

BOARD OF REGENTS MEETING AGENDA
Tuesday, April 15, 2008
Columbus State University
Cunningham Center for Leadership Development
Columbus, Georgia 31907



<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Presenter</u>
11:00 AM CC, Room 210/209	1	Executive & Compensation Committee Meeting	Chairman Allan Vigil
11:30 AM	2	Board Luncheon: Lumpkin Center	
1:00 PM CC, Blanchard Hall	3	Call to Order	Chairman Allan Vigil
	4	Invocation	Dr. Terry Norris
	5	Safety Briefing	Chief Rus Drew
	6	Attendance Report	Secretary Burns Newsome
	7	Approval of March Minutes	Chairman Allan Vigil
	8	Recognition of Guests	Frank D. Brown, President Columbus State University
	9	Institution Presidential Presentation: Columbus State University	Frank D. Brown, President
	10	Remarks from the Chancellor	Chancellor Erroll Davis
	11	Committee of the Whole: Finance & Business Operations	Regent Bob Hatcher Usha Ramachandran
	2:30 PM CC, Room 210/209 CC, Room 210/209 CC, Room 210/209	<u>Track I Committee Meetings</u>	
12		Information & Instructional Technology	Regent Mansfield Jennings
13		Academic Affairs	Regent Willis Potts
14	Organization & Law	Regent Jim Jolly	
2:30 PM CC, Blanchard Hall CC, Blanchard Hall CC, Blanchard Hall	<u>Track II Committee Meetings</u>		
	15	Finance & Business Operations	Regent Bob Hatcher
	16	Internal Audit	Regent Don Leebern
17	Real Estate & Facilities	Regent Richard Tucker	

BOARD OF REGENTS MEETING AGENDA
Wednesday, April 16, 2008



<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Presenter</u>	
9:00 AM CC, Blanchard Hall	18	Call to Order	Chairman Allan Vigil	
	19	Invocation	Dr. Terry Norris	
	20	Safety Briefing	Chief Rus Drew	
	21	Attendance Report	Secretary Burns Newsome	
	22	Recognition of Guests	Frank D. Brown, President Columbus State University	
	23	Recognition: President & Chair of the Presidential Search Committee, Dalton State College	Chancellor Erroll Davis Dr. John O. Schwenn	
	24	Committee of the Whole: Strategic Planning	Regent Bill Cleveland Ms. Shelley Nickel	
	10:15 AM CC, Blanchard Hall	25	Committee Reports: A. Executive & Compensation B. Academic Affairs C. Finance & Business Operations D. Information & Instructional Technology E. Internal Audit F. Organization & Law G. Real Estate & Facilities H. Strategic Planning	Chairman Allan Vigil Regent Willis Potts Regent Bob Hatcher Regent Mansfield Jennings Regent Don Leebern Regent Jim Jolly Regent Richard Tucker Regent Bill Cleveland
		26	● Medical Education Expansion Update ●	Dr. Dan Rahn
		27	Legislative Update	Mr. Tom Daniel
28		Unfinished Business	Chairman Allan Vigil	
29		New Business	Chairman Allan Vigil	
30		Petitions and Communications	Secretary Burns Newsome	
31		Executive Session	Chairman Allan Vigil	
32		Adjournment	Chairman Allan Vigil	

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EXECUTIVE AND COMPENSATION COMMITTEE

April 15, 2008

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INFORMATION ITEMS

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| 2. | Executive Session | 2 |

AGENDA

EXECUTIVE AND COMPENSATION COMMITTEE

April 15, 2008

1. Information Item: Fiscal Year 2009 Budget and Mandatory Student Fees

The Chief Operating Officer, Robert E. Watts, will present information about the Fiscal Year 2009 budget and mandatory student fees.

2. **Information Item: Executive Session**

The Committee will meet in Executive Session on Tuesday, April 15, 2008 to discuss personnel matters and possible property acquisitions. Materials will be distributed in Executive Session.

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COMMITTEE ON INFORMATION AND INSTRUCTIONAL TECHNOLOGY

April 15, 2008

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INFORMATION ITEMS

1. Annual Update on Activities of the Administrative Committee on Information Technology (“ACIT”) 1
2. Revision of the University System’s Information and Instructional Technology Strategic Plan 2
3. Update on Information Security in the University System 3

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COMMITTEE ON INFORMATION AND INSTRUCTIONAL TECHNOLOGY

January 15, 2008

1. **Information Item: Annual Update on Activities of the Administrative Committee on Information Technology (“ACIT”)**

Each year, the Chair and Chair-Elect of the Administrative Committee on Information Technology (“ACIT”), the University System’s council of campus information technology officers, provide a brief overview of the status, current, and future activities of the committee. This year ACIT Chair, William Gruszka, Chief Information Officer at Southern Polytechnic State University and ACIT Chair-Elect, Joseph Newton, Director of Information Technology at Valdosta State University will provide details on current committee activities, accomplishments, notable challenges/risks and plans for the future.

2. **Information Item: Revision of the University System's Information and Instructional Technology Strategic Plan.**

The current Information and Instructional Technology Strategic Plan, *Learning Without Limits*, approved six years ago, is in need of revision. While the plan has served the University System well in establishing sound principles and important goals that remain relevant today, there is a need to update the plan to accommodate changes in technology, changes in today's environment, and to ensure alignment of those goals with the new System strategic plan. The Vice Chancellor for Information and Instructional Technology & Chief Information Officer, Thomas L. Maier, will discuss with the Committee options for changes in the structure and the content of the plan along with and potential measurable short term and longer term actions steps that will best support the mission of the University System.

3. **Information Item: Update on Information Security in the University System**

The Vice Chancellor for Information and Instructional Technology & Chief Information Officer, Thomas L. Maier, will provide an update on issues related to Information Security including System incidents, response and corrective actions, campus and System Office Information Security planning and activities, and the State's Information Security scorecard project. An update on the search for a Chief Information Security Officer for the System will be provided.

AGENDA
COMMITTEE ON ACADEMIC AFFAIRS

April 15, 2008

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COMMITTEE ON ACADEMIC AFFAIRS

PRIMARY POINTS / SUMMARIES

April 15, 2008

Below are summaries of reports and updates to be presented to the Committee on Academic Affairs as well as each recommended approval item. Details concerning each item can be found on successive pages within this document. The Office of Academic Affairs recommends the approval of each item.

I. Academic Affairs Update

The Chief Academic Officer & Executive Vice Chancellor, Susan Herbst, will discuss current activities and projects underway in the academic affairs division.

II. Approval Items

1. **Ph.D. Programs at Selected Comprehensive Universities and Revision of *The Policy Manual*, Section 306.01, Creation of Academic Programs**

Request: The Office of Academic Affairs requests that the Board of Regents review a revision to *The Policy Manual* concerning the Creation of Academic Programs. The revised policy is intended to remove the requirement that Doctor of Philosophy programs be limited to research universities.

2. **Strategic Issues in Coastal Southeast Georgia**

Request: A discussion will be facilitated to address issues concerning a revised mission, structure, strategic plan, academic framework, and vision for the future of Coastal Georgia Community College.

3. **Establishment of a Bachelor of Science in Nursing, Augusta State University**

Request: Augusta State University seeks to establish a Bachelor of Science in Nursing. The program builds upon the institution's existing Associate of Science in Nursing program. The baccalaureate degree will include three tracks to meet the educational needs of students without any nursing background, licensed practical nurses, and registered nurses who hold an associate's degree.

COMMITTEE ON ACADEMIC AFFAIRS

PRIMARY POINTS / SUMMARIES

April 15, 2008

4. Establishment of a Doctor of Education in Counseling and Educational Psychology, University of West Georgia

Request: The University of West Georgia seeks approval to offer a Doctor of Education (EdD) in Counseling and Educational Psychology. The program was established to meet the need for counselors in educational settings. Graduates of the program will be hired to provide counseling and provide services that meet the needs of communities served inclusive of enhancing advising through the P-12 academic pipeline.

5. Establishment of an External Offering of the Bachelor of Science in Respiratory Therapy, Medical College of Georgia

Request: The Medical College of Georgia seeks approval to offer its existing Bachelor of Science in Respiratory Therapy as an external degree to be delivered via distance technologies. The program follows the same admission and graduation requirements. Students will now have the option of completing the degree at a distance.

6. Albany State University Request – Bachelor of Science in Supply Chain and Logistics Management

Request: Albany State University seeks approval to establish a Bachelor of Science in Supply Chain and Logistics Management. The program enables students to obtain the skills and knowledge to plan, implement, and control the efficient and effective flow of goods, services, and information from origin to point of consumption while conforming to customer requirements.

AGENDA

COMMITTEE ON ACADEMIC AFFAIRS

April 15, 2008

1. **Ph.D. Programs at Selected Comprehensive Universities and Revision of *The Policy Manual*, Section 306.01, Creation of Academic Programs**

Recommended: That the Board approve a revision to *The Policy Manual*, Section 306.01, Creation of Academic Programs, effective April 16, 2008.

Background and Rationale: The proposed policy revision is introduced to the Board in an effort to enable the selective development of doctor of philosophy programs at comprehensive sector universities that are targeted for growth and advancement. Proposed programs would be analyzed carefully to ensure that the institutions have the requisite resources and foundation to offer quality academic program offerings at this level.

Understandings: The proposed policy, section 306.01: Creation of Academic Programs, constitutes a revision of the previous policy. Proposed revisions follow.

Please note that the strikethrough texts represent deletions from the current version, and the bold, highlighted texts represent additions.

<i>Current Policy</i>	<i>Revised Policy</i>
Policy 306.01 Creation of Academic Programs	Policy 306.01 Creation of Academic Programs
New degree programs or new major programs of academic work shall not be added to curricula of an institution unless recommended by the president of the institution concerned, the Chancellor, and the Committee on Academic Affairs and approved by the Board. Ph.D. programs shall be limited to research universities (BR Minutes, 1954-55, pp. 102-03; July, 1996, p. 17).	New degree programs or new major programs of academic work shall not be added to curricula of an institution unless recommended by the president of the institution concerned, the Chancellor, and the Committee on Academic Affairs and approved by the Board. Ph.D. programs shall be limited to research universities (BR Minutes, 1954-55, pp. 102-03; July, 1996, p. 17).
Programs that provide academic credit but award certificates rather than degrees must be approved based on guidelines issued by the Chancellor. These guidelines will be provided to the presidents and chief academic officers by the Chancellor (BR Minutes, May 2004).	Comprehensive Universities do not normally offer Ph.D. degrees. In exceptional cases, however, they may offer the Ph.D. when: 1) The program supports the central mission of that university; 2) There is demonstrated demand for the program;

1. **Ph.D. Programs at Selected Comprehensive Universities and Revision of *The Policy Manual*, Section 306.01, Creation of Academic Programs**

<i>Current Policy</i>	<i>Revised Policy</i>
Policy 306.01 Creation of Academic Programs	Policy 306.01 Creation of Academic Programs
	<p>3) Student demand cannot be met by an existing program;</p> <p>4) There is demonstrated need for graduates of the program;</p> <p>5) There is assurance of high academic quality.</p> <p>All such program proposals will be subject to Board approval processes for graduate programs. The Chief Academic Officer of the system will seek counsel from appropriate leaders of USG and other research universities, and then make recommendations to the Chancellor and the Board of Regents as to whether a comprehensive university has met these criteria.</p> <p>Programs that provide academic credit but award certificates rather than degrees must be approved based on guidelines issued by the Chancellor. These guidelines will be provided to the presidents and chief academic officers by the Chancellor (BR Minutes, May 2004).</p>

2. **Strategic Issues in Coastal Southeast Georgia**

The Chief Operating Officer, Robert E. Watts, will facilitate a discussion regarding strategic issues in the coastal southeast Georgia region. Reflecting geography, population and employment growth, and some analogous experiences from three contiguous states, these issues include additional access to baccalaureate degree programs, additional access to two-year degree programs, and opportunities for significant University System growth.

Background

In 2007, the University System commissioned a needs assessment for baccalaureate degree programs in the coastal southeast Georgia area. Dr. David Morgan, a former University System academic officer, conducted the needs assessment, focusing more specifically on Coastal Georgia Community College. The needs assessment was presented to the Board of Regents at its strategic planning retreat in early January 2008.

The needs assessment report confirmed similar studies going back to 1982, indicating that coastal southeast Georgia is geographically under-served with respect to baccalaureate degree programs. A geographic analysis indicates that selected baccalaureate programs in the Brunswick area would increase access in most of the area identified as under-served. However, the area farthest west, around Douglas, needs additional review. It may be the case that one or more senior institutions could work in a center at South Georgia College to fill this gap.

In addition to geographic distance and drive time, though, the projected population and employment growth in the region make the need for access to baccalaureate degree programs more acute. Along with the Georgia mountain region, coastal Georgia is experiencing the highest population growth rate outside metropolitan Atlanta. Since the 2000 census alone, the population in Glynn County has grown by 11%.

Three contiguous states have instructive experiences from institutions located in a coastal area. Coastal Carolina University in South Carolina, The University of North Carolina in Wilmington, and the University of West Florida have demonstrated that institutions in coastal areas can attract students from across the state. The University System has an opportunity in the coastal southeast Georgia area to reshape an institution to meet local and statewide student demand.

Apart from the need for better access to baccalaureate degree programs, there is one area of coastal Georgia that will have a future need for access to two-year programs. At the present time, Savannah does not have a two-year University System college. Savannah State University ("SSU) has the role there of providing instruction for under-prepared students. At some future point, SSU may reach a size at which it wants to turn over this role to a two-year college in order to focus exclusively on its comprehensive university mission. The University System should plan for better access to two-year programs in the Savannah area in the future.

2. **Strategic Issues in Coastal Southeast Georgia (Continued)**

To address these strategic issues in the coastal southeast Georgia area, it is recommended:

First, that the Board change the mission of Coastal Georgia Community College to a state college. State colleges may offer baccalaureate degree programs that are targeted to the economic development of the local region.

Second, that the Board direct staff to return at the June meeting with a detailed implementation proposal and timeline to phase in the transition of this mission change.

Third, that the Board direct the staff to explore partnerships between South Georgia College in Douglas and one or more senior institutions to meet documented baccalaureate degree needs in the Douglas area.

Fourth, that the Board direct staff to plan for better access to two-year programs in the Savannah area in the future.

3. Establishment of a Bachelor of Science in Nursing, Augusta State University

Recommended: That the Board approve the request of President William A. Bloodworth, Jr. that Augusta State University (“AUSU”) be authorized to establish a Bachelor of Science in Nursing, effective April 16, 2008.

Abstract: The baccalaureate nursing program is designed to educate registered nurses who are more prepared to work in a variety of healthcare settings. The proposal supports an expansion of Augusta State University’s existing associate level nursing program with a goal of increasing the number of nursing graduates from 70 to 150 annually. Based on information reported by the Georgia Hospital Association, hospitals and long term care facilities continue to experience difficulty filling vacancies in nursing and allied health professions. Hospitals in the Central Savannah River Area that responded to a Georgia Hospital Association 2004 Workforce Survey reported an estimated 8.7% vacancy rate for RN positions.

