of promotion, that the application for review be denied.

7. In the matter of Melissa C. Sims at Georgia State University, concerning a grade appeal, that the application for review be denied.
8. In the matter of Winnetka Johnson at Georgia State University, concerning nonexemption from learning support program, that the application for review be denied.
9. In the matter of Huishan Zhou at Georgia State University, concerning promotion and tenure, that the application for review be denied.
10. In the matter of James F. McGovern at the University of Georgia, concerning a salary grievance, that the application for review be denied.
11. In the matter of Matika P. Washington at Fort Valley State University, concerning a disciplinary suspension, that the application for review be denied.
12. In the matter of Courtney Johnson at Fort Valley State University, concerning a suspension, that the application for review be denied.

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13. In the matter of Emily Redding at the Georgia Institute of Technology, concerning a five-day suspension, that the application for review be denied.
14. In the matter of Christopher Fenchak at University of Georgia College of Pharmacy, concerning pharmacy curriculum, that the application for review be denied.
15. In the matter of Mario L. Occelli at Georgia Institute of Technology, concerning termination of employment, that the application for review be denied.
16. In the matter of Jacquelyn V. Nealy at Albany State University, concerning termination of employment, that the application for review be denied.
17. In the matter of Cynthia Key at the Medical College of Georgia, concerning termination of employment, that the application for review be denied.
18. In the matter of Marclette Snowden at Fort Valley State University, concerning office of Miss Fort Valley State University, that the application for review be denied.
19. In the matter of Carey Burkey at Georgia Southwestern State University, concerning exclusion from the dormitory, that the application for review be denied.

CHANCELLOR'S REPORT TO THE BOARD

After the Committee reports, Chair Clark called upon Chancellor Portch to present his report to the Board, which was as follows:

Thank you, Mr. Chairman. As you have already witnessed this morning, achievement and collaboration are alive and well in the University System of Georgia.

As you know, each month I select a few items of "good news" to share with the board. In my four years in Georgia, there has never been a tougher month to select items. We have literally been overwhelmed with the accomplishments. So let me get right to it:

- University of Georgia Professor of History and Law Edward J. Larson won the 1998 Pulitzer Prize in history. We hope to bring him to meet you at a future meeting.

- Honored by the *Atlanta-Journal Constitution* as Georgia's best educators, I am pleased to report, especially given Chairman Clark's emphasis this year, that 9 of the 12 teachers have at least one degree from a University System institution.

- An alumnus from the State University of West Georgia has received one of the prestigious Milken Family Foundation National Educator awards, which are given annually to outstanding educators throughout the country. Four teachers in Georgia received the award this year; 1991 West Georgia graduate Jamie Price Lipscomb of Carrollton was also chosen as the 1997 Georgia teacher of the year.

- *USA Today* recently announced its "1998 All-USA Community and Junior College Academic First Team." One of our own, Mr. Shannon Scarlet, a 21-year-old chemistry/pre-med major from Coastal Georgia Community College was named. Also, a Darton College student, John Beasley, 31, placed on the second team. He is majoring in business computer systems and nursing. He is from Pelham and plans on attending Albany State University upon graduation.

- Waycross College's chapter of Phi Theta Kappa recently won a scholarship hallmark award and was awarded a level five of the five-star award for the second year in a row.

- *Black Issues in Higher Education* (March 5 edition) ranks UGA [University of Georgia] eleventh in the nation among research I and II institutions in number of tenured black faculty.

- Judson Mitcham, a Fort Valley State University professor, won the State's top fiction award, the Townsend Prize, for "The Sweet Everlasting," a story of a sharecropper's sin and redemption.

CHANCELLOR'S REPORT TO THE BOARD

- Georgia Tech's student yearbook, *The Blueprint*, received one of five gold medals in national competition. It was the only winning yearbook to be produced by a university without a school of journalism. Incidentally, for those who have heard stereotypes about Georgia Tech students, I have an interesting bit of news. The number of female students who have accepted offers for the president's scholarship, Georgia Tech's premiere merit-based financial award, has increased by 550 percent in the last five years. This marks the first time that the number of females will equal the number of males in accepting this prestigious award.

- UGA Professor of Exercise Science Chet Ray conducted tests on the current space shuttle crew and will test them again following the mission as part of his research into lightheadedness. No comments, please!

- Three students in MCG's [Medical College of Georgia] medical illustration graduate program received scholarship grants from the Vesalius Trust and Association of Medical Illustrators scholarship committee. Also, one of these three recipients was awarded the prestigious Alan Cole scholarship for being the highest-ranking applicant.

- Georgia Southwestern State University has teamed with the international headquarters of Habitat for Humanity. A team of 12 students and one advisor is scheduled to visit the Dominican Republic in June. The long-term goal is to find new ways to involve as many as 500 Georgia Southwestern students in an international living/learning experience each year.

- Georgia College & State University cheerleaders won the national championship last month. They are the first school in Georgia to win this event.

- President Tedesco is the recipient of the 1998 Spirit of Georgia Award presented by the Georgia Economic Development Association for his work in the telemedicine program, the development of the electronic housecall systems, and cybercare.

- Regent Baranco has had a "banner month" at her very own Acura dealership!

- Regent Dahlberg was awarded the "volunteer of the year" at channel 11's recent community award dinner. The "big cheese" was also spotted by the Atlanta Business Chronicle waiting for his food order at the McDonalds on Northside Drive. "The insider" is quoted as saying, "We do see the prominent executive as a Big Mac kind of guy." Let's really get inside Bill Dahlberg and go to his Web page.

- Our own Regents Hunt and Leebern, after younger generation nuptials this weekend in Columbus, must now be closely related--we just haven't quite figured out how yet! A good time was had by all in Columbus, with all of Tifton having attended.

CHANCELLOR'S REPORT TO THE BOARD

- April 28 in Waycross was declared Bill Clark day. A splendid gathering of friends, family, colleagues, Regents, and community honored Chairman Clark. Governor Miller traveled to Waycross to praise and thank his old friend and supporter. A surprise scholarship in his name at Waycross College was announced.

I also want to give you a “teaser” of good news in the future. We are optimistic about soon being able to announce some additional private support for P-16, international scholarships, and PREP (Post-secondary Readiness Enrichment Program).

Speaking of PREP, you will find a booklet in your folders of non-PREP summer precollege programs. This is an example of why I love working here. PREP, as you know, is targeted for students in at-risk situations. Yet, we get many inquiries from parents about precollege opportunities for students who aren't in at-risk situations. As director of PREP, Jackie Michael hears these inquiries the most. So, on her own initiative and without feeling constrained to stay in her PREP box, she worked with our institutions to put together this very useful publication. Initiative, collaboration, quality work: these are the hallmarks I keep finding.

