

# The System Supplement

A report of the Georgia Board of Regents • Vol. 47, No. 1 • January 2010

## “Creating a More Educated Georgia”

### Chancellor Davis: University System Cannot Continue Business as Usual *Chancellor Says Institutions Will Play a Larger Role in Meeting Challenges*

University System of Georgia (USG) Chancellor **Erroll B. Davis Jr.**, in his annual “State of the System” address to the Board of Regents during the board’s January meeting, evoked the challenges the first board faced in 1932 and said that to progress, the System cannot continue to do “business as usual.”

Davis called for a three-level response to the challenges posed by \$323 million in budget cuts, record student enrollment and the end of \$147 million in federal stimulus funding in 2012. “First, we will unleash the collective brainpower of this great System,” Davis said in outlining the three points. “Second, the Board of Regents will develop and set the key principles that will guide our institutions in their work and third, we will encourage our institutions to experiment with new ways of accomplishing our mission.”

With the creation of University System in the midst of the Great Depression, Davis said, “Gov. Richard Russell Jr. reinvented higher education in Georgia.” Davis said that first board understood the need to invest in the future, despite the short-term economic crisis, and that the same philosophy holds true today.

The response to the economic situation, Davis said, must include

an evaluation of the current academic model coupled with a back-to-basics approach. “It is going to be challenging to pay more attention to basics while at the same time calling for expanded innovation,” he said.

Institutional presidents must be given greater freedom to innovate and to collaborate with one another, Davis said. One of the areas of renewed focus will be on institutional missions. “I would prefer to see more institutions sharpening, honing and tightening their missions rather than seeking to expand them based upon institutional aspirations versus true state need,” he said. This may mean that some activities cease in order to align missions with reduced resources, Davis said.

Davis called upon the board to approve a set of principles that will be developed to guide the institutional presidents. “This work must begin immediately, as it is the most important step,” Davis said. He noted the development of principles would be a focus of subsequent board meetings this year.

These principles also will help direct innovation at the campus level, especially Davis said, among faculty. “We have over 40,000 minds out there that can address our



challenges. Our faculty in particular have the capacity to blaze new ground,” he said.

The chancellor also gave a glimpse of some of the expected outcomes of this new approach to public higher education, which include best practices, some of which can be implemented System wide and some of which will be unique to an institution. He cautioned that along with some “stunning successes” would come some failures. “Remember, at one point Babe Ruth not only held the record for home runs, he held the record for strikeouts as well,” Davis said. 🏠

The full text of the Chancellor’s remarks is available at [www.usg.edu/chancellor/speeches/chancellors\\_state\\_of\\_the\\_system\\_address\\_2010/](http://www.usg.edu/chancellor/speeches/chancellors_state_of_the_system_address_2010/)

### Board Approves Recommendations on Regents’ Testing Policy New Student Assessment Programs may Eliminate Need for Regents’ Test

In the future, University System of Georgia (USG) students may be given a different assessment of learning than the current Regents’ Reading and Writing Skills Requirement, known commonly as the Regents’ Test.

At its January meeting, the Board of Regents approved a change to its current policy requirement (Policy

3.7) that will allow an institution to petition the board for an exemption to administering the Regents’ Test.

The policy change, which will only allow exemptions for institutions that satisfy the board’s criteria, follows the October 2009 approval of a new core curriculum for the USG. The new core curriculum requires all USG institutions to develop

learning outcomes and assessment measures in multiple subject areas, a requirement that could make the current Regents’ Test redundant.

Under the new core curriculum, to be fully implemented across the state by 2012, student learning assessments will be required in the

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## Regents Approve Changes to Student Fee Policy

The Board of Regents of the University System of Georgia (USG) approved five major revisions to its mandatory student fee policy in January; changes that give clear direction of the purpose of such fees and how such fees are developed, approved and applied.

First, the regents inserted a statement on the philosophy behind student fees: “student fee revenues are to be used exclusively to support the institution’s mission to enrich the educational, institutional and cultural experience of students.”

The four additional revisions are:

- ◆ Student-fee advisory committees should be comprised of at least four students to encourage broad participation in the fee process (the current policy required 50 percent student committee membership);
- ◆ An institution’s five-year plan for each of its auxiliary-enterprise operations should provide for adequate reserves (associated with mandatory student fees) for the continued viability of the programs;
- ◆ Board approval is required for any fee or charge that is mandatory for all full-time undergraduate students or all undergraduate students in a specific degree program. All other elective fees will continue to be approved by USG presidents; and
- ◆ Specific course fees for supplementary materials shall be approved by USG presidents (this is

a clarification of the definition of course fees).