Need: *Understanding Georgia’s Workforce Shortage*, a publication of the Georgia Hospital Association, indicates that in addition to vacancies, the nursing workforce is aging. Hospital employment of RNs older than 50 rose 15.8% in 2002, while the percentage of nurses 21 – 34 years of age grew by only 6.4%. The Georgia Department of Labor reports that by year 2010, at least 11,110 new RNs will be needed to replace those who have retired or otherwise left the profession. Healthcare is a major industry in the university’s service area. In 2002, the Georgia Department of Labor projected the registered nurse workforce in the Richmond/Burke county area as 2,670 and the projection for year 2012 as 2,490 (a loss of 180 registered nurses). According to the Bureau of Labor Statistics, *Occupational Outlook Handbook*, employment of nurses is expected to grow faster than the average (21 – 35%) increase for all occupations through year 2012.

Objectives: The Bachelor of Science in Nursing (“BSN”) proposal includes a three track program with two tracks created for pre-licensure students, those students with no prior professional nursing education. One of the two pre-licensure tracks targets students admitted with no prior basic nursing knowledge. The second pre-licensure track is an accelerated track and is designed for licensed practical nurses (“LPNs”) who wish to pursue a baccalaureate degree in nursing (LPN to BSN). A third track is an accelerated path for registered nurses who return to school to complete the BSN degree.

Curriculum: The BSN program provides a curriculum designed to prepare students to be expert providers of nursing care and skillful users of research to improve nursing, health care, and health care systems. While building upon students’ prior liberal arts foundation, the nursing program makes available to them an array of learning opportunities designed to develop a continuum of nursing knowledge and facilitation and mastery of basic and advanced nursing skills. The generic BSN program requires 120 credit hours (excluding physical education and graduation requirements).

**3. Establishment of a Bachelor of Science in Nursing, Augusta State University
(Continued)**

The courses needed for the pre-licensure BSN track include a combination of new nursing courses and existing core courses. The new required nursing courses and guided electives are designed to satisfy the criteria set by the Augusta State University curriculum committee. The LPN to BSN track calls for students to have an unrestricted Georgia LPN license, and it includes a six credit-hour transition course. The RN to BSN track requires students to have an unrestricted Georgia RN license.

Projected Enrollment: The institution anticipates new enrollments of 150 students during each of the first three years of the program.

Funding: The program will be supported through the establishment of new courses. President Bloodworth has provided reverification that funding for the program is available at the institution.

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

4. **Establishment of a Doctor of Education in Counseling and Educational Psychology, University of West Georgia**

Recommended: That the Board approve the request of President Beheruz N. Sethna that the University of West Georgia (“UWG”) be authorized to establish a Doctor of Education in Counseling and Educational Psychology, effective April 16, 2008.

Abstract: The program is designed for fully-credentialed school and community counselors. In other words, the program will admit licensed professional counselors, nationally certified counselors, and certified school counselors. The foci of the degree are program evaluation, leadership/advocacy, and supervision/mentoring. Graduates of the program will be prepared to meet new accountability standards required by state policy regarding their impact on the citizens they serve in P-12 schools and community agencies. The institution currently offers a Specialist in Education (Ed.S.) degree with a major in Guidance and Counseling.

Need: Counselors work in a variety of settings and assist persons with educational, mental health, career, family, and personal problems. According to the Bureau of Labor Statistics, school counselors assist students of all levels, from elementary school to postsecondary education. They advocate for students and work with other individuals and organizations to promote the academic, career, personal, and social development of children and youth. Based on the job outlook for the profession, employment for educational, vocational and school counselors is expected grow 13%, which is about as fast as the national average for all occupations (Bureau of Labor Statistics, Occupational Outlook Handbook, 2008). School counselors will be committed to increasing graduation rates in Georgia P-12 schools and decreasing the achievement gap between various student population groups. Increasing the graduation rate and decreasing the achievement gap are significant social needs in Georgia. The *Regents’ Principles for School Counselors* require that recent graduates document their impact on academic achievement, career preparedness, and social emotional growth of the students they serve.

Objectives: The goals of the program are to extend the knowledge base of the counseling profession; support students in scholarly inquiry; prepare students to contribute to professional practice; prepare students to assume positions of leadership within the profession; enhance professional counseling competence; and develop and affirm values that contribute to serving diverse groups.

Curriculum: The program builds upon coursework completed in counseling programs offered at the master’s level. A minimum of 63 semester hours are required to complete the program for those students who already hold a master’s degree and licensure in the field. New courses in the program include internships, counseling seminars, program evaluation, program evaluation research, and counseling program development. Some existing courses include advanced group counseling, clinical supervision in counseling, and advanced counseling seminars.

4. **Establishment of a Doctor of Education in Counseling and Educational Psychology, University of West Georgia (Continued)**

Projected Enrollment: The institution anticipates cohort enrollments of 6 students during each of the first three years of the program.

Funding: The Department of Counseling and Educational Psychology is one of six university departments in the U.S. to receive funding from the Wallace-Reader's Digest Fund to transform school counseling at the graduate level and subsequently in the schools. The department received \$450,000 over a three-year period to implement the initiative. The program will be supported through a balance of existing courses under the Specialist in Education degree and the establishment of new courses. President Sethna has provided reverification that funding for the program is available at the institution.

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

5. **Establishment of an External Offering of the Bachelor of Science in Respiratory Therapy, Medical College of Georgia**

Recommended: That the Board approve the request of President Daniel W. Rahn that the Medical College of Georgia (“MCG”) be authorized to establish the Bachelor of Respiratory Therapy as an external degree offering, effective April 16, 2008.

Abstract: MCG requests approval to offer its existing Bachelor of Science in Respiratory Therapy as an external degree. The program is ready to be offered in a distance education format as of fall 2008. The program has not previously been offered externally. Because of the distance education format of the program, students will not be required to come to a designated location at any time during the term and the entire program can be offered via distance delivery. The program will require that students be admitted through the same processes as students who elect to take the program via face-to-face instruction on the home campus.

6. Establishment of a Bachelor of Science in Supply Chain and Logistics Management, Albany State University

Recommended: That the Board approve the request of President Everette Freeman that Albany State University (“ALSU”) be authorized to establish a Bachelor of Science in Supply Chain and Logistics Management, effective April 16, 2008.

Abstract: ALSU proposes the establishment of a Bachelor of Science in Supply Chain and Logistics Management. Supply Chain and Logistics Management has grown in importance for several reasons including: 1) increased global competition and globalization of business; 2) consolidation among common carriers; 3) outsourcing of logistics functions; and 4) enhanced emphasis on just-in-time production.

Need: The proposed program will provide an opportunity for those employed in logistics-related jobs to continue their education and earn degrees in their fields. Through agreements associated with Albany Technical College, students with two-year degrees in logistics would be provided opportunities to continue their education and complete a baccalaureate degree. The program would meet the need for logistics specialists in the area, particularly those associated with the U.S. Marine Corps Logistics Base. Southwest Georgia is growing in jobs that involve transportation, warehousing, and the distribution of products. In addition to the U.S. Marine Corps Logistics Base, other businesses have expressed a need for logistics and supply chain specialists including Proctor and Gamble (paper products division), Cooper Tire, Georgia Power, Cargill Chicken, Peter Pan, Target Regional Distribution Center, and Phoebe Putney Hospital.

Objectives: The objectives of the proposed program are to ensure that students understand the functions and roles of supply chains both internal and external to the organization; provide knowledge of information systems, quality control tools, and decision-making models necessary to manage all aspects of distribution and supply chain management; and to provide knowledge and develop skills to manage a supply chain in concert with security, trade issues, global business practices, and conflict management.

Curriculum: The 123-semester-hour program, housed within the College of Business, will require the completion of such courses as Supply Chain Management, Transportation Management, Global Logistics, Transportation Security and Legal Issues, Global Supply Chain Management, and Conflict Management.

Projected Enrollment: The institution anticipates enrollments of 25, 35, and 45 students during the first three years of the program.

Funding: The program will be supported through some existing and several new courses. President Freeman has provided reverification that funding for the program is available at the institution.

6. **Establishment of a Bachelor of Science in Supply Chain and Logistics Management, Albany State University (Continued)**

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

7. **Establishment of the Gary R. Sperduto Professorship in Clinical Psychology, University of Georgia**

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to establish the Gary R. Sperduto Professorship in Clinical Psychology, effective April 16, 2008.

Abstract: The University of Georgia seeks approval to establish the Gary R. Sperduto Professorship in Clinical Psychology. If approved, the special faculty position will be used to recruit a full professor, not already holding a named professorship at the University of Georgia, with an outstanding national reputation for scholarly work and visionary leadership in the application of psychological innovation. Funds are in place within the University of Georgia Foundation in the amount of \$250,000. The funding amount exceeds the minima requirement of \$200,000 for chairs established at the research and regional university levels as stipulated in *The Policy Manual*, Section 803.04.02.

Biosketch: Dr. Gary Sperduto is a University of Georgia psychology graduate receiving a Master of Science and Doctor of Philosophy in Clinical Psychology. He completed his clinical internship at a Harvard teaching hospital in the Boston area. The focus of his professional efforts has been in identifying and developing executive talent, consulting regarding organizational structure, mergers and acquisitions, the professional development of CEOs, CEO/Board relations, mapping organizational strategy, and leadership/culture enhancement and change. He has authored articles and presented professional papers in the areas of self-development, parameters of adjustment, behavior modification, learning disabilities, and the role of corporate psychology. Dr. Sperduto grew up in Kansas, attended high school in Cincinnati, and played college basketball in Florida. The Gary R. Sperduto Professorship in Clinical Psychology has been established in recognition of the recruiting and retaining the most highly qualified faculty members, in gratitude for those faculty members who helped him launch his career, and out of a desire to boost alumni pride, recognition, and fund raising efforts.

8. Establishment of the Anne Montgomery Haltiwanger Distinguished Professorship, University of Georgia

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to establish the Anne Montgomery Haltiwanger Distinguished Professorship, effective April 16, 2008.

Abstract: The University of Georgia seeks approval to establish the Anne Montgomery Haltiwanger Distinguished Professorship in Child and Family Development. The special, endowed faculty position was funded by Dr. Earl Haltiwanger through a desire to strengthen programs in the College of Family and Consumer Sciences. The position will reside in the Department of Child and Family Development within the College of Family and Consumer Sciences. The appointed professor will be engaged in teaching, research, public service, or a combination of such duties consistent with the purpose of the position. Funds are in place within the University of Georgia Foundation in the amount of \$508,700. The funding amount exceeds the minima requirement of \$400,000 for distinguished professorships established at the research and regional university levels as stipulated in *The Policy Manual*, Section 803.04.02.

Biosketch of the Donor, Dr. Earl Haltiwanger: Dr. Earl Haltiwanger grew up in Lake City, Florida. Upon completion of high school, he entered the Citadel. He enlisted in the navy hospital corps where he served during World War II. Upon discharge from the service, he attended Emory University from which he earned his A.B. degree in 1947. He was accepted to Duke University School of Medicine where he received an MD degree in 1951, and remained there for post graduate training to become an urologist. In 1957, he returned to Emory University as a faculty member and taught at the V.A. hospital and medical school. He retired in 1986 and holds the position of Emeritus Professor of Surgery at Emory University School of Medicine

Biosketch of the Honoree: Anne Montgomery Haltiwanger grew up in Commerce, Georgia, the daughter of Leolene Chapman Montgomery (1932 BSHE.) and George G. Montgomery (1932 BSA). Anne, her mother, and her two sisters earned degrees from UGA’s School of Home Economics. Anne earned her BSHE in 1967 in Child and Family Development and her MS in 1969 in Child Development and Mental Retardation. Anne was employed by the School of Home Economics from 1969 to 1976 as an instructor in Child Development to serve as a laboratory school teacher at the Athens Unit of the Georgia Mental Retardation Center. Later in her career, she worked for the Fulton County Health Department serving in the North Fulton county Training Center for the developmentally disabled and taught four-year-olds at the Glenn School, a program of the Glenn Memorial Methodist Church. Dr. Earl Haltiwanger and Anne Montgomery were married in 1992. In 2002, through the philanthropy of Dr. Haltiwanger, the Anne Montgomery Haltiwanger International Study Award was created within the College of Family and Consumer Sciences. The Haltiwangers wished to establish a professorship in support of faculty and provided funds to establish the Anne Montgomery Haltiwanger Distinguished Professorship in Child and Family Development.

9. Establishment of the George D. Busbee Chair in Public Policy, University of Georgia

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to establish the George D. Busbee Chair in Public Policy, effective April 16, 2008.

Abstract: The University of Georgia seeks approval to establish the George D. Busbee Chair in Public Policy. The Busbee Chair was established through a gift of \$1 million from Mr. Cecil M. Phillips to honor the public service career of the late George D. Busbee. The holder of the chair will engage in teaching, research and public service, and will hold the rank of professor in the Department of Public Administration and Policy. If approved, the special faculty position will be used to recruit a full professor, not already holding a named professorship at the University of Georgia, with an outstanding national reputation for scholarly work and visionary leadership in the application of psychological innovation. Funds are in place within the University of Georgia Foundation in the amount of \$1 million dollars. The funding amount exceeds the minima requirement of \$500,000 for chairs established at the research and regional university levels as stipulated in *The Policy Manual*, Section 803.04.02.

Biosketch of the Donor, Mr. Cecil Phillips: Cecil M. Phillips is President and Chief Executive Officer of Place Properties, a firm specializing in financing on-campus and off-campus student housing at major U.S. private and public colleges and universities. Mr. Phillips served as Executive Assistant to Governor Busbee for four years. He has served as Chair of the Atlanta Housing Authority, is a member of the Council on Foreign Relations, and was Chair of the Emory University Board of Visitors. He served as Chair of the Dean’s Council of the Emory University School of Public Health, and currently is a member of the Board of Visitors of the School of Public and International Affairs at the University of Georgia.

Biosketch of the Honoree: George Dekle Busbee was born in Vienna, Georgia in 1927. Following service in the U.S. Navy, he graduated from the University of Georgia in 1949 and from the University of Georgia Law School in 1952. He served in the Georgia House of Representatives from 1956 – 1974, and was elected House majority leader in 1967. He was elected Governor of Georgia in 1974 and reelected in 1978, being the first Georgia governor to serve two four-year terms. His term as governor was preceded by former governor (1971 – 1975) and former president Jimmy Carter and then succeeded by Joe Frank Harris (1983 – 1991). Governor Busbee served as chair of the National Governor’s Association from 1981 – 1982. Following his two terms as governor, he joined the Atlanta law firm of King and Spalding. Governor Busbee died in Atlanta, Georgia in 2004.