The other hallmark of this state is the enthusiastic community support for quality higher education. This month, I've had the opportunity to be in Gainesville, Milledgeville, Waycross, Macon, and Douglas on University System business. In every place, I've been struck by the ambition of the community to be continuously progressive and the deep awareness of how the presence of a University System campus is vital to the intellectual, cultural, and economic future of the community.

I find this same level of energy from foundations to civic groups. This month, I had the opportunity to meet with the trustees of the Lettie Pate Whitehead Foundation. These trustees come from several different Southern states, and all envied the situation in Georgia. All knew and envied our record and the leadership of Governor Miller. I also had the opportunity to speak to several hundred Rotarians at a regional meeting. They, of course, were particularly enthusiastic about the Board's international initiative.

We do live in the best of times, for so very many reasons: relative world peace, major medical breakthroughs (and I'm not just referring to Viagra!), enormous economic vitality. Our graduates are finding a robust job market, the hottest in three decades, with a 27.5% increase in job openings and average starting salaries up 5%. Signing bonuses, stock options, and door prizes for just filling out an application are among the tactics employers are using.

Allow me an editorial comment. One of the most used, and misused, pieces of data that has been floating around for nearly a decade now is that 80% of the jobs won't require a college degree. Perhaps, it's just that someone forgot to tell employers that! College graduates are, and will continue to be, hot properties because of the combination of their critical thinking skills and facility with technology.

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And a P.S. to all this--a recent study shows college graduates feel healthier, too! College graduates feel more healthy an average of 26 days/month than high school dropouts at just 22.8 days/month.

Yes, as we live in the best of times, it is surely our responsibility to produce graduates who take all of these advances a step further so that future generations have an even better time than the best of times.

Thank you. _____

At approximately 9:50 a.m., the Board took a brief recess.

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

At approximately 10:00 a.m., the Board reconvened and Chair Clark convened the meeting of the Strategic Planning Committee as a Committee of the Whole. He then turned the chairmanship of the meeting over to Regent Leebern.

Chair Leebern thanked Regent Clark and announced that there were two items on the agenda at this meeting of the Strategic Planning Committee: semester conversion and teacher preparation. He then introduced Senior Vice Chancellor for Academic Affairs James L. Muyskens.

Dr. Muyskens thanked Chair Leebern and said that he would be pleased to update the Board on one of its initiatives, semester conversion. He reminded the Board that this initiative was adopted in December 1995 and that it goes into effect in August 1998. This was a massive undertaking, Dr. Muyskens explained, but he asserted that this undertaking will truly strengthen the University System. When Dr. Muyskens came to the Central Office as Chief Academic Officer, he felt that the System’s move to the semester system would be beneficial because it would require a thorough review of all academic programming. No course can stand to go from a 10-week period to a 15-week period without change. So, semester conversion presented an opportunity to do the kind of review that will put the System in very good shape for the future. The System also had to examine the issue of “credit creep,” the phenomenon where many programs grew so large that they became difficult to complete in the typical four years of college. Transfer articulation was also examined, because one of the concerns of the Board has been ease of transfer within the System. Additionally, the move to semesters is consistent with national patterns; 70% of institutions nationally are on the semester system, and no institutions are converting to the quarter system. Also, because it will be on a common calendar with the rest of the country, the System can now have electronic courses that borrow from programs anywhere in the nation via satellite or other means of distance education. There will also be common starting and ending dates for System institutions.

Dr. Muyskens explained that the core curriculum was the primary focus of the semester conversion. The aim was to ensure that the System had a broad liberal arts base for all students that could give them the flexibility and ability to think critically that they will need to thrive in the next century. He felt that this had been successfully accomplished in the process. All of the students in the first two years of college must take courses in the areas of science/math/technology, humanities/fine arts, social sciences, and essential skills. Additionally, there are “institutional options,” which balance two things. Because transferability is a goal, students can move with ease from one institution to another because they will have taken common courses; however, each institution should not simply be a carbon copy of another. So, institutional options make it possible for institutions to have their own particular niches, whether it be technology, foreign language, or communication, etc. Dr. Muyskens expressed that this creates a nice balance among the institutions.

Next, Dr. Muyskens turned the Board’s attention to the process of semester conversion. He explained that there were two institutions represented at this meeting that had done exceptional work in preparing for this conversion. President Hugh C. Bailey was present with some of his staff to represent Valdosta State University (“VSU”). President Peter J. Sireno was also present with staff members to represent Darton College (“Darton”). Before they would speak before the Board, however, Vice Chancellor for Student Services Barry A. Fullerton would discuss the process itself, because he has been the point person for this initiative.

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Dr. Fullerton thanked Dr. Muyskens and commented that the process had been long and complex, but it had worked. There were many challenges, which most of the institutions turned into opportunities. Some of the challenges and opportunities included curriculum review, internship programs, tuition and fee payments, academic advising, master schedules and calendars, publications (catalogs, handbooks, etc.), and summer sessions. Dr. Fullerton stated that students in particular were concerned with tuition payments and financial aid, but those issues have been worked out to the students' satisfaction. Another item that was particularly challenging was the rewriting of the institutions' publications. He added that semester conversion was on the agenda at the previous week's Student Advisory Council meeting. However, the subject did not generate any discussion at all, indicating that the students feel they are well prepared for the conversion. Dr. Fullerton asserted that this was the best validation of the process that the System could receive. The Central Office's role has been one of facilitating the work of the campuses when asked to do so. If there were difficult System questions, the Central Office helped to solve them. He stressed that the quality and quantity of the work that had gone into the conversion could not be overstated, and the results speak for themselves. In some institutions, the process went even better than expected. So, two such institutions were invited to tell the Board how they approached the task. Although they are representative of the System, they also stand out in the System. Dr. Fullerton announced that there were also copies of publications from all of the institutions available on a table to the side of the Board Room for the Board and the public to look through. He said that when they saw the detail and planning that had gone into the process, they would see that the System institutions did a remarkable job. With that, he introduced President Bailey.

President Bailey said that it was an honor to be asked to speak before the Board at this meeting, particularly since Valdosta State University had been commended for its efforts with regard to semester conversion. He confirmed that it had been a tremendous undertaking, as Dr. Fullerton indicated. He expressed his gratitude to the Chancellor and Dr. Muyskens for laying down parameters for the process. For instance, no student was to have enforced additional time in order to obtain a degree. However, there were no mechanical solutions to the problems presented, and those problems were to be minimized. Additionally, the conversion should be used to analyze course content and program sequences. The conversion should also be performed with a good attitude. VSU tried to make the process as convenient as possible for students. Students and the entire institution were involved in the planning, and there was a diversity of people on committees formed for the conversion.

