

The System Supplement 5

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“Creating a More Educated Georgia”

USG Ramping Up Math/Science Education and Production of Math/Science Teachers Statewide Initiative will Impact High School Math/Science Courses

The 19 teacher-preparation institutions in the University System of Georgia (USG) produced a total of three high-school physics teachers in 2006, and University System officials are not satisfied with this low number. The Board of Regents in June heard

details of an action plan to increase the numbers of both students pursuing an education in science, technology, engineering and mathematics and teachers prepared to teach courses in these fields in the public schools.

“The University System is graduating so few students in science, technology, engineering and mathematics that Georgia is in danger of not having what it takes to compete in today’s world economy,”

said Dr. Carl Patton, president of Georgia State University. Patton, along with Dr. Jan Kettlewell, associate vice chancellor for P-16 initiatives, presented the regents with a report on the USG Science,

Technology, Engineering and Mathematics (STEM) Presidents’ Initiative.



The University System of Georgia awarded just over 1,400 bachelor-of-science degrees in engineering during Fiscal Year 2006. According to the University of California at Berkeley, the United States and Europe combined produce only 170,000 undergraduate engineering degrees annually, compared to China and India, which together produce close to a million.

In partnership with Gov. Sonny Perdue, the Georgia Department of Education (DOE) and the Georgia Professional Standards Commission, the University System of Georgia will, through STEM, pursue a number of strategies divided into three interconnected categories:

◆ **increasing the number of K-12 students interested in science, technology, engineering and mathematics**

by working to alter their perceptions about these disciplines, offering special programs to engage their interest and continuing to work with the DOE to advocate that the state Board of Education require all high-school students to complete four years of mathematics and four years of science in order to earn a diploma. The goal is to raise the number of high-school students taking rigorous

See “STEM Initiative,” Page 4 ...

Board Approves Recommendations on Regents’ Test

The Regents’ Test – a “rite of passage” for students attending Georgia’s public colleges and universities – will continue to serve as a key measure of the reading and writing skills of graduates. But, the Board of Regents adopted revised policies at its June meeting that will enable early identification and support for students who may be at risk for failing the test.

“The intent of these revisions is to continue to fulfill one of the stated goals in our Regents Policy Manual – that students who obtain bachelor’s degrees from our colleges and universities possess certain basic skills in reading and writing,” said Interim Chief Academic Officer and Executive Vice Chancellor Beheruz N. Sethna in a presentation to the board.

Over the past two years, the Board of Regents has been evaluating the effectiveness of the

Regents’ Test, which was first required in 1973. The skills in reading and writing, which the Regents’ Test assesses, must be met by all USG graduates. At present, if a student has not demonstrated mastery of those skills by the time he or she has completed 45 credit hours of college, additional courses must be taken to improve writing and college-level reading.

Approximately 40 percent of students entering the University System have an SAT critical reading score of 510 or above and thus are exempt from taking the Regents’ Reading Test. Of those who must take the Regents’ Reading Test, 75 percent pass on the first attempt. Likewise, 40 percent of incoming USG students have an SAT writing score of 560 or above and are thus exempt from taking the Regents’ Writing Test. Of those who must take this test, 85 percent pass on the first attempt. 🏠

The Key Changes

- ◆ **The timing and reporting of testing will be modified** to test entering freshmen and to report Regents’ Test pass rates at 45 hours in order to detect problems earlier.
- ◆ **Students who fail the Regents’ Test multiple times will receive more individualized attention.**
- ◆ **Institution officials may recommend a limited number of students for alternative testing methods.** These would be those who have been diagnosed with conditions that may cause them to fail the Regents’ Test repeatedly.
- ◆ **The System will now utilize the Georgia High School Graduation Test in addition to ACT and SAT scores** to provide another assessment measure for students entering the University System.

Vigil, Cleveland Re-elected to Second Terms as Board Chair, Vice Chair for FY08

The Board of Regents in June re-elected its existing slate of officers for Fiscal Year 2008, tapping Regent **Allan Vigil** for a second consecutive one-year term as board's chair and Regent **William H. Cleveland** for a second term as vice chair. Their new terms will begin on July 1.