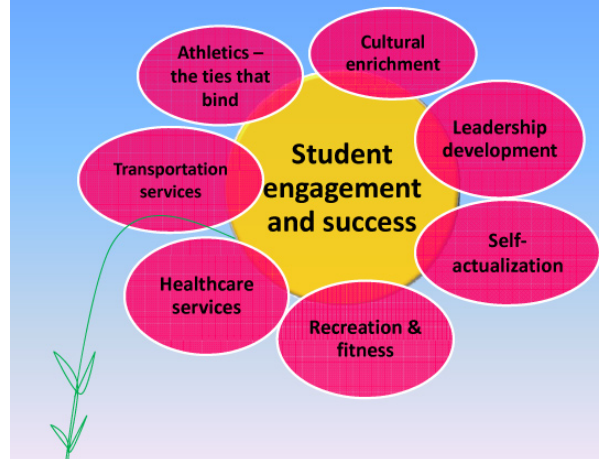
“Student fees enrich the college experience for students by funding programs and services that help to build relationships between students and their institution,” said Vice Chancellor for Fiscal Affairs **Usha Ramachandran** in presenting the proposed mandatory fee revisions to the regents. “Mandatory fees also help our campuses meet the high expectations students have for certain levels of service.”

The revisions were prompted by an ongoing effort within the University System to review and update all Board policies. Other areas previously reviewed and updated include business and ethics policies.

Mandatory fees are fees charged to all students at an institution and which cover the cost of specific services provided for students that are outside the academic programs covered by tuition.

For example, such fees cover student activities, technology, intercollegiate athletics programs, healthcare, parking and transporta-

How fees enrich students’ lives..



tion, and new facilities. In Fiscal Year 2009, mandatory student fees across the USG totaled \$280 million. Many of the fees cover the System’s auxiliary services, which must be self-supporting and cannot be funded through state appropriations.

All mandatory student fees go through an inclusive development, vetting and approval process, Ramachandran said.

Such fees begin with an institutional student-fee committee, followed by a request for the fee from the institutional president to the regents’ staff. Following staff review, fees that pass muster are recommended for approval to the chancellor, who then brings them to the full board for regents’ approval. No mandatory fee can be charged without final regents’ approval. 🏡

## Testing Policy

*Continued from Page 1...*

following areas: communication, math, humanities, the fine arts, ethics, the natural sciences, technology, the social sciences, United States and global perspectives, and critical thinking.

“One of our goals in developing a new core was to make learning outcomes and assessment integral throughout the curriculum,” said USG Executive Vice Chancellor and Chief Academic Officer **Susan Herbst**. “The Regents’ Test was, and still is, an important assessment tool. We will continue to use it as well as other measures to assure that our graduates are prepared to take their place as members of a global society.”

In order to be granted a waiver to giving the Regents’ Test, institutions must demonstrate that they have in place a rigorous learning assessment program that uses methods superior to the Regents’ Test. Herbst said that initially only a limited number of institutions will be allowed to stop using the Regents’ Test. Additional institutions will be added, as they implement the new core curriculum and demonstrate the effectiveness of their assessment measures.

Over the past five years, the Board of Regents has been evaluating the effectiveness of the Regents’ Test, which was first required in 1973. The board’s decision in January is the culmination of that process.

“The Regents’ Test was first adopted at a time when student assessment was just not being

done nationally,” said Herbst. “At that time, Georgia was out in front of other public higher education systems in requiring a System-wide assessment of student learning. This policy change, and our adoption of a new core curriculum this past fall, only strengthens our historic commitment to providing both transparency and accountability for good student outcomes.”

The approved changes will go into effect on a rolling basis. If an institution applies for and receives an exemption, they may eliminate the test as soon as is possible and appropriate during the academic year.

More information on the USG’s new core curriculum can be found at: [www.usg.edu/academic\\_programs/cpr/implementing\\_the\\_new\\_core\\_curriculum/](http://www.usg.edu/academic_programs/cpr/implementing_the_new_core_curriculum/) 🏡

## USG Digest

■ A professor of physics at Augusta State University (ASU) is one of seven theoretical physicists in the United States to be named a Kavli Institute for Theoretical Physics (KITP) Scholar at the University of California, Santa Barbara.