President Bailey agreed that VSU saw semester conversion as part of the process of analyzing the requirements for degrees and course content. The faculty were encouraged in the process by the fact that VSU was approaching its ten-year reaffirmation from the Southern Association of Colleges and Schools. Also, VSU is in the process of raising its standards. As one of the System's two regional universities, VSU is admitting no developmental studies students. There is a consortium of 4 two-year institutions that will be coming on campus in the fall, but they will be taking developmental studies students from only Valdosta, Lowndes County, and the adjacent counties and there are expected to be less than 70 of such students. VSU has more applications for fall semester 1998 than it has previously had, and some 700 to 800 students have been denied admittance. VSU is upgrading its curriculum to make the courses and programs worthy of the higher-quality students it is bringing on campus. So, the semester conversion process was an opportunity to achieve that goal. Above all, VSU was optimistic in what it was doing. The administration took every opportunity to laud the process. President Bailey said that the conversion would be one of the greatest things to happen in the history of the institution. He expressed gratitude to the many people on committees that made the conversion go smoothly and to the Central Office for its leadership in the process. He also **STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”**

commented that his administration and staff had done a superb job and introduced VSU's Vice President for Academic Affairs Lloyd W. Benjamin III. He explained that Dr. Benjamin had been Dean of the College of Arts and Humanities at the University of Arkansas in Little Rock for 17 years before coming to VSU and that he was in charge of semester conversion at VSU.

Dr. Benjamin thanked Dr. Bailey and introduced two people who had helped greatly in the process of semester conversion. The first was Mr. Michael S. McKinley, Administrative Coordinator in the Department of Developmental Studies, and the second was Dr. Joseph A. Tomberlin, Head of the Department of History and VSU's Core Conversion Task Force. Dr. Tomberlin now also serves as ombudsperson at VSU.

Dr. Benjamin expressed appreciation for the opportunity to speak to the Board about the significant change at VSU and commented that it had been a consumptive task. He explained that VSU began with three premises in the process of core conversion. The first was the recognition that the process was a call to change but that it also gave the faculty the welcome opportunity to discuss curriculum. Secondly, VSU has been closely affiliated with the American Association of Higher Education ("AAHE") and will be attending its Summer Quality Academy for the third year this summer. The AAHE focuses on learning communities, and VSU has adopted the philosophy that change introduces opportunities to learn. Thus, student learning was one of the main foci of the process. The third premise was that VSU wanted students to be advantaged by this change rather than disadvantaged.

VSU's strategic approach recognized that communication involving all areas of the institution was crucial, Dr. Benjamin stressed. He explained that problems can be diffused if people are informed stakeholders in the process and there are arenas in which they can converse. Additionally, the Semester Conversion Task Force was established and included everyone from the Office of Business and Finance to Student Affairs to representatives of the Student Government Association. Everyone had opportunities to be heard on numerous occasions on campus. A semester conversion handbook was also created, copies of which the Regents were given. The handbook listed the new core, listed the correspondences of quarter courses to semester courses, and had a section of commonly asked questions and their answers. It also enabled students to plan to complete their course work on the quarter system where possible. VSU also published the "Semester Conversion Newsletter," which featured articles responding to students' questions in an effort to inform and communicate. A Web site was also established that played off the Board of Regents home page. Cable television was also employed as a method to communicate the news of semester conversion. Additionally, VSU began advisor training in the BANNER environment so that all faculty were well informed, particularly new faculty. Finally, to ensure that students will not become flustered or frustrated in the process, Dr. Tomberlin was appointed the ombudsperson for the campus. At every orientation and in numerous publications, VSU consistently informed students where Dr. Tomberlin is located, what his phone number is, and where his Web site is. Dr. Tomberlin responds to students on a daily basis to guide them through the conversion process.

Next, Dr. Benjamin stated that VSU saw core conversion as a once-in-a-lifetime opportunity to rethink the purpose and values of liberal arts education for the institution. A team of faculty attended the American Association of Colleges and Universities' ("AACU") Asheville institute, which focuses on core curriculum, so that the team could work with national leaders in other institutions who were also involved in core curriculum change. Two consultants were also brought to VSU to help rethink the core and student learning outcomes. There were also town meetings on the subject and the task force that Dr. Tomberlin chaired. In the end, it was concluded that the core should demonstrate what students should know and be able to do with **STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"**

competencies and skills and that the competencies and skills should be continued through the majors. A

particular advantage of the core was the institutional options, which Dr. Muyskens had already addressed. VSU took the liberty to wed the Board's interest in global understanding with VSU's mission as a regional university. So, VSU is requiring that all of the institutional options courses involve bimodal perspectives and address global and regional interests. Such courses include Ethical Concepts in Technology; Culture and Politics of the South; Crossroads, Cross-Cultures — Exploring the Global Village; African-American Art and Culture; and others.

Dr. Benjamin stated that VSU appreciated the Board's adoption of a benchmark of 120 semester hours for most academic majors. That helped with the issue of credit creep and with the question of how much depth a major needed to go into. VSU required at the outset that the conversion from quarters to semesters not be merely a process of repackaging the existing curriculum. Rather, all programs should demonstrate that there is a beginning, middle, and end of the major. Two consultants from the AACU were invited to review all majors for the shape of the particular major and whether the core competencies were met within the majors. All majors were required to identify specific learning outcomes, and all bulletins were required to specify at least two forms of assessment of students in every academic major. All majors should express core competencies, including technical literacy, computational skills, historical awareness, ability to communicate effectively verbally and in writing, an understanding of the modes of scientific inquiry, and aesthetic awareness. Dr. Benjamin then illustrated for the Board how this works across the majors, using the example of a major in physics. In conclusion, he commented that there is some ongoing work. VSU will continue its advising of advisors, its assessment of learning outcomes, and its proactive approach to problem solving. He predicted that problems will be minimal and that they will be handled at VSU. Above all, he wanted to stress the connectedness of the process across the curriculum and ways to assess the new core and new majors. He then thanked the Board and stepped down.

Dr. Muyskens next introduced President Sireno of Darton College.