Vigil

As chairman, one of Vigil's first tasks will be to guide the Board of Regents in discussing and establishing its primary goals and objec-

tives for the coming year. Since he was first elected chair last June, Vigil has led the board in endors-

ing a new data-driven Strategic Capital Model for assessing the USG's facilities needs. He also oversaw the process of updating the board's strategic plan and the observance of the University System's 75th anniversary.

Under his leadership, the University System

received a record state appropriation of \$2.1 billion and has continued to experience record enroll-

ments (nearly 260,000 students enrolled in Fall 2006).

Vigil is president and owner of Allan Vigil Ford in Morrow and Allan Vigil Ford in Fayetteville. He has been affiliated with the Ford Motor Company since 1971.

Cleveland, who was initially appointed to the Board of Regents in October 2001, served as chair of the Board of Regents' Committee on Academic Affairs for four fiscal years. He also is a member of the board of directors of MCG Health, Inc., the private corporation that runs the *Medical College of Georgia* Hospital.

Cleveland is a physician specializing in nephrology. He currently serves as a clinical nephrologist on the medical staffs of five Atlanta hospitals, and as medical director for six Atlanta-area dialysis centers. Cleveland is president of Southwest Atlanta Nephrology and Nephronet LLC.

Regent **Donald M. Leebern Jr.** chaired the committee that developed nominations for board officers for the coming year. Committee members were regents **Robert F. Hatcher** and **Benjamin Tarbutton III.** ♣



Cleveland

PINNACLE: Grooming New Leadership for Libraries

The Georgia Public Library Service has established PINNACLE, the Public Library Institute for New and Creative Leadership Education to ensure the future of high quality library leadership across the state.

The inaugural class of 20 attendees will convene for a one-week retreat in November. The institute will include eight monthly two-day sessions, culminating at the Fall 2008 convention of the Georgia Council of Media Organizations. In order to qualify, attendees must hold an advanced degree – a master of library science, a master of science in library science or a master of library and information science degree – be currently employed in a Georgia public library, and have at least two years of professional library experience.

PINNACLE Steering Committee members include **David Singleton**, deputy state librarian; **Lyn Hopper**, assistant state librarian for library development; **Julie Walker**, assistant state librarian for

technology services; **Kathryn Ames**, director of the Athens Regional Library System; and **Greg Heid**, director of the Newton County Library System. The steering committee worked with the Carl Vinson Institute of Government, a public service and outreach unit of the *University of Georgia*, to design the curriculum for the institute.

"We want to be state-of-the-art smart," Heid explained. "Other government agencies have established institutes to grow their future leaders, so it's only natural for libraries to do the same. We designed the institute's year-long curriculum to provide a unique and comprehensive training opportunity for the next generation of public library leaders in Georgia. It's our obligation as directors and leaders to pass along the knowledge and experience that will help new librarians become community leaders and provide the best possible public library services." ♣

USG's Enrollment Springs Upward

The University System of Georgia (USG) has posted a gain of 7,672 students since Spring 2006, enrolling just under 250,000 students statewide this spring. According to a report just released by the USG, enrollment in the state's public colleges and universities grew 3.2 percent System-wide since Spring 2006, when it was 242,275.

Historically, enrollment is higher in the fall than in the spring semester. The University System enrolled almost 260,000 students in Fall 2006. The USG enrollment report referred to above compares the Spring 2007 enrollment to Spring 2006.

"Our growth has been quite healthy, both in terms of overall numbers and the number of students giving their education more attention," said **Chancellor Erroll B. Davis**. "Our state colleges serve as gateway institutions, providing critical access to higher education for Georgians, so it is particularly gratifying to have them experience such strong enrollment growth."

The largest increase in enrollment this spring was among Georgia's seven public state colleges (access colleges offering a limited number of four-year degrees), which include *Abraham Baldwin Agricultural College* in Tifton, *Dalton State College* in Dalton, *Gainesville State College* in Gainesville, *Georgia Gwinnett College* in Lawrenceville, *Gordon College* in Barnesville, *Macon State College* in Macon and *Middle Georgia College* in Cochran.