The prestigious honor was awarded to Trinanjan Datta, assistant professor of physics in ASU's Department of Chemistry and Physics. He is one of only 89 recipients to have received the honor since 1979.

The Kavli Institute for Theoretical Physics provides an environment for interactive research by both resident and visiting scientists. Each year a small number of faculty from U. S. colleges and universities that are not major research institutions are selected as KITP Scholars. With the honor comes the opportunity to take part in workshops and conferences and conduct research in theoretical condensed matter physics with many of the nation's leading scientists at the institute over the next three summers. An active researcher, Datta's study on multiferroics, conducted at ASU, led to the publication of a theory for the multiferroic compound LiCu<sub>2</sub>O<sub>2</sub> in the journal *Physical Review*. This technologically important research may have applications in computer data storage devices. His other research is in providing a theoretical explanation of the fundamental physics of frustrated magnetic materials. Datta, who joined the ASU faculty in 2007, teaches physical and thermal physics as well as introductory physics.

■ A record nine University of Georgia (UGA) faculty members have been named Fellows of the American Association for the Advancement of Science (AAAS), an honor bestowed upon them by their peers for "scientifically or socially distinguished efforts to advance science or its applications." The UGA faculty members are among 531 new AAAS Fellows who will be honored on Feb. 20 at the 2010 AAAS Annual Meeting in San Diego. AAAS is the world's largest general scientific society, and being named a Fellow is one of its most prestigious honors.

The nine inductees are the largest group honored in a single year from UGA, and bring the total number of AAAS Fellows at the university to 57.

"Selection as a Fellow of the AAAS represents a major milestone in the careers of our most talented scientists and is an important recognition of their enduring contributions," said David Lee, UGA vice president for research. "Their selection brings distinction to the University of Georgia, which is doubly proud to have a record number of faculty members selected as AAAS Fellows this year." 🏡

## ON CAMPUS

### GSU Receives \$900K Grant to Recruit, Train Science Teachers

The National Science Foundation recently awarded *Georgia State University* (GSU) a grant totaling nearly \$900,000 to increase the number of science teachers in metro Atlanta schools.

The grant, titled "Impacting Metro-Atlanta Science Teaching," or I-MAST, will be used to recruit, prepare and support 36 high quality science educators over the next five years.

The program offers scholarships to undergraduate majors studying content in the fields of science, technology engineering and mathematics, or STEM fields. Students will study in the Master of Arts in Teaching program in the College of Education's Department of Middle-Secondary Education and Instructional Technology.

I-MAST is a collaboration between the College of Education and GSU's College of Arts and Sciences, as well as *Georgia Tech* and four public school districts in the metro Atlanta area.

The first scholarship recipients are expected to enroll at GSU in fall 2010. Applicants will have achieved at least junior-level status in their undergradu-



ate study either at GSU's College of Arts and Sciences or Georgia Tech, or have a minimum bachelor's degree in a STEM area.

Undergraduate students who commit to pursue a secondary science teacher certification at GSU will receive a two-year scholarship totaling \$24,000 to be used in their senior year of undergraduate studies and in their year of teacher certification studies.

STEM graduates will receive a one-year scholarship of \$12,000 to complete their teacher certification studies. Scholarship recipients will be obligated to teach two years in a metro Atlanta high-need school district for every year of funding received. 🏡

### Gordon College President to Step Down

Dr. Lawrence Weill, president of *Gordon College* since April 2002, announced in January that he will step down from the presidency at the end of the academic year.

Weill plans to take a year to renew his studies and then return to Gordon College as faculty member in the field of philosophy. He will leave his position sometime between the end of classes in May and the beginning of the fiscal year which starts July 1.

His plans to return to the classroom will continue a lifelong dream, he said. "I wanted to be a college professor when I was a child, although I did not know any professors or even exactly what professors do," he said. "Some of my colleagues at the presidential level will perhaps see this as a step downward. I do not."

During Weill's tenure, Gordon has moved from two-year to state college status and has added three baccalaureate-level programs – early childhood education, nursing and biology. Four new residence halls were constructed, the student center and bookstore were enlarged and construction has begun on a state-of-the-art Nursing and Allied Health Building. Enrollment has

increased by 50 percent and a Student Success Center was developed.