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

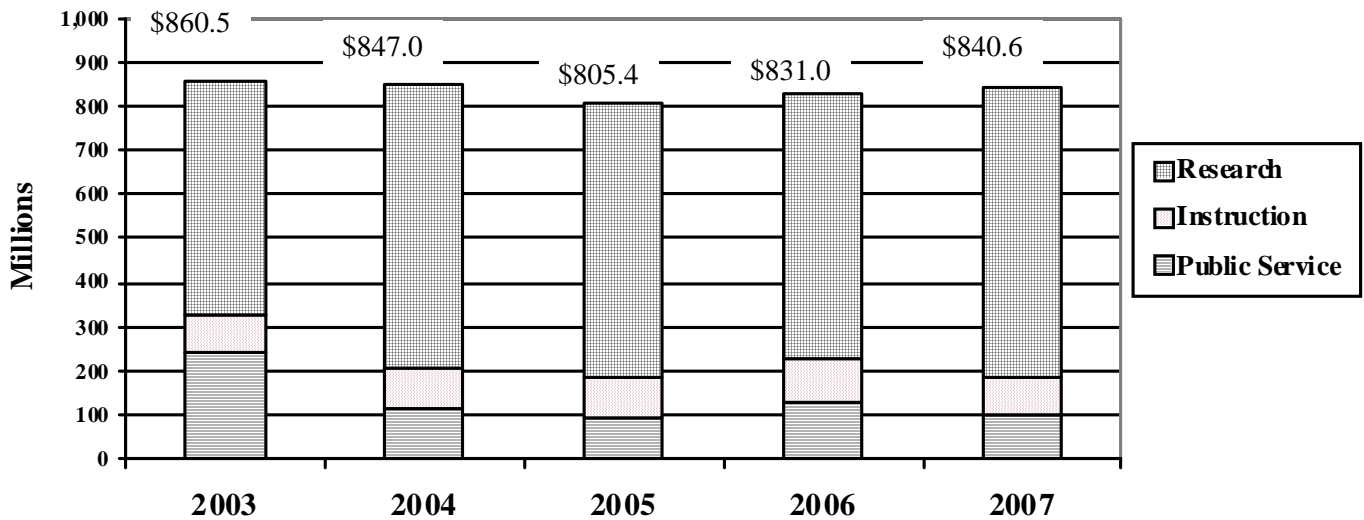
The administrative and academic appointments are reviewed by the Chair of the Committee on Academic Affairs.

11. Information Item: Income Received through Grants and Contracts by Institutions in the University System of Georgia for Research, Instruction and Public Service for Fiscal Year 2007

Much of the financial support for the University System is derived from extramural sources. Each year the System Office collects data from the institutions on income received through contracts and grants. Income is reported in one of three categories: research, instruction, or public service. The amount of income reported is for all grants received in Fiscal Year (“FY”) 2007, not just the amount expended in FY2007. The dollar amounts for contracts and grants received by the institutions in fiscal year 2007 are listed in Table 1.

The total external support for these activities in all institutions equaled \$840,620,228, an increase of \$9,576,768, or 1.1 percent above the FY2006 amount.

**Income Received from Grants and Contracts
FY2003 through FY2007**



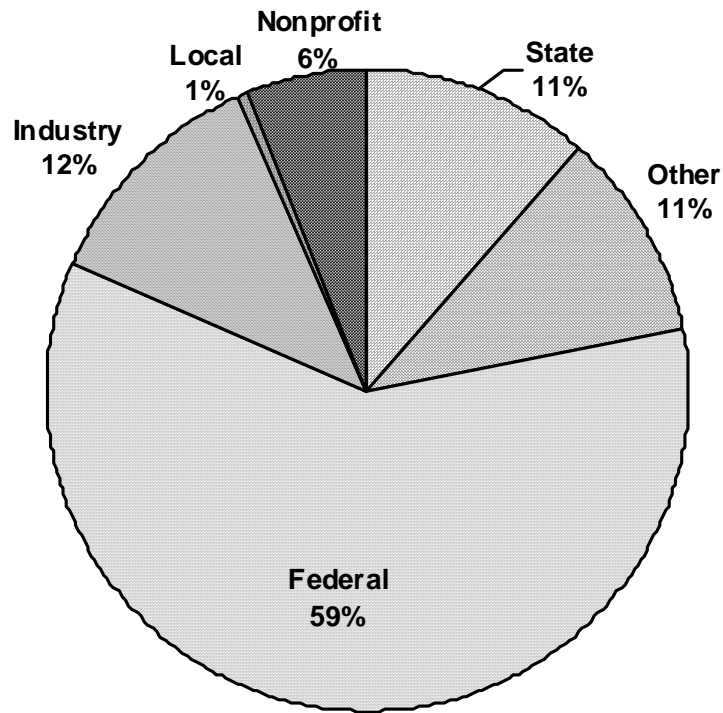
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11. **Information Item: Income Received through Grants and Contracts by Institutions in the University System of Georgia for Research, Instruction and Public Service for Fiscal Year 2007 (Continued)**

**University System of Georgia
Grants and Contracts by Funding Source
Fiscal Year 2007**

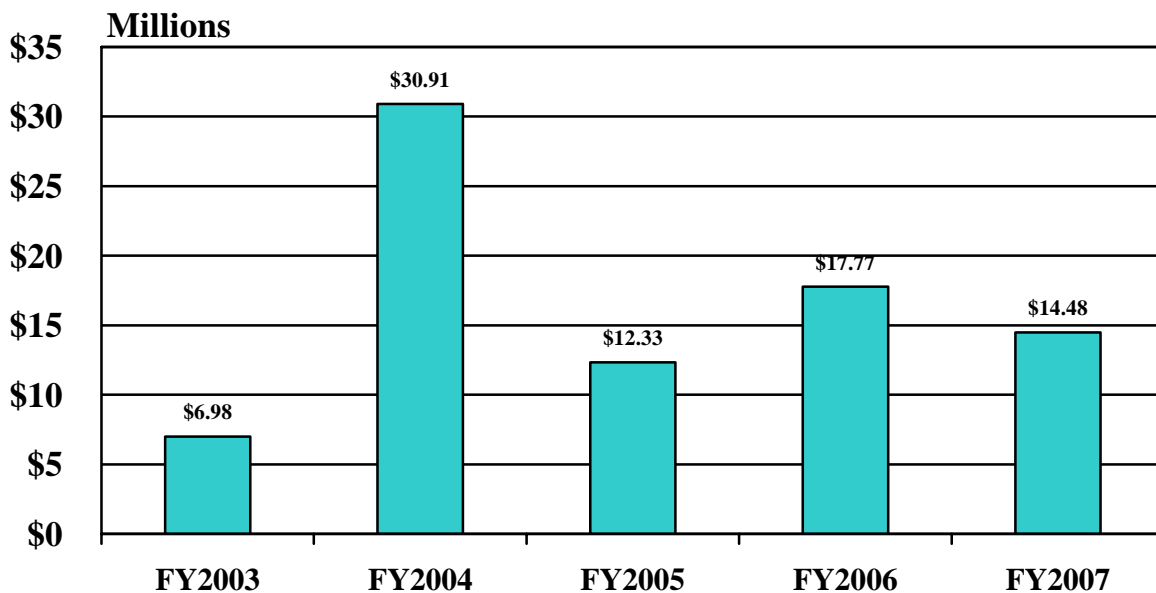


12. Information Item: Intellectual Property Income Summary in the University System of Georgia for Fiscal Year 2007

Total income received from intellectual properties during Fiscal Year (“FY”) 2007 was \$14,476,630. This represents a decrease of \$3,288,937, or 22.7 percent, from FY2006. Note: The amount for FY 2004 was unusually large because of a one-time royalty buy-down of \$28 million for one technology at University of Georgia.

Institution	Inventions	Software	Copyrights/ Trademarks	Totals
Georgia Institute of Technology	\$675,968	\$1,334,094	\$16,062	\$2,026,124
Georgia State University	\$0	\$0	\$61,027	\$61,027
Medical College of Georgia	\$229,172	\$0	\$0	\$229,172
University of Georgia	\$12,006,771	\$101,036	\$22,195	\$12,130,002
Georgia Southern University	\$0	\$30,305	\$0	\$30,305
Totals	\$12,911,911	\$1,465,435	\$99,284	\$14,476,630

**University System Income from
Intellectual Properties
FY2003 through FY2007**



APPENDIX I

Report on College Degree Access for Coastal Southeast Georgia

College Degree Access for Coastal Southeast Georgia

Report to the Chancellor
University System of Georgia
December 2007

David M. Morgan

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Executive Summary

This report was designed to determine whether baccalaureate programming should be offered by Coastal Georgia Community College (CGCC) to benefit the citizens of the southeast Georgia coast. One key issue studied in this report was whether the Brunswick Center is appropriately serving the baccalaureate and graduate programming needs of this region of the state.

Findings

Finding One: Residents of southeast coastal Georgia need improved geographic access to baccalaureate degrees. This service gap was first identified a generation ago.

Finding Two: The southeast coastal region remains the only area of the state unserved by an accessible senior college.

Finding Three: The fact that so few area residents have achieved a college degree—only half as many as in other parts of the state—is largely related to lack of access.

Finding Four: Despite many positive economic factors in the region, strategic industries will not invest in this area without an available educated workforce and accessible means by which workers can further their education.

Finding Five: By 2015 the coastal region will become the most populous Georgia area south of the fall line (the area south of Columbus, Macon, and Augusta).

Finding Six: New baccalaureate degrees will be required to meet the regional workforce needs identified in 2004 by the Governor's Commission for a New Georgia.

Finding Seven: The Brunswick Center is unable to meet either the current or the increased baccalaureate demands of this growing region.

Finding Eight: The dual focus of Coastal Georgia Community College has resulted in a lack of community understanding and support that will make it difficult to meet the emerging workforce needs of the southeast coastal area.

Finding Nine: Although CGCC's Brunswick campus is one of the largest in the University System of Georgia (USG), its facilities are dated and inadequate. The only building constructed on the campus since 1982 was paid for 100% by local citizens.

Finding Ten: This area is an unusually desirable region, rich in historic and natural resources with a temperate climate, and it serves as a strategic federal and military location, major sea and land transportation hub, and leisure destination. Responding to the needs of this area through the formation of a state college would not only benefit the region but also help preserve the attractiveness of the region in the face of dramatic growth.

RECOMMENDATIONS

- Coastal Georgia Community College (CGCC) should be re-structured to be a state college—Coastal Georgia College—with a mission to provide access for regional residents, develop targeted baccalaureate degrees to meet workforce needs and educational mobility, and become a destination campus to attract Georgians from other regions.
- The Regents should, with the cooperation of the Department of Technical and Adult Education, reassign the technical mission of the institution to a nearby technical college.
- The service area of the college should comprise the following counties:
 - Appling
 - Bacon
 - Brantley
 - Camden
 - Charlton
 - Coffee
 - Glynn
 - Jeff Davis
 - McIntosh
 - Pierce
 - Wayne
 - Ware
- The institution’s bachelor’s programs should require multiple field (real world) experiences throughout the curriculum, a required internship within the major, and a demonstration of competencies.
- To meet the workforce needs of the area’s strategic industries, the Regents should authorize the college to offer the following targeted baccalaureate degrees:
 - Bachelor of Science in Nursing
 - Allied Health baccalaureate degree. Coastal Georgia College should develop jointly with local medical providers one of the critically-needed programs identified by the USG Task Force of Health Education Professions.
 - Bachelor of Science with a major in Early Childhood Education
 - Bachelor of Business Administration with majors in Management and Marketing
 - Bachelor of Business Administration with a major in Public Administration
 - Bachelor of Business Administration with a major in Information Technology
 - Bachelor of General Studies
 - Bachelor of Applied Science
- The Brunswick Center should be re-named as the Southeast Coastal Center and re-tasked:
 - To offer courses and programs that fulfill those regional educational needs that cannot be met by Coastal Georgia College.
 - To coordinate the invitation of other System institutions to offer needed degrees and other types of programming.

- To manage operation of a new Southeast Coastal Center building, now being considered for funding by Regents staff.
 - To request that the University of Georgia, as part of its new Archway Project in the region, facilitate the development of a comprehensive inventory of the region's assets: e.g. historical, architectural, social, economic, natural, artistic, agricultural, marine. The Center should then develop System-wide strategies for colleges and universities to benefit from and contribute to these state assets.
 - To coordinate the interaction of other System units and groups with the resources of the area, including meeting and educational space, to provide improved costs and efficiencies.
- CGC should develop a revised strategic plan incorporating its new mission and plans for reaching its goals.
 - **The institution should also develop a new campus master plan consistent with its new mission, and maximize its 193-acre campus as well as other facilities that it might own to at least double the current student body.**
 - The institution should encourage developers to construct privatized student housing near the campus. The local development commission may be able to assist in such a project. Were the institution to have full-time health programs, a residence hall located in the block that separates the college and the hospital would prove very convenient to students attending classes one day and doing clinicals the next.
 - **The institution should aggressively market itself, its new mission, and its new baccalaureate degrees to potential students in this and other regions of the state.**
 - **The institution should organize a real estate foundation for the purpose of raising funds for real estate purchases and the building or renovation of needed campus structures.**
 - **The institution should restructure its foundation to become the major venue through which community-institutional dialog takes place, so that it becomes the major booster organization for the college.**
 - **The Board should hold the institution financially harmless during the transition from its dual mission to its new baccalaureate mission.**

Introduction

Study Purpose

Community interest has been expressed in the need for baccalaureate programming to be offered by Coastal Georgia Community College (CGCC) to benefit the citizens of the southeast Georgia coast. This project was designed to determine the extent of this need, taking into account all identified current and projected factors. A key issue will be whether the Brunswick Center is appropriately serving the baccalaureate and graduate programming needs of this region of the state.

Study Plan

Initially, the consultant met with key local and college leaders to understand better the issues surrounding the study. Following these meetings the consultant developed a proposed study plan and submitted it to the Regents' office to be distributed to the local entities involved. Once reaction to this proposal was received and reviewed, the study commenced.

Methodology

This study has been based on:

- Previous studies of baccalaureate need in southeast Georgia
- National and Southeast higher education trends
- Meetings with state-level, regional, and local officials knowledgeable about state, regional, and community growth and development
- Current and projected population statistics and growth forecasts
- The results of a June 28, 2007 Community Leaders' Forum to which a representative group of community leaders was invited
- Meetings with select CGCC and Brunswick Center students and faculty members
- Interviews with current CGCC administrators
- Interviews with representatives from Armstrong Atlantic State University and Georgia Southern University
- Individual interviews with education, community, and business leaders
- Review of statewide and regional policy and planning reports
- Review of University System of Georgia and policy and planning documents

Limitations. Some of the data sources referenced in this report have examined regions composed of boundaries different from those defined in this study. Various agencies and planning districts aggregate data by multi-county configurations drawn for a variety of purposes. For example, the Department of Community Affairs (DCA) groups 10 counties in Coastal Georgia Region 12, including Screven County located nearly 100 miles up the Savannah River. However, Brantley, Charlton, and Wayne Counties—parts of which are within 25 miles of the

ocean—are excluded from the DCA’s Coastal Region. This configuration of coastal counties especially limits population projections for those counties not included in the recent Georgia Tech study regarding coastal population projections. However, because of the linked relationships between the study area and DCA Region 12, data from that region has been routinely examined and portions of the data have been used in this study where appropriate.