President Sireno thanked Dr. Muyskens and remarked that he was excited to be participating in this presentation to the Board. He stated that semester conversion will have an impact on the recruitment of quality students as well as the transferability of Darton's graduates and that the conversion was another step of the University System's ascendency to national prominence. He commented that VSU had dealt with the guiding principles for change and the impacts on curricular and advising processes. To build on that base, his presentation to the Board would focus on information dissemination and the typical questions that will arise about such fundamental issues as financial aid, credit transfer, course sequences, teaching loads, and the new developmental studies and Regents' Test policies. He reminded the Board that almost two years ago, it was recognized that different groups would have very distinct concerns and that each would require straightforward answers to lessen the anxiety. Questions were assembled relating to groups such as students already enrolled, stop-out students, traditional-age and nontraditional-age students, parents of applicants, faculty, staff, administrators, transcript conversion personnel, registration process personnel, regional employers who depend on Darton for collaborative programs, those who arrange clinical placements for Darton's nursing and allied health programs, high school students, and high school guidance counselors. The result was the production of two in-house documents in a coordinated effort to disseminate information throughout Darton's service region. President Sireno had brought to the Board meeting two of the many individuals who were instrumental in achieving the semester conversion goals and who would answer any of the Regents' questions, Director of College Relations Caroline Fielding and Director of Administrative Services Louis C. Emond. He then turned the floor over to Ms. Fielding.

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Ms. Fielding thanked the Board for having her speak at this meeting. She stated that the main focus of her discussion would be preparing the semester conversion so the students would not really feel the

effects when they are registering, applying for financial aid, etc. The goal was to make the transition as seamless as possible for the students. She explained that the most important message Darton wanted to send to its students and to the public was that fall semester starts earlier. For the University System, whose students had been returning in September, to get them back to campus in August is the key to ensuring that the System does not lose a great deal of enrollment in the fall semester. Ms. Fielding explained the methods Darton employed in communicating with its internal and external audiences. The Regents had been given copies of a few of the publications Darton had produced. One was the "Student Guide to Semesters," and it is a brochure written in a question and answer format which addressed some of the frequently asked questions that many people would have, particularly students. Another publication, "Navigating the Change to Semesters," was the first publication created. It is a booklet that was created in particular for the faculty so they would be prepared to advise students about semester conversion. It contains System policies as well as how things will convert and sample programs at Darton in particular. The third method employed to inform people about the conversion was Darton's Web site. It contains both of the aforementioned publications as well as a calendar, the curriculum, a conversion guide, and frequently asked questions. One advantage of the Web site is that it can be updated as more questions and issues emerge. Other methods used to communicate to Darton's internal audience include posters, faculty and staff workshops, student forums, and the student newspaper. Additionally, President Sireno meets with students monthly, which gives them an opportunity to bring their questions and concerns to him. Methods employed to reach Darton's external audiences include local TCI Media Services cable channel 19, posters in high schools, guidance counselor briefings, classroom visits, direct mail, media, and advertising. Channel 19 reaches 30,000 homes in a 30-mile radius from the college. In closing, Ms. Fielding stressed again that the emphasis of this information campaign is that the semester begins earlier in the fall than the quarter did. Classes start August 24, instead of in September. Darton is trying to get this message across to currently enrolled students, students who have qualified for admission in the fall, students who have been out of school for two quarters who may not be aware of the conversion to semesters, as well as the businesses that may be concerned about their employees who get training at Darton and who need flexible schedules. An emphasis is also being placed on the fact that semester conversion should not affect students; instead, the institution will handle the changes brought on by the conversion.

Dr. Muyskens thanked the speakers and reiterated that the real work on this initiative has been on the individual campuses. He restated that the long-term benefits of this initiative include transfer articulation, curricula review and redesign, elimination of credit creep, and the fact that it is consistent with national trends. He also explained that there are some short-term risks posed by the conversion, including possible enrollment decline due to the fact that many students are trying to finish their degrees before the conversion to semesters and the potential for conversion glitches. Dr. Muyskens demonstrated for the Board the University System Web site, which provides a means for students to find information on and ask questions about the conversion as well as a series of commonly asked questions and their answers. With that, he asked the Regents if they had any further questions about this initiative.

Regent Baranco asked whether the conversion ratio remains the same throughout the System.

Dr. Muyskens explained that the ratio of hours for a degree of 180 quarter hours to 120 semester hours is consistent throughout the System.

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Regent White asked whether and how the semester conversion would affect the faculty.

Dr. Muyskens commented that this was a very good question and that this particular issue had been focused on a great deal. He stated that there is not a simple formula for going from quarter to semester.

The instructors would not be teaching more students, but the configuration is somewhat different. This has been a concern when figuring how to arrange the classes. It also means that lab classes have had to be arranged more creatively. There are still some difficulties that must be worked out with regard to how programs are packaged for faculty members.

Chancellor Portch added that one of the pledges made in the conversion process was that the semester system would require no additional faculty. That has been accomplished by restricting the number of credits in a typical program to 120. He stated that some faculty may be teaching more hours, while others may be teaching slightly fewer hours. It will vary by department and type of institution. Overall, however, the same cohort of faculty will remain.

Chair Clark stressed that the faculty would not be overloaded.

Dr. Muyskens remarked that a professor may teach more in one semester and less in another so that the workload balances out over a period of time.

Regent McMillan noted that VSU and Darton were good examples of successful semester conversion, and he asked whether there was any way of assessing whether all institutions were converting as successfully.

Dr. Muyskens replied that the conversion process had been uneven across the System. VSU and Darton stand out as good examples of successful conversion processes. He added that institutions had been encouraged to borrow from each other and not to worry about plagiarizing each other's strategies for conversion. Dr. Fullerton's office has been responsible for monitoring the institutions, and Dr. Muyskens felt confident that, overall, the conversion process had been successful. However, some institutions took advantage of the opportunity to review their curriculum more than others.

The Chancellor added that some institutions were in the middle of changes in president and/or vice president for academic affairs, making it difficult for them to catch up in the conversion process. Nonetheless, he felt confident that those institutions would be ready by the fall.

Regent Cannestra remarked that the institutions would only be starting and stopping three times a year instead of four, increasing the efficiency of the overall teaching process and eliminating some of the repetition of the registration process, etc.

Dr. Muyskens agreed that this was one great advantage of switching to the semester system.

Regent Dahlberg asked Dr. Muyskens to elaborate on the subject of co-op programs and how they might be affected by the conversion.

Dr. Muyskens said that this was certainly a concern from the outset and was therefore a primary consideration during the process. He noted that this was a particular area of concern for the Georgia Institute of Technology ("GIT"), but that GIT would not convert to semesters until fall 1999. He added that there are **STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"**

many other top engineering schools that are on the semester system for which such programs work effectively. Some see it as an advantage to spend more time in co-op programs than they could in the quarter system. Dr. Muyskens felt the situation would work out fine and noted that he had not heard concerns about that issue in the last few months.