Enrollment in the state-college sector soared 7 percent since last spring, compared to 3.9 percent at the USG's 13 state universities, 2.5 percent at the four public research universities, 1.8 percent at the System's nine two-year colleges and 1.3 percent at its two regional universities.

Gainesville State College had the biggest increase (15.4 percent, up 846 students to 6,344) in headcount enrollment, followed by Middle Georgia College (12.9 percent, up 331 students to 2,906), East Georgia College (12.8 percent, up 187 students to 1,643), Waycross College (12.6 percent, up 106 students to 945) and Southern Polytechnic State University (10.8 percent, up 405 students to 4,151). ♣

USG Digest

■ In recognition of their contributions and the value of networking and professional development, **Chancellor Erroll B. Davis Jr.** recently gave each of the 35 presidential assistants in the University System of Georgia a one-year membership – valued at \$150 – in the National Association of Presidential Assistants in Higher Education (NAPAHE).

Davis informed the presidential assistants of his gift on Administrative Professionals Day in April, by way of honoring their service to the University System.

"To contribute to your professional development and networking opportunities, I would like to sponsor one year's membership dues for each of you in the NAPAHE," Davis said, noting that he "didn't want this day to end without acknowledging each of you for your exceptional service to the University System of Georgia." ■

The System Supplement

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ON CAMPUS

New Leadership Named for SSU, GSW

Savannah State University (SSU) and **Georgia Southwestern State University (GSW)** in Americus gained new presidents this spring.

The Board of Regents named **Dr. Earl G. Yarbrough**, a full professor and former provost and vice president for academic and student affairs at Virginia State University in Petersburg, Va., president of SSU on May 30.

The board's choice for president of GSW, **Dr. Kendall A. Blanchard**, who has been serving as the institution's interim president since January, required the regents to make an exception to board policy excluding the interim president of an institution from consideration as the permanent president. This waiver was approved at the conclusion of the June board meeting, on June 13.

Yarbrough, who is expected to assume his new post at SSU in July, was the chief academic and student affairs officer at Virginia State from 1998 to 2003. He also has administrative experience at two other public historically black universities, having served as the first dean of the School of Technology at North Carolina Agricultural and Technical State University in Greensboro, N.C., from 1986 to 1998 and chair of the Industrial Technology Department at the University of Arkansas at Pine Bluff in Pine Bluff, Ark., from 1984 to 1986.

Yarbrough earned a Ph.D. in industrial education from Iowa State University in Ames, Iowa, a master of arts in industrial studies from

California State University at Los Angeles and a bachelor of arts in industrial education from Wichita State University in Wichita, Kan.

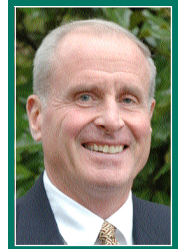
Blanchard served from 1999 to 2002 as president of Fort Lewis College in Durango, Colo., a traditional, four-year, liberal-arts college of 4,500 students. He had been serving as a professor of management and anthropology in Fort Lewis College's School of Business Administration prior to his interim appointment at GSW.

Before taking on the leadership of Fort Lewis College, Blanchard served as vice chancellor for academic affairs at the University of Tennessee at Martin, Tenn., from 1995 to 1999. He also served as dean of the College of Arts and Sciences at Lamar University in Beaumont, Texas, from 1991 to 1995 and dean of the College of Liberal Arts and Sciences at Emporia State University in Emporia, Kansas, from 1987 to 1991.

Blanchard holds a Ph.D. and a master's degree, both in anthropology, from Southern Methodist University in Dallas, Texas. He also earned a master of divinity degree in religion studies and anthropology from Vanderbilt University in Nashville, Tenn., and a bachelor's degree in English, history and philosophy from Olivet Nazarene College in Kankakee, Ill. ■



Yarbrough



Blanchard

UGA First to Offer Students 24-Hr. Food Service

The **University of Georgia** has adopted a number of customer-service initiatives in conjunction with the University System's role in the Governor's statewide Customer Service Improvement Initiative, but the one making the biggest splash right now is 24-hour food service for dining hall customers, introduced in March. This is the only campus food-services operation in the country to offer such expanded service to its 8,000 meal-plan participants.