A secondary and perhaps more systemic problem caused by the manner in which the State Service Delivery Regions have been configured is that the 12 counties which were a focus of this study actually fell within three different planning regions:

- SDA 9—Appling, Jeff Davis, Wayne
- SDA 11—Bacon, Brantley, Charlton, Coffee, Pierce, Ware
- SDA 12—Camden, Glynn, McIntosh

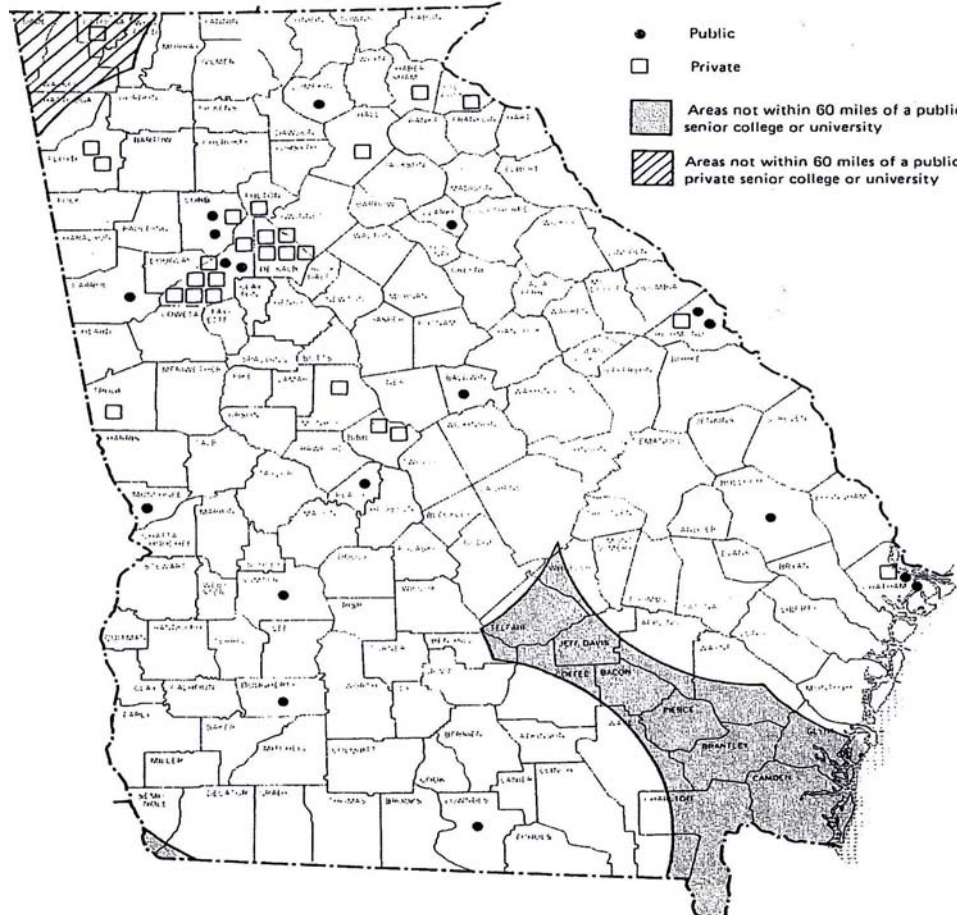
Therefore, finding and collecting uniform data among three different planning agencies was difficult at best.

Access to Baccalaureate Education

Previous Reports

The push toward enhanced baccalaureate access for citizens in southeast Georgia is not new. In 1982, the Governor’s Committee on Postsecondary Education—a statewide policy and planning commission appointed and chaired by Governor George Busbee—determined that the southeast corner of Georgia was the only area of the state not within 60 miles of a public senior college or university, and therefore unserved at the bachelor’s and graduate levels. Its report, “Maintaining Progress in Georgia Postsecondary Education: Recommendations for Today: Concerns for Tomorrow” established 60 miles as the maximum recommended range for extended commuting distances.

Figure 1
1982 Access to Senior Colleges and Universities in Georgia
(S.A.C.S. Member or Candidate)



Source: Maintaining Progress in Georgia Postsecondary Education: Recommendations for Today: Concerns for Tomorrow, Governor’s Committee on Postsecondary Education, Atlanta, December 1982, p. 20.

As the Committee's 1982 map shows in Figure 1, 14 counties fell either partially or fully within this area of unmet need: Appling, Bacon, Ben Hill, Brantley, Camden, Charlton, Coffee, Glynn, Jeff Davis, Pierce, Telfair, Ware, Wayne, and Wheeler.

Based on the Committee's determination that only one region of the state was not being served by a senior college or university and that this oversight represented a concern for the future of that area and for the state, the Committee recommended that:

- The Board of Regents should elevate one of the three junior colleges in or adjoining the unserved area in southeast Georgia—Brunswick, South Georgia, or Waycross—to senior college status, following a study of the advantages and disadvantages of each.
- Until a senior college has been developed, the Board of Regents should take specific action to monitor and encourage the offering of baccalaureate and master's level off-campus courses and programs in this area of the state.

The Board of Regents followed in 1983 with its own study, "The Eighties and Beyond, a Commitment to Excellence," finding that "the southeastern sector of the state (Brunswick south to the Florida border and west to Valdosta) was underserved by the University System at the baccalaureate and graduate levels." The Regents report recommended that "full use be made of satellite centers under the aegis of university level institutions in cooperation with senior colleges to respond to the needs of the underserved areas of the state."

Three years later, in 1986, Armstrong State College, Georgia Southern College, Savannah State College, and Brunswick Junior College (as these institutions were then named) formed a "consortium of University System institutions for the purpose of establishing a residence center for baccalaureate and graduate degrees in Brunswick, Georgia." The consortium developed into the Brunswick Center, although the names of the three remaining institutions have changed to Armstrong Atlantic State University, Georgia Southern University, and Coastal Georgia Community College.

Current Geographic Analysis

A logical starting point in reviewing the current baccalaureate needs of citizens in this area of the state is to replicate the analysis completed in 1982 by the Governor's Committee on Postsecondary Education. Figure 2 below shows the result of drawing a 60-mile commuting distance radius around every public senior college in the state. The highlighted areas represent unserved areas. Now, as in 1982, there is no senior institution in southeast coastal Georgia. The counties that are wholly or partially included in this underserved area are Appling, Bacon, Brantley, Camden, Charlton, Coffee, Glynn, Jeff Davis, Pierce, Wayne, and Ware.

Figure 2 - 2007 Access to Senior Colleges and Universities in Georgia



In fact, the only change in senior-level college access in 25 years has been the elevation by the Regents in 2006 of Middle Georgia College to “state college” status. That single change has removed Ben Hill, Telfair, and Wheeler Counties from the unserved southeast Georgia region first identified in 1982 by the Governor’s Committee on Postsecondary Education.

Thus the major focus of this study will be on the following counties identified by the 60-mile commuting criterion:

- Appling
- Bacon
- Brantley
- Camden
- Charlton
- Coffee
- Glynn
- Jeff Davis
- Pierce
- Wayne
- Ware

In addition, although McIntosh County is technically within the 60-mile radius of senior public institutions in Savannah, the commuting and economic patterns clearly show that residents of that county use the Brunswick-Glynn County region as their regional service and commuting center. For this reason McIntosh County was included within the area of study. Figure 3 (next page) displays the geographic area to be studied in the remainder of this report.

It is also important to note that the 60-mile radius line did not fall neatly along county boundaries and, in some cases, included only portions of the counties named above. The study included whole—not partial—counties for several reasons:

- Disaggregated intra-county data was not available.
- Since there has been at least a 25-year history of geographic inaccessibility of this region to senior colleges and universities, the study was designed to be more inclusive than exclusive.
- To acknowledge the likelihood that students from even the edges of the region might be attracted to the availability of attending a baccalaureate-granting institution relatively nearby, located on the Georgia coast, facing less congestion than larger cities, smaller classes and lower costs.

In addition, even though Appling, Coffee, and Jeff Davis Counties are located more than 60 miles from Brunswick, they have, according to the criterion used in this study, been unserved by a senior college or university for the past quarter century. Therefore, they are included for planning purposes in the current study.

The combined population of these 12 counties in 2005 was 327,185. Also, these 12 counties represented 6,806 square miles or 11.45% of Georgia's total area of 59,441 square miles. It is interesting to note that the study area contains three—Camden, Ware, and Charlton—of the state's largest five counties.

The State Service Delivery Regions created by the 1998 General Assembly for delivering state services to local units of government and citizens have compounded the access issue in this area of the state. The 12 counties that are geographically unserved are parts of three separate service delivery regions, with the included counties forming the most remote areas of each region.

Figure 3 - Coastal Southeast Georgia Higher Education Region



Description of the Region

The area possesses a robust and diverse economy which depends, in part, on its strategic location within the United States, its placement on the Atlantic Ocean, and its temperate winter climate. The following information is provided in order to communicate the unique strengths and opportunities of the area and to provide context for analyzing the potential need for new higher education programming:

- History. General James Oglethorpe, the father of colonial Georgia, spearheaded defensive forces here and helped fight the Battle of Bloody Marsh, which became the American colonists' last battle with Spain. Oglethorpe designed Brunswick's city plan in the grid style used in Savannah and the city was named for King George's ancestral home in Germany. The entire area's history is replete with historic significance, and historic preservation is a growing industry. Fort Frederica National Monument is located on St. Simons Island.
- Tourism. The area's natural beauty and temperate winter climate have been attracting visitors for hundreds of years. Today's visitors may tour restored "cottages" on Jekyll Island first built in 1886 to be used occasionally by some of the wealthiest people in America: the Morgans, Pulitzers, Rockefellers, Vanderbilts, and Goodyears.

Tourism is big business in the region with over 1.8 million visitors annually whose vacation expenditures exceed a half billion dollars. Topping the accommodations list in the area is the Cloister, a world-renowned five-star resort which still attracts the rich and famous, and hosted the G8 Summit of world leaders in 2004. Hundreds of other motels and hotels provide accommodations at many different price points.

Important to understanding the region is to know that millions of Georgians prefer to visit and vacation in the state's most natural beach setting. Generations of families have annually made the trek from Fitzgerald, Macon, Columbus, Atlanta, Rome, Athens, and Augusta to spend a week relaxing under the live oaks wrapped in Spanish moss. More so than any other area of the state, the southeastern coastal area is Georgia's vacation destination.

- Environment. Nowhere else in America have nature's coastal barrier islands been preserved with such care, nor is there such unspoiled beauty as that found on Sapelo, Little St. Simons, and Cumberland Islands. Made famous by Georgia's poet laureate Sidney Lanier in his "Marshes of Glynn," the salt water marshes of the area provide important estuarine habitat for Georgia white shrimp and other species. Given that the area hosts one-third of the remaining salt water marshes on the eastern United States seaboard, their ecological value cannot be overstated.

Although the watersheds in the western half of the state attract the most attention due to ongoing disputes with Alabama and Florida over water rights, the Georgia rivers flowing to the ocean shed water from approximately one-half of the state's land mass. Four of Georgia's 14 river basins are fed by rivers ending their course in the study area: the Altamaha, Ocmulgee, Oconee, and Satilla rivers. Even more fresh water makes its way through the Savannah, Ogeechee, and other rivers, ending in the upper section of the Georgia coast. Also, the St. Marys River begins in the area's Okefenokee National Wildlife Refuge and Wilderness Area and forms nearly 100 miles of the Georgia-Florida border before emptying into the Atlantic Ocean east of Kingsland in St. Marys near the Kings Bay Naval Submarine Base.

Not only does the Altamaha River empty approximately *100,000 gallons per second* of fresh water into the Atlantic Ocean near Darien in McIntosh County, its floodplain and marshes are among the most undisturbed habitats in the state. The region also hosts the Okefenokee Swamp and the Okefenokee National Wildlife Refuge and Wilderness Area, the Cumberland Island National Seashore, and Cumberland Island Wilderness Area. Together with the availability of large forest tracts, these resources attract many species of waterfowl and wildlife.

- Port of Brunswick. Georgia is home to two ocean-accessible ports—Savannah and Brunswick. The Port of Brunswick is the fourth-busiest on America’s Atlantic seaboard. While the Savannah port emphasizes the handling of containerized cargo, Brunswick’s current strength is receiving and after-market processing autos, exporting Mercedes automobiles manufactured in Alabama, and exporting grain and beef.

The federal government is completing a project to deepen the Brunswick Harbor, which will allow the port to attract additional services and new cargo to Brunswick, making it more attractive to a wider variety of global shipping companies. When the project is complete, Brunswick will have the most competitive auto, grain, and breakbulk (shipment using small, separable units) facilities on the entire East Coast.

- Federal Law Enforcement Training Facility (FLETC). With its national headquarters in Brunswick, FLETC serves as the nation’s interagency law enforcement training organization for more than 80 federal agencies. The Center also provides services to state, local, and international law enforcement agencies. Not only is the facility itself impressive, with specially-built venues for each type of law enforcement training, the Center has a tremendous economic impact on the region. Several thousand training personnel are permanently assigned to the Center as well as more than 50,000 trainees who come to Brunswick annually to complete training regimens.

In addition to comprehensive basic or advanced programs, the Center also trains law enforcement personnel in such areas as: behavioral techniques, [computer and financial investigations](#), counterterrorism, driving, firearms, enforcement, forensics and investigative technologies, international training, and technical assistance. The Center also hosts a law enforcement leadership institute and legal and physical techniques divisions.

- Naval Submarine Base Kings Bay. Located in the historic seaport village of St. Marys in Camden County, the Naval submarine base Kings Bay is the home port for the Atlantic Fleet's most modern nuclear ballistic submarines, the Trident or Ohio-class subs. Also based at Kings Bay are several Ohio-class nuclear-powered submarines each armed with 154 [Tomahawk cruise missiles](#) containing conventional warheads

The base hosts eight major commands, with the Trident Refit Facility being the largest. More than 9,000 military and civilian personnel, including contract personnel, made up

the installation's workforce. The highly secure facility encompasses approximately 16,000 acres of which 4,000 are protected wetlands.

In 1981 a massive nine-year construction effort was initiated. This \$1.3 billion project included constructing facilities to support a squadron of Trident submarines, and facilities were built for submarine maintenance and repair, crew training, weapons handling and storage, and personnel support.

The development of Kings Bay has fueled growth in Camden and surrounding counties, making Camden at one time the fastest-growing county in the nation. This build-up led to the establishment of the Camden Center, a branch of CGCC in Kingsland.

- Automobile and Truck Transportation Hub. The major highway running north-south through the region is Interstate 95, which for decades has served as the road of choice for tourists and freight moving between Florida and much of the eastern seaboard of the United States, e.g. New England, the Northeast, the Mid-Atlantic and the Southern states of North Carolina and South Carolina. While the daily traffic count on I-95 in the region was nearly 50,000 vehicles per day in 2005, the Federal Highway Administration of the U.S. Department of Transportation (USDOT) predict that just the estimated average daily truck traffic will increase dramatically by 2020 due to the rapid growth of international trade. The USDOT states that over the past two decades U.S. foreign trade in goods by value has quadrupled.