Chancellor Portch said that he could not think of any analogy to compare the massive and fundamental impact of this conversion on the University System with any phenomenon in the business world that the

Regents might better relate to. He commended the institutions for their hard work in this effort. He also warned the Regents that they would likely receive letters of concern regarding this issue. However, he assured the Board that to the extent possible, the institutions and the Central Office staff have worked very hard to minimize the glitches in the process.

Regent Dahlberg asserted that a business-world analogy might be the merger of two companies. He remarked that the bringing together of two systems into one is similar to the semester conversion process.

Chair Leebern asked if the Regents had any further questions or comments. Seeing that there were none, he thanked Dr. Muyskens and the presenters for their informative presentation to the Board. He asked whether the content of the courses that had been streamlined were the same across the System so that the credits were easily transferred.

Dr. Muyskens reiterated that the institutions and Central Office staff worked very hard on the transferability of the content of the courses across the System. Georgia has academic committees, in which faculty from all institutions are represented to discuss the content of their subject areas. So, it is ensured that the courses accomplish the same goals and teach the same skills across the institutions. This will be an ongoing focus of the committees in the new curriculum of the institutions.

Chair Leebern next introduced the second focus of this meeting of the Strategic Planning Committee as a Committee of the Whole. He reminded the Board that at its April 1998 meeting in Albany, it adopted the Principles for the Preparation of Educators for the Schools. (A copy of these principles is on file with the Office of Academic Affairs.) At this meeting, the Board would hear from some special guests who would provide some examples for how to implement the principles. Chair Leebern introduced Assistant Vice Chancellor for Academic Affairs Jan Kettlewell, who would introduce these guests.

Dr. Kettlewell thanked Chair Leebern, and she commented that an estimated 4,000 of this spring's System graduates will be new teachers. She explained that even as the Board focuses on teacher preparation this year, the System continues to produce a large number of teachers for the State. At the last meeting, the Board adopted the principles and also heard from Dr. John Goodlad, who praised the comprehensiveness and coherence of the principles and challenged the Board to create the conditions necessary to realize the full potential of the principles. Since the Board's adoption of the principles, there has been strong public and editorial support for the principles, and the ad hoc committee has created a draft implementation plan. Following the Chancellor's review and modification, this plan will be presented to the Regents in advance of the June 1998 meeting. The committee believes that the plan is bold and that it preserves the coherence and comprehensiveness of the principles while also meeting Dr. Goodlad's challenge.

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At this meeting, one part of the implementation plan would be used as an illustration, explained Dr. Kettlewell. When the Regents see the full plan in June, they will see the committee’s intention to replicate this example throughout the State. The illustration at this meeting would be of the “partner school” concept, the partnership between colleges that prepare teachers and school districts. Those who would be speaking before the Board would be describing some of the work they already have underway, either at the institutional level or through a local P-16 council, and they will illustrate how, if that work is extended throughout Georgia, several of the principles will be realized. Dr. Kettlewell stressed that this was not by any means illustrative of the entire implementation plan. Rather, it was only one component that the committee feels is very important. At this meeting, there would be four speakers on the subject, three of whom are on the ad hoc committee. The first speaker would be Dr. Mary Gendernalik-Cooper, who chairs the Department of Teacher Development at Augusta State University (“Augusta State”) and coordinates the regional P-16 council in that part of the State. She is relatively new to Georgia, but she has been in leadership positions in a number of other universities. She also started her career as a classroom teacher. The second speaker would be Ms. Florida Reed, Principal of Bungalow Road Elementary School in Augusta. She has over 20 years of experience as a teacher, assistant principal, and principal, and she is a strong partner with Augusta State in its work with partner schools. Next, Ms. Sheila Jones would be speaking. She is one of the Board of Regents’ Master Teachers in Residence and has been a mathematics teacher at Douglas County High School since 1977. The final speaker would be Dr. Carl Glickman, University Professor at the University of Georgia (“UGA”) and Chair of Programs for School Improvement. Dr. Kettlewell told the Board that the title “University Professor” was a distinguished designation and that Dr. Glickman is one of only 17 faculty in the history of UGA to have received that title. Dr. Glickman has done a great deal of national and Statewide work on school-university partnerships. All of the speakers would be discussing different dimensions of partner schools. Dr. Kettlewell asked the Regents to imagine this model replicated throughout the State to see the connections back to the principles. In closing, Dr. Kettlewell introduced Dr. Gendernalik-Cooper.

Dr. Gendernalik-Cooper thanked Dr. Kettlewell and explained that she would be discussing a collaborative effort representing the work of the Central Savannah River Area P-16 council between Augusta State and the Burke, Columbia, McDuffie, and Richmond County school districts. Using the opportunity of semester conversion, Augusta State examined the programs through which teachers are certified to make changes in those programs that build on the changes being made in the core curriculum. So, these were comprehensive changes catalyzed by semester conversion. The theme of all of the programs is to develop “understanding for teaching and teaching for understanding.” Dr. Gendernalik-Cooper would demonstrate how the partner school model differs from the traditional teacher education program. She explained that there are approximately 500 students in the various teacher education programs at Augusta State. Two years ago when she came to the university from Virginia, Augusta State was placing student teachers in over 70 schools for lab assignments and student teaching. It was virtually impossible for the 16 faculty members who were directly involved in teacher education to be in those schools working directly with the students and the teachers in the schools to help them build their skills as new teachers. At the beginning of last year, Augusta State began to consolidate placements of students in terms of schools and locations with teachers, but there were still about 50 schools being used and the dispersion was still too broad for the faculty to be regularly in the schools working with the teachers and supporting their efforts on behalf of student learning. Augusta State is moving toward the model of partner schools, which includes a total of 27 schools across the four counties. These schools were jointly selected through an application process. The school districts and Augusta State participated in the selection process. At the time of the Board meeting, they were in the midst of a number of day-long planning meetings with representatives of all of those schools to ensure that the **STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”**

model is fully operational in the 27 partner schools beginning at the same time as the semester conversion, fall 1998. Another advantage of semester conversion, Dr. Gendernalik-Cooper explained, is that it brings the System calendar much more closely in alignment with the public school calendar. So, student teachers can get a better idea of what it is like to open and close the school year. Student teachers can be there before the first day that youngsters come to school and see all of the work that teachers do to prepare for that first day.