"Anytime dining is our answer to provide the ultimate flexibility in dining options for our customers and to provide for the social interaction that creates campus communities," said **J. Michael Floyd**, director of UGA's nationally recognized University Food Services.

Participation is totally voluntary and customer-service driven. Food Services gradually began extending its hours over 10 years ago in response to customer comments, especially from off-campus students who wanted to come back to campus at night. After meeting with much success, Food Services decided to take the next step into unproven territory by serving participants around the clock Monday through Thursday.

On the inaugural night, more than 500 customers dined between the hours of midnight and 7 a.m., and the dining commons saw as many as 700 students per night during finals. The wireless environment attracts students to Snelling Dining Commons for late-night studying, and many students take advantage of the social aspect as well. Athletes and ROTC members often can be found dining there before early morning practices or drills.

In addition to expanding food service options and availability, UGA has adopted four other customer-service initiatives for Fiscal Year 2008, including the development of an institution-wide process-improvement model. This program, dedicated to ensuring that all of UGA's services are "Faster, Friendlier and Easier," involves the creation of a high-level steering committee and process-improvement project teams, which will review and make recommendations for continual process improvement. ■

STEM Initiative *Contd. from P. 1*

science and mathematics courses from the current level of 67 percent to 90 percent by 2013;

◆ **increasing the number of college students who pursue the STEM disciplines** by taking a pilot project aimed at the educationally disadvantaged – Project MESA (Mathematics, Engineering and Science Achievement) – System-wide at the USG’s access institutions, by participating in another national project, Mathematics Success, and by improving the techniques used to teach the introductory courses critical to student success. The goal is to raise the number of bachelor-of-science degrees awarded in STEM disciplines from the 2006 level of 4,726 to 7,200 by 2013; and

◆ **increasing the number and quality of teachers prepared in science and mathematics** by replicating successful programs from the University System’s participation in the *Partnership for Reform in Science and Mathematics (PRISM)*. The goal is to raise the USG’s production of middle- and high-school science and math teachers from the 2006 level of 678 to 1,340 by 2013.

Georgia’s involvement in PRISM through a \$34.6 million National Science Foundation grant began in 2003. PRISM is a comprehensive nationwide research and development project that is ongoing in four regions of the state, involving 15 school districts and seven USG institutions. The two key state partners are the Georgia Department of Education and the University System’s P-16 Initiatives staff.

Patton and Kettlewell stressed that the reasons for the low numbers of students and teachers in science, technology, engineering and mathematics are complex and the solutions

must be multi-pronged, as a result.

“This is a long-haul undertaking that we know eventually will have to expand even beyond our proposed plan,” Kettlewell said.

Kettlewell added that, while the overarching problem is that the USG is graduating too few students in STEM fields, research has identified root causes occurring well before college.

“There is a pipeline problem,” said Patton. “In high school, not enough students are taking the upper-level science and math courses that will allow them to pursue these fields in college.”

If the University System doesn’t prepare a sufficient number of high-quality science and math teachers for the schools, the P-12 students aren’t going to have the teachers they need to get them ready to succeed in these fields in college, Kettlewell said. And if students don’t do well in introductory courses in sciences and math in college, they aren’t going to pursue careers as science or math teachers, she added, which will in turn impact the ability of K-12 schools to interest students in these disciplines.

Implementation of the STEM Initiative will begin in Fiscal Year 2008 with a focus on: continuing to support the DOE’s efforts to strengthen high-school course requirements; taking Project MESA System-wide at the USG’s access institutions; and setting targets for the production of middle- and high-school teachers and STEM majors, which will entail hiring more faculty members in these fields to increase program capacities.

Kettlewell told the regents this first phase of the STEM Initiative will require \$1.6 million to fund. Work on the balance of the strategies will commence in Fiscal Year 2009, assuming funding of \$4.2 million can be secured, she said. 🏠

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