Other major north-south transportation corridors through the region are:

- U.S. 1, which comes north from Jacksonville, Fla., through Folkston (Charlton County), Waycross (Ware County), Baxley (Appling County), and on to Swainsboro, Thomson, and Augusta.
- U.S. 17, which comes north from Jacksonville, Fla., paralleling Interstate 95 and traversing Kingsland and Woodbine (Camden County), Brunswick (Glynn County), Darien (McIntosh County), and Savannah (Chatham County).
- U.S. 301, which comes north from Jacksonville, Fla., through Folkston (Charlton County), Jesup (Wayne County), Claxton (Evans County), and Statesboro (Bulloch County).

Crossing the region in an east-west direction are:

- US 341, with Brunswick being the eastern terminus of the Golden Isles Parkway stretching nearly 200 miles from its origin near Macon as U.S. 23, joining U.S. 341 in Eastman. This is a popular alternate route for those heading from Atlanta and Macon to the Georgia coast.

- U.S. 82 or S.R. 520 connects Jekyll Island, Brunswick, and Waycross, and is the eastern terminus of Georgia's State Route 520, also known as the South Georgia Parkway, or Corridor Z. Cities connected by this highway are Brunswick (Glynn County), Waycross (Ware County), Tifton (Tift County), Albany (Dougherty County), and Columbus (Muscookee County).

- Air Transportation:

Glynn County is served by two airports:

- Brunswick Golden Isles Airport—offers commercial flights with Atlantic Southeast Airlines, providing several flights per day to Atlanta, allowing passengers to make connections worldwide. The property surrounding the airport also houses the Gulfstream Aerospace Corporation facility.
- McKinnon St. Simons Island Airport boasts a 5,200 foot runway and serves civil aviation needs for the area.

Other general aviation airports in the area are in:

- Bacon County
- Brantley County
- Jesup
- St. Marys
- Waycross

In addition, Brunswick is located about halfway between the international airports located in Jacksonville and Savannah. Accessing either destination allows travelers to avoid driving in congested city traffic. In many cases southeast Georgians can get to either of these airports and find less congested parking and traffic than those living in Atlanta who attempt to fly out of Hartsfield-Jackson International Airport.

The Brunswick Center

Beginning in 1986 the Brunswick Center was charged with the responsibility of providing baccalaureate and graduate education to the region. Following is a description of the Center and an analysis of its operations.

The CGCC website describes the Center:

The Brunswick Center is a consortium composed of Coastal Georgia Community College in Brunswick, Armstrong Atlantic State University (AASU) in Savannah, and Georgia Southern University (GSU) in Statesboro. It was authorized by the Board of Regents of the University System of Georgia in September 1986 and was organized for the purpose of establishing a residence center for select baccalaureate and graduate degrees on the

campus of Coastal Georgia Community College. Armstrong Atlantic State University is the lead institution in the consortium in that it offers the majority of the baccalaureate degree programs. All three participating institutions teach courses which apply toward baccalaureate degrees, and credit earned from any of these institutions through the Brunswick Center is accepted as residence credit for baccalaureate degrees by the universities. Georgia Southern University offers select master's degree programs in Brunswick, and Armstrong Atlantic State University offers three master's degree programs in Brunswick and Camden Counties.

Center Administration. The Center's main purpose is to provide place-bound evening students with access to associate, baccalaureate, and graduate-level programs. The Center operates on the basis of a memorandum of agreement which has been updated twice, but few substantive changes have been made to the agreement since the inception of the Center. The agreement for the operation of the Center calls for a coordinating committee, but over time it has met infrequently and in recent years, not at all. This lack of communication has been exacerbated by personnel changes so that all parties are not on the same page regarding the scope of and operational procedures for the Brunswick Center.

Generally, once students determine which degree program they wish to pursue, they complete that institution's admissions forms, apply for student financial aid, and pay regular tuition and fees when they register via the Brunswick Center. Major responsibilities of the Center are to be an on-site office for prospective and current students, to provide student and library services, and to sell textbooks through the CGCC Book Store. The Center also advertises Center programs.

Each participating institution shares the costs of personnel who are hired to staff and administer the Brunswick Center. Each also shares in the operating costs, although CGCC absorbs all indirect costs, including maintenance, utilities, security, and instructional and office space.

AASU has three full-time faculty and a full-time director for teacher education assigned to the Brunswick Center. These AASU personnel operate out of shared offices at CGCC. GSU has no faculty assigned to the Center.

It is important to note that there is not a separate physical location for the Brunswick Center. Save for a small administrative office, *the Brunswick Center has no physical presence*. Students drive onto the campus during the late afternoon or evening, attend an upper division or graduate class in various CGCC buildings offered by an AASU or GSU faculty member—sometimes in person and sometimes via video—and then depart the campus. There is no separate building or classroom area that is dedicated to Brunswick Center usage.

A building dedicated to the offering of baccalaureate and graduate programming on the CGCC campus was, in fact, ranked as University System capital priority Number 13 in 1997. However, that building was traded for what was at the time perceived as a higher priority—the Camden

Center. The needed building for baccalaureate and graduate programming was not pursued by institutional personnel after the Camden Center was constructed.

Availability of Information About Baccalaureate Degrees. Were the Center adequately serving the 12-county region identified for this study, it is reasonable to assume that prospective students would have ready access to information about the degree programs available through the Center. A thorough review of printed and web materials was completed.

Printed Information. The Center routinely advertises the availability of programs in local newspapers, on-campus flyers, and on the CGCC Schedule of Classes. Although the Schedule of Classes stated that seven baccalaureate degrees were offered through the Center, the specific program areas were not named. In addition, the Schedule did not refer to the availability of GSU undergraduate programs (there is one—business administration) and misstated that at least one GSU graduate programs was available in education—none is available.

Web Information. In the event a student, knowing nothing about the Brunswick Center, first looks on the CGCC website to determine baccalaureate availability, it is important to know what information she would find. An analysis of such information was completed in February 2007 and again in August 2007. It revealed that there were few prompts on the CGCC website to direct students to baccalaureate programs. Students eventually finding the Brunswick Center page were provided with inaccurate information. For example:

- Students clicking on the AASU admissions and degrees buttons found that nothing happened. Students pushing the AASU catalog button found the institution's 2005-2006 catalog—*containing information two years out of date.*
- In August 2007 students were promised that AASU Financial Aid Office representatives would be in Brunswick on *February 31, 2007*, to provide information.
- No listing of GSU baccalaureate degrees was easily available on the website: students were directed to the *2005-2006 GSU Undergraduate Catalog* where they would hopefully be savvy enough to go to the back of the catalog and look up “Brunswick Center” to see what programs were offered *two years previously.*

Degrees Available Through the Brunswick Center. The following programs are currently available for enrollment of new students through the Brunswick Center:

Armstrong Atlantic State University

Bachelors:

- History
- Criminal Justice
- Early Childhood Education
- Middle School Education
- Nursing (must already have a two-year RN degree for admission)

- General Studies with an emphasis in: Business, Criminal Justice, Education, English, History, Political Science, or Psychology

Masters:

- Master of Science in Nursing
- Master of Education (classes taught on Camden County campus)
 - Early Childhood Education
 - Middle School Education

Georgia Southern University

Bachelors:

- Bachelor of Business Administration (Management)

Masters:

- Master of Business Administration

The degree offerings found in the 2005-2006 catalogs of AASU and GSU—to which students as late as August 2007 were being directed—did not match the list of current offerings provided by the Brunswick Center. Specifically, there were differences in the GSU program offerings—the MSN in Family Nurse Practitioner and the Education Specialist degrees are no longer offered. Thus, students would need to be astute enough to realize the catalogs to which they had been directed by the Brunswick Center website were two years out of date, and that institutions do make changes in their program offerings. However, for those who were attending college for the first time or were the first generation of their family to aspire to a college degree, these subtle errors and omissions in the available web information could easily result in students enrolling in courses which led to a degree which was terminated in prior years.

Course Availability. In Fall 2007, Armstrong Atlantic State University offered 33 undergraduate classes at the Brunswick Center. An analysis of the courses offered yielded the following:

- 16 teacher education courses
- 1 nursing course
- 3 criminal justice courses
- 2 dental hygiene courses
- 4 mathematics courses
- 1 history course
- 1 psychology course
- 1 political science course
- 1 English course
- 1 oceanography course
- 2 cross-registration courses

At the graduate level Armstrong offered one history course at the Brunswick campus and two middle grades education classes at the Camden Center.

Georgia Southern University offered six undergraduate business courses, and, at the graduate level, one course each in computer information systems, finance, and education. All of these courses are offered only via video-conferencing, and most are offered simultaneously at GSU's Dublin Center. GSU also offered 48 graduate Internet and web-based teacher education courses. Business students are required to take Internet business courses in order to complete their degrees within a reasonable time period. One glitch in the offering of these Internet courses is that there is no reporting by GSU to the Center of which students enrolled in these courses, nor can the Center monitor student progress.

Of the 39 undergraduate courses offered with live instruction or video-conferencing by the two universities, none were offered in the morning, one (applied nutrition) started at 1:30 p.m., and the remainder met in the late afternoon and evening.

Enrollment. Following is a review of the Fall Semester enrollment patterns since 2000 of Brunswick Center students in baccalaureate and graduate classes. These results show a modest enrollment pattern in bachelor's degree programs and a precipitous decline in the graduate enrollments during the past few years.

Figure 4 - Brunswick Center Enrollments 2000-2006

	Armstrong		Georgia Southern	
	<u>Undergrad</u>	<u>Graduate</u>	<u>Undergrad</u>	<u>Graduate</u>
Fall 2000	245	14	19	105
Fall 2001	218	89	42	78
Fall 2002	220	126	32	54
Fall 2003	271	67	33	82
Fall 2004	270	34	22	46
Fall 2005	257	36	37	45
Fall 2006	225	10	37	10
Average	244	54	32	60

Graduates. Figure 5 displays academic year 2006 degree completion information at the Brunswick Center, indicating that a total of 83 bachelor's degrees and 11 master's degrees were granted. Nearly 61% of these were in early childhood and middle grades education and another 29% were in liberal studies, as indicated below. An interesting fact is that Brunswick Center early childhood and middle grades graduates accounted for over 40% and 33%, respectively, of Armstrong's institution-wide program production.

The historical data show that, on average, only 67 baccalaureate degrees have been awarded annually during the past 21 years.

Figure 5 - Brunswick Center Academic Year 2006 Degree Completion

	<u>Bachelor's</u>	<u>Master's</u>
Armstrong Atlantic State University.		
Bachelor of Liberal Studies	24	
BS Nursing	5	
BSEd—Early Childhood	40	
BSEd—Middle School	6	
BA in History	0	
BS in Criminal Justice	3	
MEd—Early Childhood		9
MEd—Middle Grades		2
MS in Nursing		0
Georgia Southern University		
Bach. Business Admin	5	
MBA*		
TOTALS	83	11

*Records not available due to direct student enrollment at GSU, bypassing Brunswick Center.

Student Survey Results. The Brunswick Center administered a student survey during spring semester 2007. A total of 192 surveys were distributed and 123 were returned. The program area representation of those responding was: early childhood—74, middle grades—19, liberal studies—19, and criminal justice—12.

Overall, students appeared to be satisfied with most aspects of their programs. Early childhood majors appeared to be the most satisfied. Middle grades majors were less satisfied, especially in the AASU financial aid arena, academic advisement, clarity of degree requirements, courses offering times and days, and the satisfaction with the classroom facilities. Most respondents in both of these groups, whose programs were offered during the late afternoons and evenings, indicated that courses offered in the morning or early afternoon would not be convenient for them.

Responses from liberal studies majors generally mirrored those of middle grades majors. The criminal justice majors were less satisfied with the registration process, the AASU financial aid office, and the days and times of course offerings. Dissimilar to other respondents, about half of the criminal justice students indicated their availability to attend morning classes, and one-third indicated they were available during the early afternoon.

Anecdotal Student Information. To obtain student opinions about the adequacy of the Brunswick Center to meet student educational needs, the consultant met with students in several select Brunswick Center classes. From students who were enrolled in teacher preparation

programs, there was general satisfaction with their programs—even though many traveled long distances to attend evening classes. Many non-teacher education students expressed an interest in attending daytime baccalaureate courses and programs. There was a uniformly positive response to the possibility of a broader array of full-time programs available in Brunswick and other locations in the region.

Some students reported problems with the infrequent availability of specific classes and the cancellation of classes they needed due to insufficient enrollment. In both cases affected students are required to drive to Savannah or Statesboro to obtain these courses. (The Center reported for Fall 2007 that five courses were cancelled—four AASU and one GSU. These included two AASU nursing courses—due to insufficient enrollment—and one criminal justice course for which an instructor was not available.)

Students attending Georgia Southern University undergraduate and graduate classes at the Brunswick Center can do so only via distance learning—two-way video and audio. Most such instruction is delivered simultaneously to GSU's Dublin Center. Although this is a more economical mode for institutions, many students indicated their dissatisfaction with not having face-to-face interaction with the professor. Some noted that the video equipment, which has had historical problems with the transmission of the video component, masks the instructor's ability to pick up confused student expressions or other non-verbal cues.

Changes in the published availability of courses also creates hardship for students. Students were notified this past summer that there would be no instructor available to teach GSU's Quantitative Analysis during Fall 2007. Students who were registering for this course were instructed to take the course through the Internet, though many thought the subject was so abstract that personal instruction would be more appropriate.

Although each of the three members of the Brunswick Center is committed to student access and achievement, there appears to be significant issues among them. There have been and continue to be institutional differences: program control, marketing, instructional space, and technology adequacy. There is also an inherent issue regarding the long distances between the senior institutions and the students they are serving. From Brunswick, students needing to take one or more classes in Savannah must drive 75 miles each way. Those driving to Statesboro must navigate 120 miles each way. Students from the edges of the region—such as Kingsland—must travel much greater distances. Similarly, faculty who offer live lectures in Brunswick or Kingsland must travel these same distances.

While distance was a significant issue for Brunswick Center students who were at times required to travel to Savannah or Statesboro to obtain the classes they needed, the lack of access to a wider array of degrees and programs completely stopped others. The hurdle of time and money required for place-bound students in the region to obtain baccalaureate degrees takes a heavy toll on students. Many are required to drive multiple times per week the long distances mentioned above—with each trip requiring up to four hours and considerable fuel. A former submariner from Kingsland who had family responsibilities that prevented him from moving to Savannah to

complete his baccalaureate degree provided a particularly poignant example. He had attended Armstrong during Fall 2006 and the four-hour daily commute had left him little study time, resulting in his loss of the HOPE scholarship. For Fall 2007, his plan was to schedule most of his classes in Savannah on consecutive days twice a week spending two nights per week in his car. He hoped that this schedule would give him sufficient study time to regain his HOPE scholarship. Simultaneously, his oldest child drove daily from Kingsland to Brunswick to take needed Core Curriculum classes.