The partnership model that Augusta State is using is based on the National Council for Accreditation of Teacher Education functions and critical attributes of what the partner school model for the preparation of teachers should look like. Dr. Gendernalik-Cooper would be discussing the pre-service teacher preparation function, Ms. Reed would be discussing the support for children's learning, and Ms. Jones would be discussing professional development for experienced teachers. Dr. Gendernalik-Cooper explained that one of the things this model does differently than the traditional model is provide opportunities for the field experience to be fully integrated into the teacher education curriculum through work in the schools. The new model will also help institutions utilize the expertise of classroom teachers in demonstration lessons, modeling continuous professional development, and evaluating student teacher performance. It will also help link course assignments more directly with each school's student achievement goals so that the institution is working together with the schools on the goals that they have set for the youngsters in terms of academic achievement. The new model will also engage teachers, prospective teachers, and university faculty in shared teaching and in inquiry about effective teaching and learning so that they are more integral partners in good teacher education practice. It will also help to create a coherent electronic, personal, and institutional network for education preparation and continuous professional development across the schools and among the teachers in the schools.

Dr. Gendernalik-Cooper contended that the reduction to 27 schools does not diminish the diversity of experience that the teacher education students will have. They will still have experiences in a wide variety of schools for the grade levels in which they are seeking certification. All students will have experiences in rural schools, urban schools, and mixed schools. The division of the number of schools was agreed to by the school districts in coordination with the university. All of these decisions were made collaboratively across the institutions, largely through the P-16 council. The initiative is represented by personal connections. Each school will have a building coordinator, and the university will provide university coordinators to each of the schools. Augusta State is building an electronic network that will connect it through the Web and various listserves for interschool and interdistrict communications, and there are institutional connections through the P-16 council, including advisory councils for each of the professional development schools, an operations group that represents the P-16 council in the work of this partner school initiative, and other institutional connections. There are also school-based representatives on all of the university's teacher education councils. In addition, each of the partner schools is being provided with funding to help build a professional development library so that it demonstrates to the student teachers that education as a profession is an ongoing learning experience and it demonstrates to youngsters that learning is a lifelong endeavor that teachers themselves participate in as well. Dr. Gendernalik-Cooper invited the Regents to come visit the program and presented to them the home-page address for the partner school initiative at Augusta State. In closing, she introduced Ms. Reed.

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Ms. Reed thanked Dr. Gendernalik-Cooper and greeted the Board. She explained that last spring, she was approached with the proposition for Bungalow Road Elementary School to become a partner school with Augusta State. She decided to take the challenge, and it was a challenge she very much enjoyed. During the 1997-1998 school year, her school trained 11 apprentice teachers. She asserted that each of those apprentice teachers left feeling well-equipped to go into the field. Ms. Reed explained that last year, the superintendent in her school system challenged each school to raise its children’s test scores in reading and mathematics by at least 5%. That year, her school met this goal in reading but was disappointed that it did not meet the goal in other areas. This year, not only did the school meet the 5% goal in reading and math, but it also went beyond the goal in social studies and science. Ms. Reed contributed this success to three things. The first was that this year, for the first time, the school departmentalized its third-graders. In other words, each teacher taught a particular subject area: language arts, math, or social studies and science. This provided more time for planning for fewer subjects. The second contributing factor to the success was due to the impact of the student teachers who were assigned to the school. The student teachers stimulated responses from the children, they came in with fresh and new ideas, they brought with them cutting-edge trends in education, and they provided the individualized instruction that many children need. The third factor in this success was that there are various teaching styles, working relationships, and lesson plans combined with parent-teacher conferences.

In January, a position opened at the school, and Ms. Reed had the opportunity to interview several women who had formerly been student teachers at her school. Unlike other applicants, these women had been observed by Ms. Reed in the classrooms, and she had the opportunity to choose one of them to fill the position. She reported that the teacher who filled the position has done a magnificent job. Teachers in the school work hard together to help the student teachers develop critical thinking and analytical and problem-solving skills. The most important thing that the student teachers bring with them is their own unique experiences from the classroom. They gain a great deal from the experiences in the classrooms, but so do the teachers who work with them. Those teachers become more aware of their own teaching strategies and more motivated to try other teaching styles. The partner school setup also brings about better working relationships among the teachers themselves. In conclusion, Ms. Reed said that she felt the partner school program is effective and has had a positive effect on Bungalow Road Elementary School. She added that she was particularly proud of the innovative program, as she is an Augusta State graduate herself.

Ms. Jones next approached the Board and stated that she would be discussing professional development and how the partner school concept can impact the professional growth of both teachers and schools. She explained that every five years, in order to be recertified, a teacher must have a minimum of ten hours in professional development. Each teacher is allowed to choose which courses he or she is going to take, whether they are college-level courses or State or local staff development courses. Sometimes, a system may require a particular course because of a goal that it is working toward. For example, Ms. Jones’ school system has required every high school teacher to take critical thinking skills courses this year. Sometimes, an individual school may require a particular course. Every teacher at Douglas County High School has had a class titled Reading Across the Curriculum because of the school’s communications skills goal.

Ms. Jones wanted to talk in particular about professional development at her school. Using the metaphor of a puzzle, she explained how professional development was putting the pieces together, but there are still some missing pieces. Collaboration is encouraged, and professional development is centered around the school improvement plan. She explained that this did not just happen on its own. Rather, the school is a member of the League of Professional Schools, a collaborative network of schools that have pledged to **STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”**

commit themselves to better student achievement through shared governance and using research to determine how to improve themselves. Douglas County High School is regularly researching what it is doing, and it found that it needed to improve in the area of communication skills. So, its five-year plan involves reading, writing, and speaking skills for students. Test data show that the school is improving in those areas, and student and anecdotal data shows that the students are enjoying the efforts the school is making. Master teachers are used at the school to serve as mentors for new teachers to the system and for student teachers. Also, as part of the Pay for Performance plan, last year, three additional teacher support specialists were given extra time during the school day to assist any teacher who needed help in any area of teaching. This is another example of providing for the professional growth of teachers in the school. Ms. Jones stated that the university faculty also work with their student teachers at the school. They observe the student teachers, they talk to the master teachers, and they return to their campuses.