The Kentucky native came to Gordon College from Hopkinsville Community College in Hopkinsville, Ky., where he served as dean of academic affairs. He had also served as a member of the college's humanities faculty since 1993.

Weill has published numerous papers on topics such as student advisement, peer tutoring and the arts. He most recently published the book, "Out In Front: The College President as the Face of the Institution."

"A dynamic institution needs to embrace change every so often," Weill said. "I believe college presidents can serve a great deal by stepping aside at the right moment and letting someone new, with a different vision and a different style take over. That kind of growth is healthy and will ensure the college continues to advance."

The Board of Regents will conduct a national search for the next president of Gordon College. 🏡



Weill

## Public Libraries Celebrate 10 Years of PINES

Georgia's Public Information Network for Electronic Services (PINES) is celebrating the start of its second decade this winter, having saved the state's public libraries more than \$70 million in its first 10 years.

"PINES has evolved from a fledgling loan program at fewer than 100 facilities to a thriving network of nearly 290 public libraries and service outlets," said **Julie Walker**, deputy state librarian. "Based on the costs for individual systems to provide the same services offered by PINES, we estimate that it has saved the state a very impressive amount in its first decade."

According to PINES Program Director **Elizabeth McKinney**, PINES has saved Georgia's public libraries more than \$11 million in one-time costs and, exclusive of staff salaries, nearly \$61.5 million in ongoing costs since its inception.

From the start, the goal of PINES was to create a statewide, borderless library — one that eliminated geographic and socio-economic barriers and would provide equal access to information for all Georgians.

The program went live at 98 libraries in 26 public library systems in late 1999, offering a shared catalog of approximately 1.8 million items. It achieved its largest annual growth in 2001, when 111 libraries in 16 systems were added. PINES issued its millionth card in May 2003 and its 2 millionth card in November 2008.

Today, PINES is in use at 51 library systems across the state, and it covers

140 counties. It is the lifeblood of 281 libraries and service outlets. Together, participating PINES facilities offer citizens a shared catalog of more than 10 million items that can be accessed by a single library card.

"PINES provided the first statewide library card in the world with a single bibliographic and patron database," McKinney said. "We've gone from lending approximately 6,000 items in Fiscal Year 2000 to nearly 600,000 in FY 2009, and we have shown the world a new model for cost savings through PINES' economy of scale."

"It is with great pride that we celebrate these milestones from our first decade with the millions of users who have either been with PINES since the beginning or who have joined when they were given the opportunity," said State Librarian **Dr. Lamar Veatch**.

To commemorate the start of PINES' second decade, Georgia Public Library Service will introduce a new PINES logo this month. A variety of PINES-related events will take place during 2010, with the official birthday celebration set to coincide with the PINES annual meeting in Warner Robins on May 15.

A complete list of participating libraries and service outlets, along with the full PINES catalog, is available from workstations within all Georgia public libraries, as well as for users logging in from home, at [www.gapines.org](http://www.gapines.org). 📖

## NGCSU a Major Hub in North Georgia Broadband Initiative

**North Georgia College & State University** (NGCSU) has a leading role in the North Georgia Network broadband initiative that will receive \$33.5 million in stimulus funding, as announced by Vice President **Joe Biden** on a visit to North Georgia in December.

The North Georgia Network Cooperative is a public-private partnership that includes NGCSU, area electric membership corporations and economic development agencies who aim to develop a 260-mile regional fiber-optic ring to bring high-speed Internet service to the mountain communities of northeast Georgia that currently have little or no access to the technology.

In addition to the federal stimulus funding, the North Georgia Network has received \$8.8 million in matching funds from the state and network partners.

At an event in Dawsonville, Biden, accompanied by **Gov. Sonny Perdue**, announced an initial \$183 million investment in 18 broadband projects benefiting

17 states as part of the Recovery Act. The awards are expected to provide initial job opportunities in infrastructure and manufacturing, as well as to boost economic development for communities held back by limited or no high-speed access to the Internet.

"This network will provide gigabit speeds for this college, 82 public schools and six other colleges," Perdue said during a subsequent visit to the NCCSU campus. "...The new network also will give this eight-county region the connectivity and reliability needed for economic development and economic diversification."

NGCSU President **David Potter** said the network will allow the institution to expand its online and distance learning educational offerings, including high-demand nursing programs and language education courses that can be transmitted to other locations throughout the region and state. 📖



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