Other Higher Education Providers

In addition to the Brunswick Center, first authorized in 1986, there are now several other providers of undergraduate and graduate programming in the coastal region. These institutions and the programs they offer are:

- Valdosta State University (at Kings Bay Naval Submarine Base)
 - AA in Business Administration
 - Criminal Justice
 - General Studies
 - Pre-Nursing (core)
 - AAS in partnership with Trident Training Facility for Active Duty Military
 - BA in Criminal Justice and General Studies
 - Graduate programs in Public Administration and Vocational Education (Fall 2006 enrollments in all programs was 196.)

- Brenau University (at Kings Bay Naval Submarine Base)
 - BBA in Accounting, Management, and Marketing
 - BBS in Human Resources Management
 - Graduate programs including emphasis in Accounting, Healthcare, Management, and Advanced Management. (Fall 2006 enrollments were 86 undergraduate and 31 graduate.)

 - Effective Summer 2007, MBA offered at Brunswick Campus of Southeast Georgia Health System.

- Troy State University (at the Federal Law Enforcement Training Center)
 - Bachelor of Science—[Criminal Justice](#)
 - Bachelor of Science in Business Administration—[Management / General Management](#)
 - Master of Science in Post Secondary Education (MSPSE)
 - [Criminal Justice](#)
 - [Foundations of Education](#)
 - [Instructional Technology](#)
 - [Psychology](#)

(Program enrollment information not available.)

The combination of baccalaureate programs these other providers offer clearly exceeds the modest number of degrees offered at the Brunswick Center, and the dilution of program enrollments across five institutions results in many programs being marginally successful.

Both Valdosta and Brenau have been specifically invited onto the Kings Bay Submarine Base by military officials, as is the practice on military bases. However, there is some overlap between which coursework is offered by Valdosta and the Camden Center of CGCC. A major issue is that the courses offered on the base are available to everyone—not just to military personnel and their dependents. It appears that the majority of those enrolled in coursework on the base are community citizens who have no connection with the military.

Similarly, In Brunswick the Federal Law Enforcement Training Center (FLETC) has invited Troy State to offer courses and programs, and these are generally open to the public.

Population Growth

Although the need for improved baccalaureate and graduate degree access in the region has been documented for 25 years, it has been phenomenal population growth that has recently propelled this issue to the forefront. This is a rapidly growing area within what is now the ninth-largest state in the nation and the fourth fastest growing state. Over the next 20 years the upper and lower coastal areas of Georgia will absorb hundreds of thousands of additional residents.

In December 2006 Vernon Martin, executive director of the Coastal Georgia Regional Development Center, spoke about the intense population shift and development that is headed toward coastal Georgia. In order to put in focus the impact of the data presented in this section of the report, several excerpts from his speech follow:

- Demographers project that by 2015 approximately 80% of the population of the United States will live within 50 miles of a coastline. One of the primary reasons that the Georgia coast is attractive to people is its nearly pristine environment as well as significant historic sites, barrier islands, a great climate, and abundant undeveloped land.
- Our coastal area, at least so far, has avoided some of the negative aspects of development that have occurred in states adjacent to us, such as South Carolina and Florida.
- In Brunswick the 110-acre riverfront development, Liberty Harbor, will draw a significant number of residents to the area. This mixed-use development will have 1,000 condominium units, multiple restaurants, retail shopping, a marina, a Hyatt Regency Hotel, and a convention space.
- The LandMar Development located on the former Durango Paper Mill site, in the City of St. Marys, is another mixed-use development on a 750-acre riverfront site. This development will have 3,020 residential units (single family and multifamily), 250,000 square feet of commercial space, a 250-room hotel and convention center, a marina, and dry stack storage.
- There are some projections that coastal Georgia will, within the next 10 years, have a population increase ranging from 500,000 to 1 million. This projection is primarily a result of 79 million baby boomers retiring within the next 11-15 years and relocating to the Southeast coastal region.

Metropolitan Statistical Area Designation

The University of Georgia Selig Center for Economic Growth* reports that the Brunswick Georgia Metropolitan Statistical Area (MSA) has been designated as one of 15 MSAs in Georgia and is defined a Core Based Statistical Area associated with at least one urbanized area that has a population of at least 50,000. The MSA comprises the central county or counties containing the core, plus adjacent outlying counties having a high degree of social and economic integration with the central county as measured through commuting. The core county is Glynn and the outlying counties for this MSA are Brantley and McIntosh Counties. In addition, the area of focus of this study includes four of the state's 22 Micropolitan Statistical Areas, which are

identified as Core Based Statistical Areas associated with at least one urban cluster that has a population of at least 10,000 but less than 50,000. These four areas are:

- Douglas, GA Micropolitan Statistical Area (Coffee County)
- Jesup, GA Micropolitan Statistical Area (Wayne County)
- St. Mary's, GA Micropolitan Statistical Area (Camden County)
- Waycross, GA Micropolitan Statistical Area (Pierce and Ware Counties)

*Economic Yearbook for Georgia's MSAs 2005: Selig Center for Economic Growth, Terry College of Business, The University of Georgia, 2005.

All of the state's metropolitan and micropolitan statistical areas as of 2003 are displayed in Figure 6 (next page), and it is important to note that eight of the 12 counties within this study have already been designated by the federal government as either metropolitan or micropolitan statistical areas.

In its First Quarter 2006 Georgia Business and Economic Conditions, the Selig Center reported on the development of micropolitan areas in southeastern Georgia*:

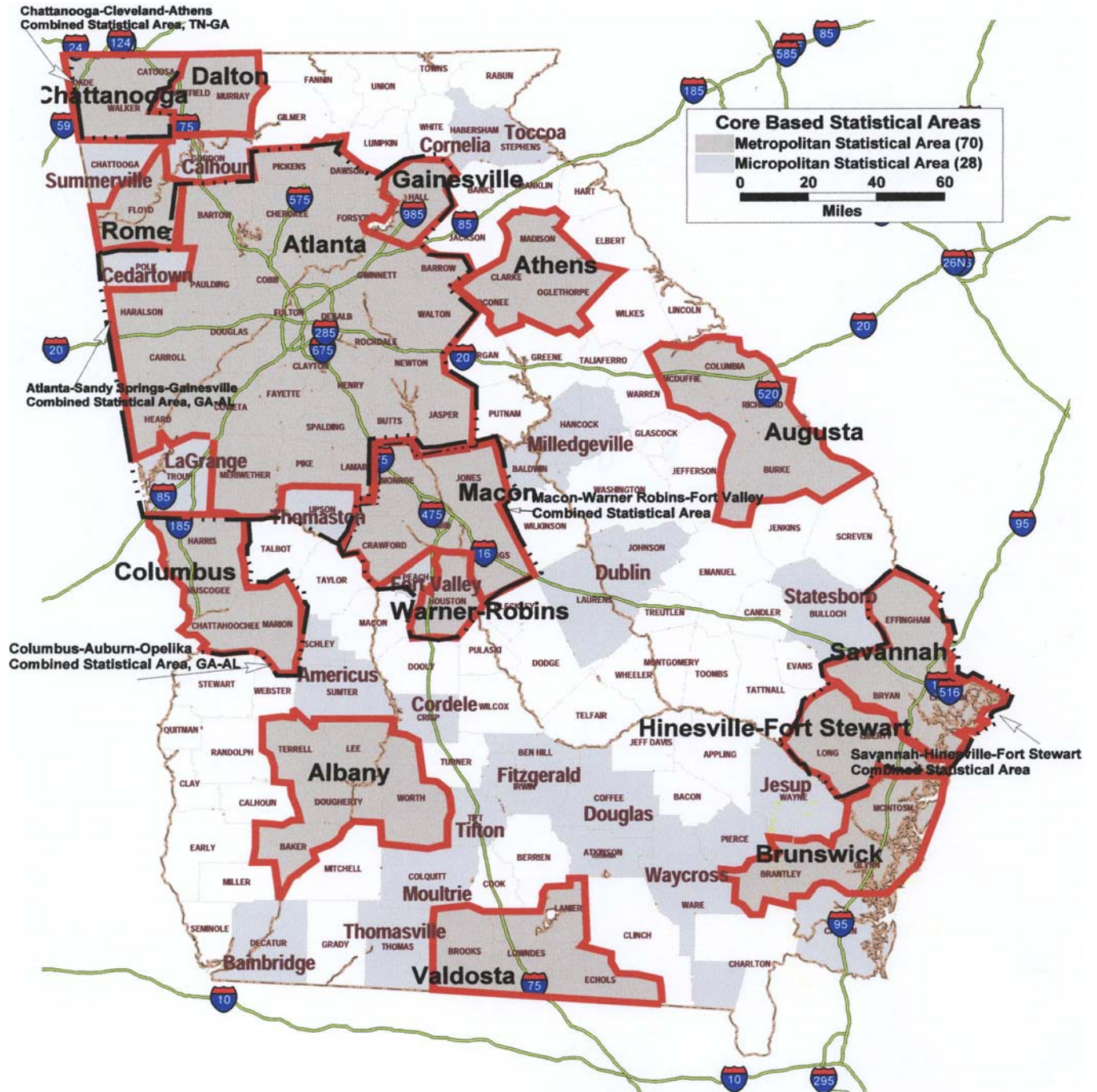
West from Brunswick, the string of micropolitan statistical areas of Jesup, Waycross, Douglas, Fitzgerald, Tifton, Moultrie, and Thomasville roughly follows the South Georgia Parkway and connects to the new Valdosta Metropolitan Area in the center of the state's southern edge, and to the Albany MSA. Most of these micropolitan areas experienced a population increase of at least 13 percent in the last decade.

(*Source: Beata D. Kochut, Still Growing...growing...growing. Georgia Business and Economic Conditions, Volume 66, Number 1. First Quarter 2006. Selig Center for Economic Growth, Terry College of Business, The University of Georgia.)

Coastal Population Projections to 2030

In 2006 the Coastal Georgia Regional Development Center (CGRDC) contracted with the Georgia Institute of Technology's Center for Quality Growth and Regional Development to create population projections to 2030 for the 10 county coastal areas comprising the CGRDC's service area. This included the following counties: Bryan, Bulloch, Camden, Chatham, Effingham, Glynn, Liberty, Long, McIntosh, and Screven.

Figure 6 - Core Based Statistical Areas, Georgia, 2003



Even though only three (Camden, Glynn, and McIntosh) of the counties under review in the current study are included within the Georgia Tech study, the motivation for the study is instructive. The report states that “the impetus for this study was the perception that commonly

used projecting methods did not adjust for the unique context and most recent growth trends of coastal Georgia.”

Figure 7 provides data about the current and projected population of the southeast Georgia coastal region. The figures show that the overall population stands at nearly a third of a million with anticipation of about half a million over the next several decades.

Figure 7 - Southeast Georgia Coastal County Populations, 2000-2030

County	2000	2005	2010	2015	2020	2025	2030
Appling	17421	17954	18724	19394	20087	20807	21551
Bacon	10129	10379	10263	10321	10379	10438	10497
Brantley	14629	16111	17596	19076	20557	22039	23632
Camden	43664	51558	58251	62257	65453	68382	70997
Charlton	10289	11036	11814	12615	13434	14288	15165
Coffee	37413	39674	42743	45358	48133	51077	54203
Glynn	67568	75084	81368	87118	92121	96581	100483
Jeff Davis	12684	13083	13574	14035	14512	15004	15514
McIntosh	10847	12689	14262	15751	16939	17918	18626
Pierce	15714	17119	17961	19291	20255	21268	22331
Ware	35459	34492	36408	36504	37599	38727	39889
Wayne	26617	28006	29857	31830	33934	36177	38419
Region	302434	327185	352821	373550	393403	412706	431307

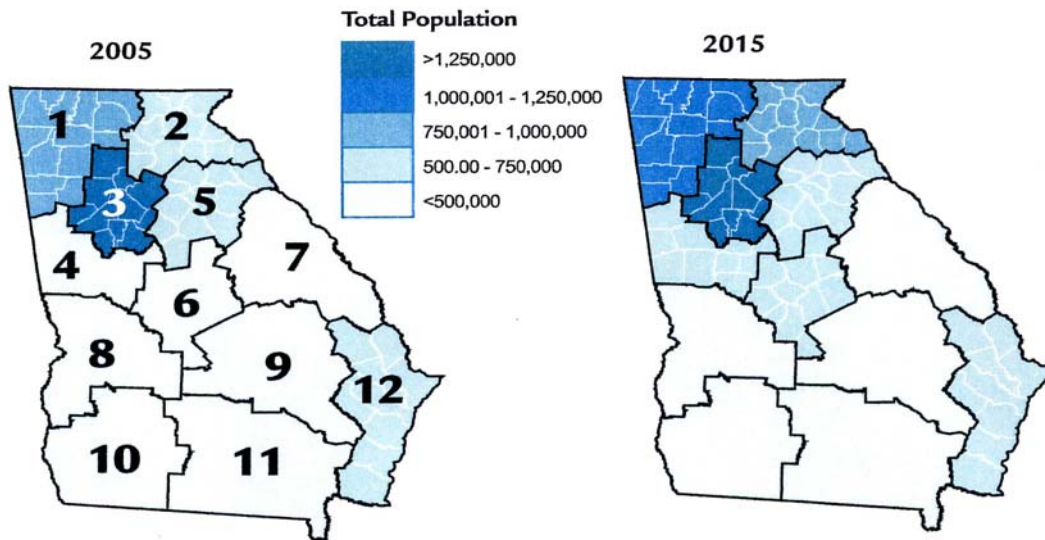
Sources: Georgia Tech Center for Quality Growth and Regional Development: Georgia 2015 Population Projections; Office of Planning and Budget: Georgia Statistics, UGA. Red numbers extrapolated based on multi-year growth patterns.

Coastal Georgia to be Most Populous Area South of Fall Line

A different way of viewing population projections was included in the Task Force on Health Professions Education’s report, which showed the maps reprinted below as Figure 8. These maps presented the total projected population for the years 2005 and 2015 for each of the Department of Community Development’s 12 service delivery regions. The data showed that by 2015 within the entire middle and southern parts of the state only planning district 6—the Macon area—and planning district 12—the coastal area—are projected to have populations of at least 750,000. What is striking about this map is the planning districts that are NOT projected to have as dense a population as these two:

- District 7—including Augusta MSA
- District 8—including Columbus MSA
- District 10—including Albany MSA
- District 11—including Valdosta MSA

Figure 8 – Total Population Projections by State Service Delivery Region in Georgia, 2005 and 2015



Source: Task Force on Health Professions Education

In summary, for the area of Georgia south of the fall line—a geological boundary that runs across Georgia from Columbus to Macon to Augusta—which represents perhaps two-thirds of the land mass of the state, coastal Georgia will have the greatest population.

Comparison of Aging Population

The conventional wisdom is that the only people who will live on the Georgia coast in the future are retirees. While it is true that there will be significant in-migration of more affluent and active retirees in the years ahead, by 2015 the percentage of coastal residents who are 65 years old and older will be between 12.6 and 15%—a relatively small proportion of the overall number of residents. Service Delivery Areas 7 (Augusta) and 8 (Columbus) are projected to have similar proportions of residents aged 65+. Only the Atlanta region will have a level of 65+ citizens below 10%.