In order to discuss professional development at a partner school, Ms. Jones explained that it was necessary to define the term “teacher intern.” Teacher candidates in the partner school concept will spend much more time in the schools, allowing them to work in real school settings. Hopefully, they will have the opportunity to work with many master teachers, not just one master teacher, to gain many insights and learn various approaches to teaching. By the end of the interns’ typical junior year experience, they will have gained enough experience to put them on par with current first-year teachers. Ms. Jones reminded the Board of the panel of first-year teachers who were present at the February 1998 meeting. They spoke of the skills they were lacking, such as classroom management skills and the ability to work with special needs children. Ms. Jones asserted that such skills can only be gained by being in the classroom. A partner school would give student teachers this experience. When teacher candidates are ready for what is typically referred to as their “student teaching” experience, they are actually able to act as teacher interns. They can take over classes, participate in planning teams, and so on. Ms. Jones pointed out two things about the concept. First of all, the education of children continues to be the primary mission of the school. Secondly, classroom teachers continue to be the persons responsible for the children’s education. Becoming a partner school simply adds more to the school. The increased participation of teacher candidates and interns as well as university faculty makes it possible to share some assignments, thus broadening the mission to include teacher preparation and professional development. University faculty would be present in the schools on a full-time basis, so teachers in the schools could take courses on content or teaching methods for a period during the school day and the interns who have been in the schools for a few years could actually take over those classrooms while the teachers take those courses. The interns would be capable of doing that because they would be as experienced as current first-year teachers. Teacher support specialists, who are responsible for mentoring new teachers, would be able to mentor those teachers without leaving their classes unattended or simply “babysat.” They could actually have an intern or a university faculty member come in and work with their students while they are mentoring the new teachers. Ms. Jones stressed that this was critical for the guarantee the Board has made, because all teachers will be held to high standards. When schools are visited constantly and people are in and out of classrooms, teachers are naturally going to do a better job. What is needed in a partner school is the full-time presence of university faculty and longer training time for teacher candidates and interns. The end result would be that interns will be better trained, new teachers will be mentored, university faculty will be available on school campuses full-time, and the school faculty will have opportunities for professional growth. In closing, Ms. Jones asserted that the partner school concept is a win-win situation in terms of professional development.

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Dr. Glickman approached the Board and remarked that it was a pleasure to be the final note on this panel. He wanted to be as straightforward as possible in talking about the nature of research and collaboration from university faculty and what kind of message the Board of Regents can send. Dr. Glickman reminded the Board of its tenth principle: “The University System will encourage institutions that prepare teachers to give added emphasis to policies that support the efforts of faculty to model effective teaching, support the efforts of faculty to focus their research on ways to improve classroom teaching and student learning within P-12 schools, and support increased participation of teacher preparation faculty in the public schools.” He commented that the nature of collaborations with schools is something that cannot be taken for granted. He explained that he is a former classroom teacher and was twice a school principal before he moved to the University of Georgia in 1979. Dr. Glickman asserted that as soon as a person is out of the classroom for about six months, he or she is out of date with what is going on, because things change in terms of standards, demands, expectations, the nature of students, and the roles and dilemmas of schools. So, it is unfair to assume that university faculty who are involved in teacher preparation were not successful as teachers themselves. They likely were, but that success does not predict a real understanding of what is going on in classrooms even six months later. When Dr. Glickman came to UGA, there was a rural high school a few miles away in Oglethorpe County that knew he wrote books about educational change, and the school’s principal and staff asked him to spend some time in the school to work with them to identify the kinds of things that could be changed to improve education for students. The opportunity to talk with high school staff, faculty, and parents to analyze what was working well in the school and to develop a collaboration over time with other university faculty actually led to many further collaborations for UGA. In particular, this high school reduced its dropout rate by 56% in two years, and the achievement across the board for students continued to increase. The result was that more schools wanted to get involved in this type of collaboration where university faculty are learning from schools and schools are learning from the university. This began the League of Professional Schools, which Ms. Jones had already mentioned.

Dr. Glickman explained that in many ways, the reward system for university faculty is generally considered to be recognition for quality work from colleagues through professional associations, presentations, and journals. So, the building of the contribution of advanced knowledge that is understandable and usable among other scholars tends to be the recognition system rather than the applied knowledge of working very closely with practitioners within schools. To do the kind of work that Dr. Gendernalik-Cooper, Ms. Reed, and Ms. Jones had been describing, Dr. Glickman explained, is to really develop the partnership relationships that have already been developed in many places throughout the University System. To actually embrace this as core work of the System, however, means that university faculty need to spend more time in collaborative planning, implementation, and evaluation with classroom teachers in the schools. It means that they need to think of their research in a different way. University faculty can no longer consider their research to be solely building new knowledge that is respected by other university faculty; they need to think about what they learn from schools and classroom teachers that is particularly effective and how they can use that practice of success to build theory about what other classrooms in other schools should be doing. Instead of trying to determine what the theory is that drives practice, university faculty will need to determine what the successful practice is that drives theory. Moreover, the teaching in university classes needs to be informed by involvement in real classrooms in real schools. In that way, the faculty have much more credibility in the subjects that they teach to teacher candidates.

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Dr. Glickman questioned what it would mean to change what faculty value in terms of scholarship and research. He suggested that it would mean that faculty would want to stimulate exchanges where university faculty spend a period of time back in the classrooms where they can be immersed in the day-to-day practicalities that they are preparing teacher candidates for. It would also mean having ongoing ways to be involved again in classrooms and schools that are a part of their work. University faculty would need to collaborate with K-12 practitioners on identifying and studying the problems of achievement that they are experiencing with their students. They would also need to shift their research from studying not only what they are interested in but also what the core issues of educational achievement are. Finally, the university faculty must use what they learn in these partnerships with schools to study, evaluate, and modify their own courses, teaching methods, and academic programs. Dr. Glickman explained that it must be acknowledged that teacher education faculty are actually involved in a unique type of research, a role that is different from other disciplines and other fields. The University System needs to send a clear message that it understands and values this type of applied scholarship in teaching, research, and service that is critical of faculty involved in educator preparation programs, including programs for teachers, counselors, and those who go into formal leadership roles. By doing this, the System will convey the message that reward and recognition structures for the assessment of faculty will reflect this new philosophy of applied scholarship, including merit pay, promotion, tenure and post-tenure reviews, and workload.

Dr. Glickman commended the Board for making teacher preparation its first priority this year. He asserted that the success of the University System is built on the success of the K-12 system, since those who prepare the K-12 students are the teachers that the System prepares. The ad hoc committee worked all year on this issue and took it very seriously, examining exemplary practices within and outside the State. Drs. Muyskens and Kettlewell will be bringing to the Board the committee’s recommendations for implementation of the Principles for the Preparation of Educators for the Schools. Dr. Glickman remarked that they are bold recommendations that say the System can prepare a new generation of educators who have a level of preparation and mastery beyond anything it has provided in the past. Dr. Glickman again commended the Regents for this bold action and stressed that it is critically important work to the next phase of what the System can do with regard to the kinds of access and achievement it can provide to all of its students. In closing, he lauded the ad hoc committee members for creating what they believe will set the standard for the rest of the nation about what teachers should be able to do in the future and what it really means to be well educated. He thanked the Board for its time and then stepped down.