Strikingly, the remainder of the state is projected to have 65+ populations in a proportion of 15.1 to 17.5%. This data, presented in the Health Professions Task Force Report, is shown for all Service Delivery Areas below, and the conclusion, according to these data, is that the proportion of residents who will be of retirement age on the coast will be in no greater proportion than the state as a whole, and in many cases less.

In addition to these data, it is important to note that any type of population boom will cause growth in the professions, services, and industries that support the population, and there will be educational, healthcare, business, and other careers that will require college education programs to prepare citizens to meet these professional, service, and industry needs.

**Figure 9 - Percent of Population Age 65+ in 2015
by Georgia Service Delivery Region**

<u>Region</u>	<u>Name</u>	<u>Percent 65+ in 2015</u>
3	Atlanta	< 10
7	Augusta	12.6 to 15
8	Columbus	12.6 to 15
12	Savannah (Coastal)	12.6 to 15
1	Rome/Dalton	15.1 to 17.5
2	Gainesville	15.1 to 17.5
4	Griffin	15.1 to 17.5
5	Athens	15.1 to 17.5
6	Macon	15.1 to 17.5
9	Dublin	15.1 to 17.5
10	Albany	15.1 to 17.5
11	Douglas	15.1 to 17.5

Coastal Building Permit Activity

In order to corroborate the potential for large numbers of people to be moving to coastal Georgia, a review of the pattern of issuance of county building permits was undertaken. Coastal MarketGraphics, a company which specializes in tracking such data for coastal regions between the Georgia-Florida state line and Charleston, South Carolina, indicates that such permits in the coastal area doubled between 1995 and 2005. The company also predicts, in spite of the current housing slowdown, that there will be another doubling of housing permits between 2007 and 2017.

A visual display of the information that Coastal MarketGraphics develops for its proprietary database is included in Figures 10, 11, and 12 (next three pages). These three figures pinpoint the location of every residential subdivision where building permits have been granted in three coastal counties—Camden, Glynn, and McIntosh. Each small box on these maps represents a subdivision that has received county approval and lot permits. In total, just these three counties show the availability of 32,688 lots to be developed in 319 subdivisions.

Figure 10 – Camden County Subdivision Permitting, June 2007

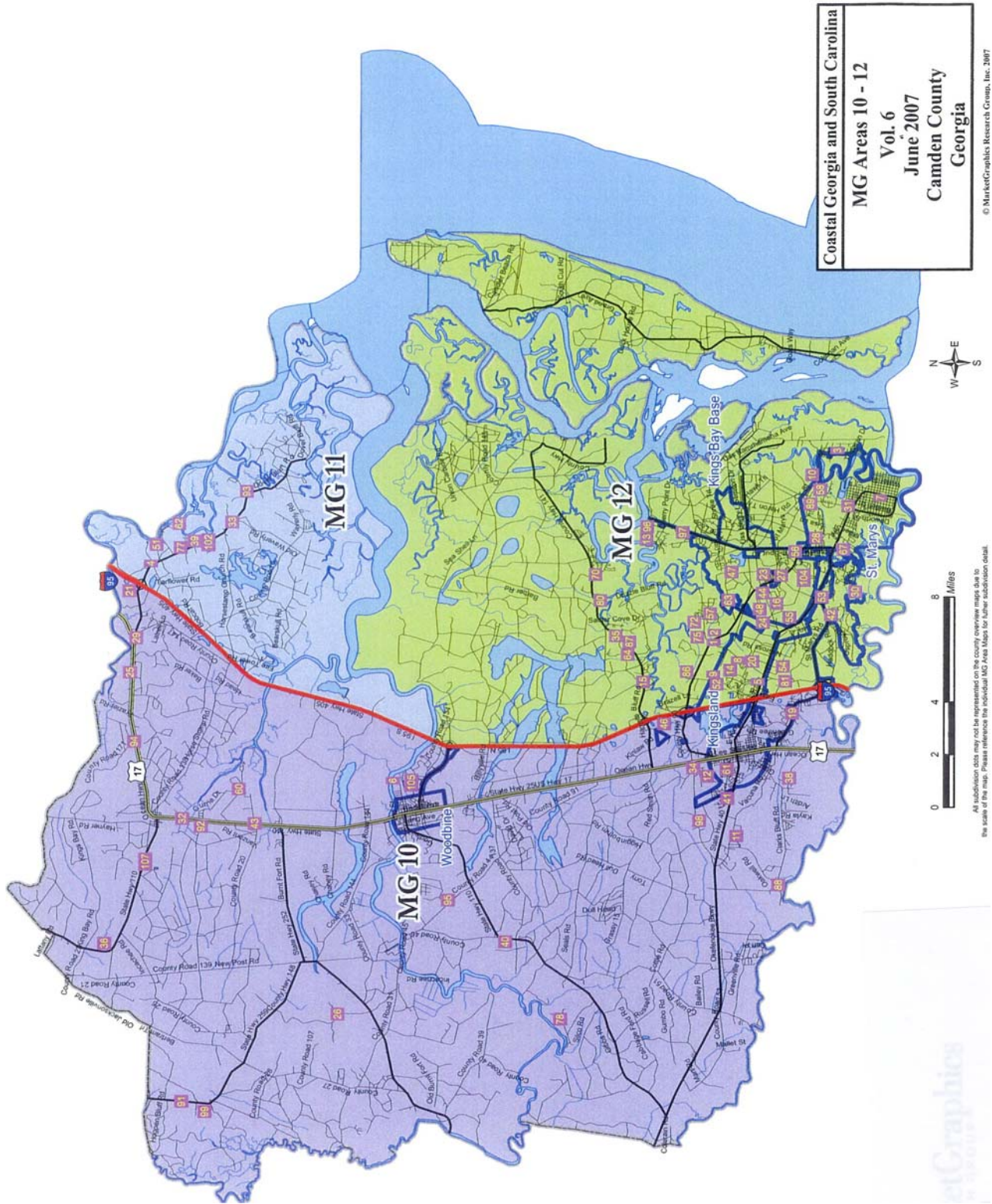
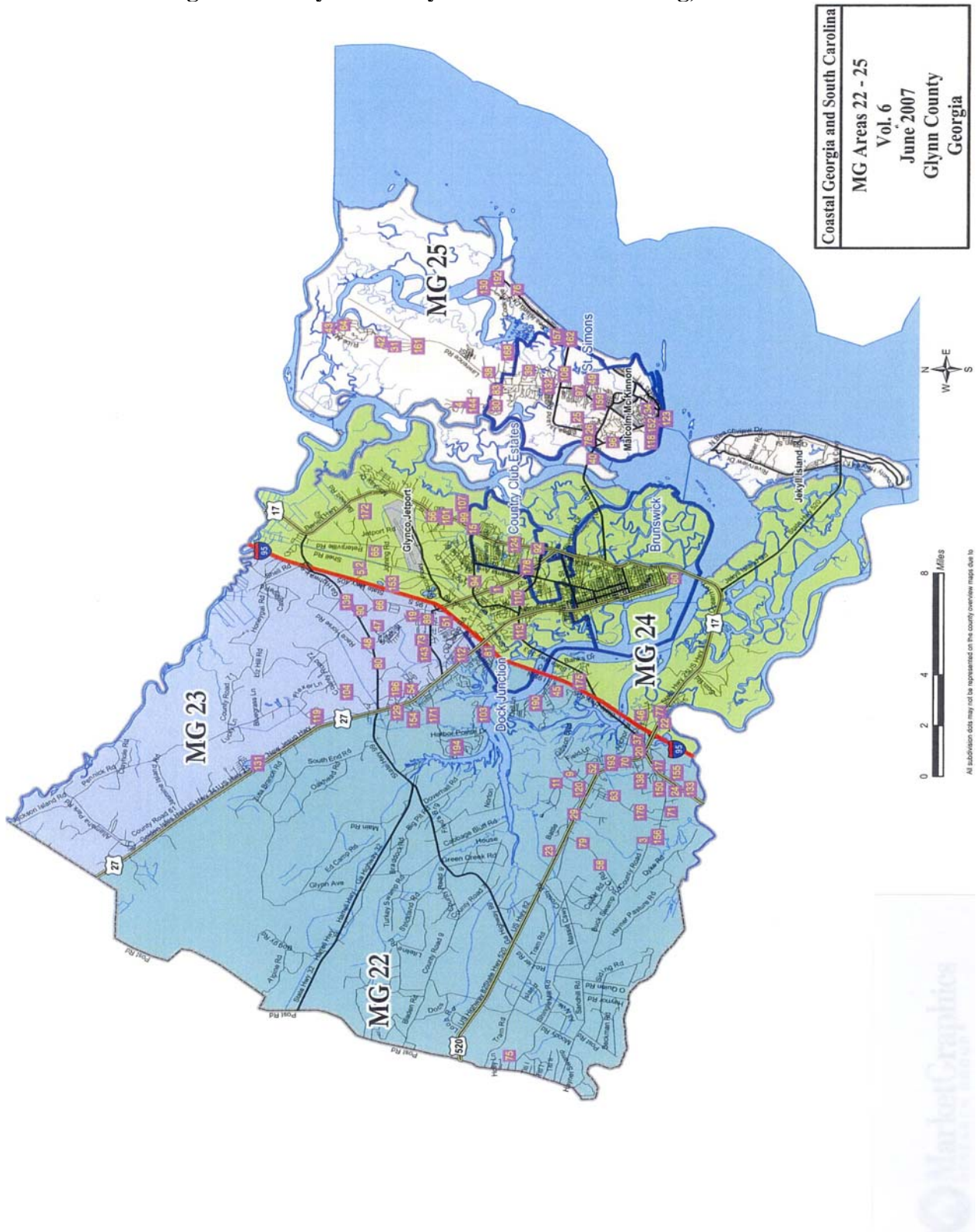


Figure 11 – Glynn County Subdivision Permitting, June 2007



Coastal Georgia and South Carolina
 MG Areas 22 - 25
 Vol. 6
 June 2007
 Glynn County
 Georgia

0 2 4 8 Miles

All subdivision data may not be represented on this county overview map due to:

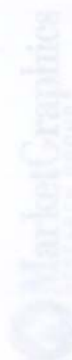
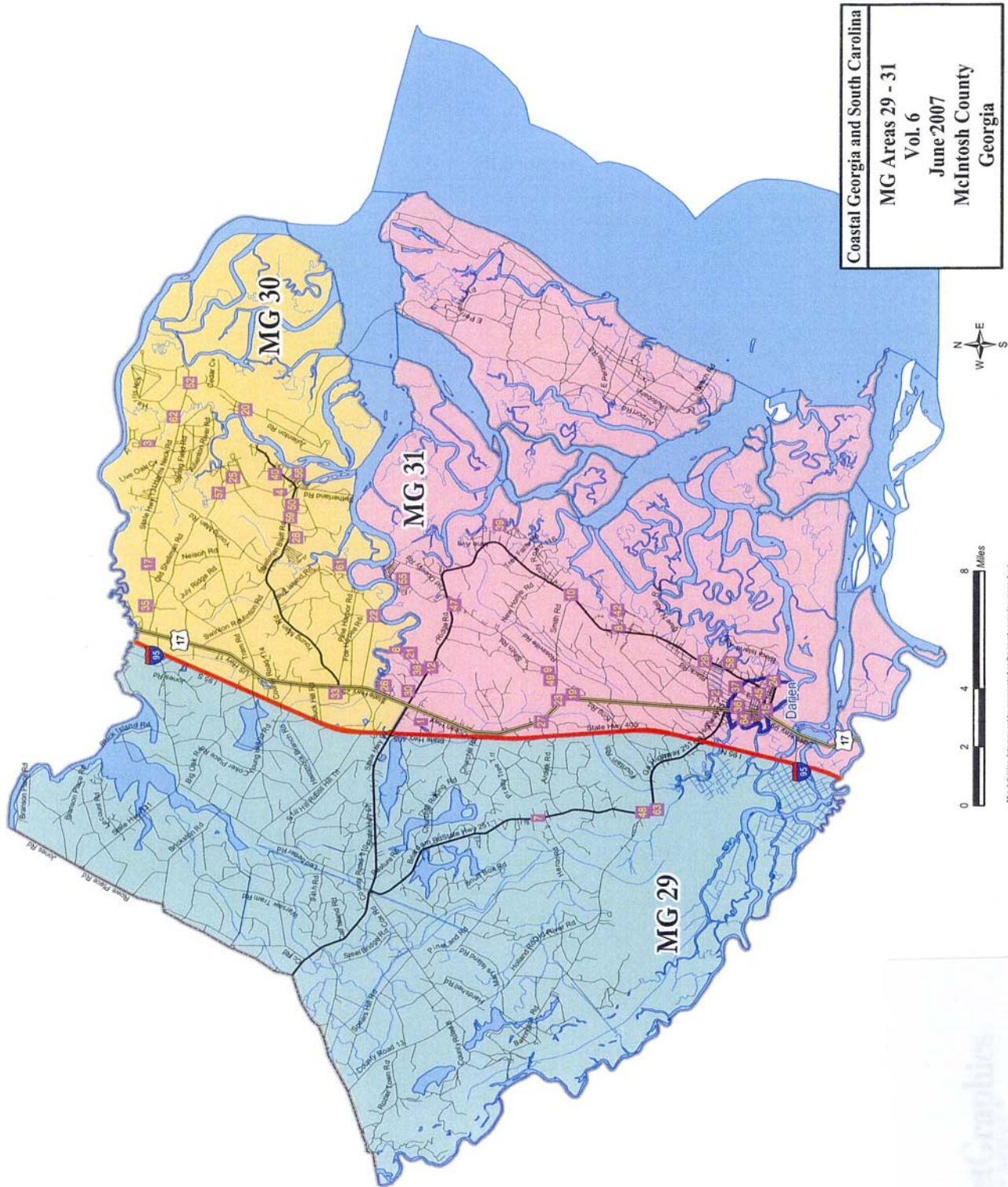


Figure 12 – McIntosh County Subdivision Permitting, June 2007



Identification of Industry Needs

In identifying those industries that will be important to Georgia in the emerging global economy, Governor Perdue's Commission for a New Georgia found that a strong educational and healthcare infrastructure was essential. The 2004 Strategic Industries Task Force Final Report stated that:

Georgia must ensure that the building blocks of economic development are in place and supported across Georgia. Corporate investment decisions are made based on a number of specific criteria, but without adequate healthcare and with poor-performing education systems, economic development will remain elusive for many Georgia communities and we may find ourselves competing for industries with no future.

Case in point: Georgia has a relatively high percentage of population with “just high school” education—and approximately 40% of entering ninth graders will not finish high school. At the same time, Georgia will face a significant shortfall of college-educated workers over the next decade. Georgia must have a workforce that can compete internationally for investment activity, and in today's environment, no citizen has the right to stop learning.