Chair Leebern thanked Dr. Gendernalik-Cooper, Ms. Reed, Ms. Jones, and Dr. Glickman for their informative reports and turned the floor over to Dr. Muyskens.

Dr. Muyskens commented that it was fortunate in this initiative to have people like this to educate the Board of Regents and its staff on the subject of teacher preparation.

Dr. Glickman added that the implementation plan the committee has developed examines alternate ways of reallocating resources between schools and faculty. The collaboration does not mean that all of the university faculty’s time is spent in the schools, but it does mean that the master teachers in the schools will be part of the teacher education program itself. So, this will mean new roles for faculty and teachers alike.

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Chancellor Portch remarked that it was fortunate that Dr. Glickman could dedicate time to this initiative, as he is in enormous demand nationally. He noted that he knew of a teacher whose school in Washington State had adopted the methods of Dr. Glickman. That school has been transformed since adopting some of his methodologies, and those methodologies are adoptable because Dr. Glickman knows what goes on inside schools.

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

UNFINISHED BUSINESS

There was no unfinished business at this meeting.

NEW BUSINESS

Chair Clark called upon Vice Chancellor for Human and External Resources Arthur N. Dunning to present to the Board four nominations for honorary degrees.

Dr. Dunning thanked Chair Clark and explained that the first nomination was for Mr. Thomas G. Cousins, who was nominated by the University of Georgia (“UGA”). A Georgia native, Mr. Cousins is a 1952 graduate of UGA and the founder, chairman of the board, and chief executive officer of Cousins Properties, Inc. in Atlanta. Cousins Properties, Inc. is responsible for many landmark structures in Atlanta, including the CNN Center, the Omni, NationsBank Plaza, and 191 Peachtree. Mr. Cousins is a former trustee and chairman of the University of Georgia Foundation and is a long-time supporter of the university. Through the Cousins Foundation, he established the I.W. Cousins Professorship of Business Ethics in the Terry College of Business. He has also supported endowment funds for student scholarships and a chair in the College of Veterinary Medicine. Mr. Cousins was appointed to the Board of Trustees of the University System of Georgia Foundation in 1995, where he continues to serve today. Mr. Cousins also serves on the Governor's Development Council and the boards of directors for numerous business, educational, and cultural organizations in Georgia.

The second nominee Dr. Dunning presented was Mr. James Dewar, who was nominated by Valdosta State University (“VSU”). Born in Cook County in September 1911, Mr. Dewar is a lifelong resident of Georgia. After receiving his bachelor's and master's degrees from UGA, he had a distinguished career in public education as a teacher, coach, principal, and for fifteen years, the Superintendent of Lowndes County Schools. From 1967-1973, Mr. Dewar was a member of the Georgia State Board of Education. At age 45, Mr. Dewar opened the Park Avenue Bank, which has emerged as a major financial institution. In addition to his professional accomplishments, Mr. Dewar has provided support for VSU. He established the Mattie Hendry Dewar Scholarship and Loan Fund, and he and Mrs. Dewar established the Eva Carroll Herndon Scholarship Fund. In 1996, Mr. Dewar donated the property on the corner of Ashley Street and Park Avenue to the university foundation, and the directors of the Park Avenue Bank created an annual scholarship in honor of him.

The third and fourth nominees were Dr. and Mrs. Thomas Y. Whitley, who were nominated by Columbus State University. Dr. Dunning explained that Dr. Thomas Y. Whitley is a native of Irwin County, Georgia. He received his bachelor's and master's degrees from UGA. He began his career in education as a teacher and coach in Tate, Georgia, prior to serving in the U.S. Army during World War II. After earning his doctorate in education at the University of Texas, he served as Dean of Students at South Georgia College until he joined the staff of the Board of Regents of the University System of Georgia in February 1958. Dr. Whitley played a major role in preparing the application for the creation of Columbus College, and in May 1958, he was appointed as its first president. He remained in this position until his retirement in 1979. Under his direction, enrollment grew from 265 to more than 4,000; the first associate degrees were awarded in 1960; the current site of the college was developed; the first bachelor's degrees were conferred in 1970; and the first graduate degrees were awarded in 1974.

NEW BUSINESS

Dr. Dunning stated that Mrs. Mary Jo Whitley served as the First Lady of Columbus College during Dr. Whitley's 21-year tenure as president of the institution. The Faculty Wives Club as well as countless other organizations supporting the college flourished for many years on the strength of Mrs. Whitley. Known as someone who "worked behind the scenes" and "stressed the importance and contributions of others," Dr. Dunning remarked that Mrs. Whitley is a genuine unsung hero of Columbus State University. She has given her full support to all campus causes and activities and, as such, has had an immeasurable influence on the institution and community.

On behalf of Presidents Adams, Bailey, and Brown, Dr. Dunning submitted these nominations for the Board's approval. With motion properly made, seconded, and unanimously adopted, the Board approved the honorary degrees.

PETITIONS AND COMMUNICATIONS

Regent McMillan gave an Honors Day address at Georgia College & State University on April 24, 1998. He gave another Honors Day address at Albany State University on May 1, 1998.

Secretary Gail S. Weber announced that the next Board meeting would take place on Tuesday, June 9 and Wednesday, June 10, 1998 in the Board Room in Atlanta, Georgia, and she added that both days would be full days due to the capital budget presentations.

EXECUTIVE SESSION

At approximately 11:45 a.m., Chair Clark called for an Executive Session to discuss a personnel item. With motion made, variously seconded, and unanimously adopted, the Board closed its regular session. The Regents in attendance for the Executive Session were Chair Clark, Vice Chair Edgar L. Jenkins, and Regents Kenneth W. Cannestra, J. Tom Coleman, Jr., A. W. "Bill" Dahlberg, George M. D. (John) Hunt III, Charles Jones, Donald M. Leebern, Jr., Elridge W. McMillan, Edgar L. Rhodes, and Glenn S. White.

At approximately 11:55 a.m., Chair Clark reconvened the Board meeting in its regular session and announced that no actions were taken in the Executive Session. Regent Leebern made a motion to accept the Chancellor's recommendation to nominate Dr. Lisa A. Rossbacher for the presidency at Southern Polytechnic State University. Regent Cannestra seconded the motion, and the nomination was unanimously approved. With that, Dr. Rossbacher was named President of Southern Polytechnic State University,
effective
August 1, 1998.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 12:00 p.m. on May 13, 1998.

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

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