Similarly, the availability of healthcare is becoming a more pressing issue. Not only are healthcare costs rising as a percentage of business operating costs, but community hospitals are operating with narrower and narrower margins with few resources to invest in critical improvements. While it may be possible for communities to have some measure of success without quality healthcare infrastructure, the resulting economic development will certainly not be optimal.

Georgia's coastal region has already shown its commitment to and recognition of these two critical components of community development. A 2006 study conducted by CH2M HILL Lockwood Greene, an engineering, design, construction management, and consulting firm, reviewed the capabilities of this area. Among the findings were these:

- The area's quality of life is a draw for new residents, including a favorable climate, recreation opportunities, safety, and cost of living and housing. However, education quality and cultural opportunities in the region may not always compare favorably and could potentially impact site selection decisions for certain types of operations.
- Employers enjoy a growing labor force supplied by a continued strong in-migration of new residents.
- While the area maintains favorable levels of high school educational attainment, the region falls behind national trends in terms of higher education levels and availability of graduates (particularly bachelor level and above). The region also lacks a regular source of graduates at the bachelor level or higher, which could present a challenge for local employers.

- Labor costs continue to remain well below national averages, and the overall cost of doing business is considered competitive.
- With the exception of high employment in hospitality services and low employment in finance, education, and healthcare, the region's employment levels are similar to the rest of the nation.
- Growth in port-related, distribution, and specialty manufacturing employment (e.g. aviation) will likely remain favorable, while strong population growth will likely create future employment growth in construction, healthcare, and education support services.

Educational Needs

The Strategic Industries Task Force clearly believed that the state must have in place excellence in pre-school through high school (P-12) and collegiate education. Not only is the University System's role to educate young people to prepare them for life and work, but it also bears the major responsibility of providing teacher preparation and in-service educational programs to assure the state's P-12 schools that there will be an adequate supply of well-qualified teachers. The University System is devoting significant attention and resources to this need.

Figure 13 (next page) indicates that there is wide disparity by county within the region. For example, Camden and Glynn have bachelor or higher degree completion rates of 16.0 and 23.8%, respectively, yet Brantley and Charlton hover just above 6%.

The most interesting fact shown by this table is that the region compares favorably with the state as a whole in the areas of adults completing some college and those who have received an associate degree, yet the percent of such adults in the region actually completing a bachelor's degree or higher is only 13.8% compared to the state average of 24.3%. Adults statewide achieve these degrees at almost twice the rate as do citizens in this region.

In short, were this region to have the same proportion of adults with bachelor's or higher degrees as is found, on average, in the rest of the state there would need to be an additional 20,049 more degree completers than is now the case. It is important to note that this number is dynamic—it increases each year. These data clearly support the regional unmet need for baccalaureate programs that could allow adults to complete their educational programs.

**Figure 13 - Educational Attainment by County for Population
Age 25 and Over, 2005**

County	Pop. 25+	Percent Some College No Degree	Percent w/ Associate Degree	Percent w/ Bach.Degree Or Higher
Appling	11,004	17.7	4.0	8.4
Bacon	6,525	13.0	4.0	6.6
Brantley	9,282	15.5	3.3	6.2
Camden	24,073	26.7	7.4	16.0
Charlton	6,404	14.1	2.5	6.4
Coffee	22,789	17.1	4.8	10.1
Glynn	44,806	22.7	6.4	23.8
Jeff Davis	8,036	14.5	4.0	9.3
McIntosh	6,978	18.8	3.4	11.1
Pierce	10,131	15.6	2.9	10.1
Ware	23,380	16.5	3.7	11.4
Wayne	17,531	17.6	3.8	11.6
<i>Region</i>	190,948	19.1	4.8	13.8
<i>Georgia</i>	5,185,965	20.4	5.2	24.3

Source: Georgia Statistics System located at www.georgiastats.uga.edu.

The most interesting fact shown by this table is that the region compares favorably with the state as a whole in the areas of adults completing some college and those who have received an associate degree, yet the percent of such adults in the region actually completing a bachelor's degree or higher is only 13.8% compared to the state average of 24.3%. *Adults statewide achieve these degrees at almost twice the rate as do citizens in this region.*

In short, were this region to have the same proportion of adults with bachelor's or higher degrees as is found, on average, in the rest of the state there would need to be an additional 20,049 more baccalaureate degree completers than is now the case. It is important to note that this number is dynamic—it increases each year. These data clearly support the regional unmet need for baccalaureate programs that could allow adults to complete their educational programs.

Figure 13 also makes clear that, were a senior institution to develop programs to attract back to college regional residents who have completed some college, there would be a pool of at least 36,000 residents in this group. Of course, there would be also be almost twice that number of adults age 25 and over who had no college background, some of whom may wish to enroll in college courses or degree programs.

Although standard information is not available on the number of regional students being home-schooled or attending private schools, the information below in Figure 14 reports the number

attending public schools and the number and percentage of graduates who achieve the college preparatory diploma.

Figure 14 - County School System Enrollment and Number and Percentage of Graduates with College Preparatory Seal, 2004-2005

County	K-12 Enrollment	# HS Grads	Percent CP Grads
Appling	3204	151	54.3
Bacon	1772	76	39.5
Brantley	3172	153	51.6
Camden	9371	461	73.8
Charlton	1895	87	50.6
Coffee	7614	322	62.4
Glynn	11583	528	62.1
Jeff Davis	2583	146	41.8
McIntosh	1814	73	58.9
Pierce	3263	146	61.0
Ware	6127	264	76.1
Wayne	5095	234	61.5

Source: Georgia Statistics System located at www.georgiastats.uga.edu.

The number of high school graduates in the region totaled 2,641 in the 2004-2005 school year, with a large majority of them taking the courses required to earn a college preparatory seal, signaling their interest in attending college. This high proportion is especially noteworthy given the low adult baccalaureate attainment statistics presented in the previous figure.

Healthcare Needs

The University System of Georgia’s Task Force on Health Professions Education issued its final report in June 2006. The report cited the challenges facing the state’s health workforce:

Georgia’s growing and aging population creates a continuous, increasing demand for healthcare professionals. The state’s population is expected to grow by nearly 20 percent, or 1.8 million, over the next decade. By 2015, the population aged 65 and older will account for 14 percent of the total population. Georgia is becoming more diverse. Over the next 10 years, the number of African-Americans, Hispanics and Latinos, Asians, and other racial and ethnic minorities will grow to account for more than 40% of the state’s population. These factors, combined with economic demands and health status concerns, are driving Georgia’s need for more health professionals. To sustain its economic viability and promote quality of life for her citizens, Georgia must ensure it has a strong and vibrant healthcare delivery system. To do so, a sufficient number of well-trained healthcare professionals must be available. Yet the supply and demand challenges are daunting.

Since 2000, the demand for health professionals has been increasing, and Georgia's public colleges and universities—along with the technical and adult education system—have sought to respond to the demands for more qualified health professionals. Yet, the needs continue to outstrip the existing systems' production capabilities. Current system capacity and the projected demand for health professionals make it clear that, within resource limitations, Georgia needs to find ways to produce more and different types of health professionals.

Important statewide facts presented by the Task Force were:

- The healthcare industry is Georgia's fourth leading employer.
- The healthcare sector accounts for nearly 15% of Georgia's labor income and 11% of Gross State Product.
- Healthcare positions in Georgia account for eight of the 20 fastest growing occupations and, by 2012, the health industry will account for one in every 12 jobs in the state.
- U.S. Census estimates now place Georgia as the ninth-largest state in the nation and yet on a per capita basis the state ranks 39th in physician supply, 47th or lower in the supply of psychologists, social workers, and dietitians, and 42nd or lower among the states in supply of physical therapists and registered nurses. Georgia does not reach its population ranking in any comparative category of health professions supply.
- Georgia hospitals and nursing homes report vacancy rates for nurses and therapy professions as high as 15%, at or above national rates.

As a result of its study, the Task Force on Health Professions Education concluded that all health professions face significant shortages over the next decade. The Task Force stated that "limited resources and instructional capacity require that priority for the next five years be focused on those professions most in jeopardy." The Task Force has identified the following professions, in priority order, as the most fragile and in need of attention over the near term.

- Nursing
- Clinical Psychology and Clinical Social Work
- Pharmacy
- Dentistry
- Allied Health (to include therapy and diagnostic services)
- Medicine and specialty graduate medical education

The Task Force's further observation regarding the above was:

In each of these professional fields, it is clear that there are interested and qualified students who are applying to these programs. However, faculty constraints, facility and clinical placements limitations, and lack of programmatic integration are preventing the system from responding to market demand and limiting educational options.

Regarding nursing specifically, the Task Force presented the following information about nursing supply and demand:

- Nearly 20,000 additional registered nurses will be needed in Georgia by 2012.
- The USG graduated 1,891 total candidates eligible for the RN examination (956 associate degrees and 935 bachelor's degrees) in the 2004-2005 academic year.
- During this same academic year, the Department of Technical and Adult Education (DTAE) graduated 140 associate degree nursing students, yielding slightly more than 2,000 potential registered nurses produced between the two public higher education systems on an annual basis.
- This rate of production would yield only 12,000 additional nurses by 2012, using the optimistic assumption that all of these graduates pass the examination, stay in Georgia, and practice on a full-time basis.
- USG and DTAE programs collectively reported more than 4,000 qualified nursing program applicants who could not be enrolled in fall 2005 due to facility and faculty constraints. (Some of the applicants may be counted more than once as a result of applying to more than one institution.)

Regarding allied health professions specifically, the Task Force presented the following:

- USG programs were only able to enroll 90 students in physical therapy programs, while another 114 qualified applicants were turned away.
- In 2005, USG programs graduated 34 occupational therapists, 53 radiation therapists, and 70 respiratory therapists; in all fields, the numbers are insufficient to meet the demands of the health sector.

Current Healthcare Assets: The region has already invested heavily in healthcare, having developed a not-for-profit hospital system—Southeast Georgia Health System (SGHS)—composed of multiple campuses and service agreements covering eight southeast Georgia counties: Brantley, Camden, Charlton, Glynn, Long, McIntosh, Pierce, and Wayne.

Other hospitals providing healthcare to area residents are:

- Appling Healthcare System
- Bacon County Hospital and Health System
- Charlton Memorial Hospital
- Coffee Regional Medical Center
- Jeff Davis Hospital
- Wayne Memorial Hospital

Statistics about the breadth of the SGHS's operations for 2006 follow:

- 1630 employees, 328 physicians, and 200 volunteers
- 12,435 inpatient admissions
- 70,045 emergency room visits
- 103,853 radiology procedures
- 2,115 births

Hospitals

The Brunswick Campus is a 316-bed acute care facility in Brunswick, Georgia. ---The Camden Campus is a 40-bed, acute care facility in St. Marys, Georgia.

Long-Term Care

[St. Marys Convalescent Center](#)

Family Medicine Centers*

Brantley County

Glynn County

McIntosh County

King & Prince Seafood

Immediate Care Centers*

Glynco Immediate Care Center

Glynn Immediate Care Center

St. Simons Immediate Care Center

Sleep Management Centers

Brunswick Campus

Camden Campus

Southeast Georgia Physician Associates*

Internal Medicine, Obstetrics and Gynecology, Pediatrics, [Infectious Disease Care Center](#), [Endocrinology and Diabetes Care Center](#), [Ear, Nose, and Throat Surgical Center](#)

Summit Sports Medicine & Orthopaedic Surgery*

*Strategic Affiliates of Southeast Georgia Health System through [Cooperative Healthcare Services, Inc.](#)

Of significant note is the recent development of an affiliation between the Cancer Care Center at SGHS and the M.D. Anderson Physicians Network. This network, an affiliate of the University of Texas M.D. Anderson Cancer Center, is a full-service oncology disease management program that provides patients with access to more than 100 detailed regimens for the diagnosis and treatment of almost every type and stage of cancer. The network's medical director recently stated that the Southeast Georgia Health System is one of only six healthcare systems in the nation and the only one in Georgia to provide services under the Physicians Network program.

As a result of the hospital system's breadth and depth, it is regarded as the largest and most complex south of the Fall Line, with the exception of Memorial and St. Joseph's Hospitals in Savannah. It is important that the University System coordinate with SGHS and other medical providers in the region so that the strengths of these health facilities will be maintained.

Within the communities it serves SGHS has made significant contributions and investments for higher education programming. However, as shown from local experience, and the alarming results of the University System's own Task Force report, there is a pressing need more healthcare workers at every level. However, CGCC has just announced that it will decrease the size of its RN program for the next academic year, indicating that faculty could not be located. In addition local hospital officials have expressed their desperate need for more nurses, especially at the baccalaureate level.

As reported by the Task Force, there are many other allied health areas that need more workers. Fashioning a statewide and regional approach to providing the most critically-needed workers in the right settings will not be easy.

Georgia Coast Strategic Industries

While the Strategic Industries Task Force underscored the foundational needs for excellent education and healthcare systems, its main purpose was to identify the following list of Strategic Industry Clusters in which it recommended the state invest and concentrate its future workforce efforts:

- Aerospace
- Advanced Telecommunications
- Agribusiness
- Energy and Environmental
- Healthcare and Eldercare
- Life Sciences
- Logistics and Transportation

The Task Force also identified four Supporting Industry Clusters that “enrich the overall business climate”:

- Business and Financial Services
- Homeland Security and Defense
- Multimedia
- Software Development

A review of data and reports related to strategic industries in Georgia allowed the Task Force to prepare detailed profiles on eight regions of the state using the North American Industry Classification System (NAICS). This system determines in each region employment levels and concentrations across the state as well as their potential for further development. [The NAICS, developed jointly by the U.S., Canada, and Mexico to provide new comparability in statistics about business activity across North America, has replaced the U.S. Standard Industrial Classification (SIC) system.]

Of particular interest to this study are the Strategic Industries Task Force’s findings and recommendations related to the coastal area of Georgia. The Task Force identified eight regions by combining four of the 12 Department of Community Affairs regions. However, the Savannah (coastal) region has the same boundary lines as the Region 12 DCA region.

Shown below in Figure 15 are the results of the Task Force’s analysis as to which industries would best match the coastal region of the state. Displayed are only those having employment concentrations with a regional location quotient higher than 1.0—the average quotient for the U.S. economy. The employment areas above 1.0 and their corresponding concentrations are listed below:

Figure 15 - Recommended Strategic Industries for Coastal Region with Regional Location Quotient

• Transportation and Warehousing	1.74
• Public Administration	1.64
• Accommodations and Food Services	1.44
• Arts, Entertainment, and Recreation	1.27
• Retail	1.18
• Health Care and Social Assistance	1.18
• Manufacturing (materials)	1.18
• Retail Trade	1.12
• Other Services (except public admin.)	1.01
• Construction	1.01

Source: Commission for a New Georgia, Strategic Industries Task Force, pp. Appendix B-27

Thus, the Strategic Industries Taskforce recommendations provide a guide for the identification and development of the coast’s strategic industries, including the types of higher education programs needed.

Coastal Georgia Community College Snapshot

History

Beginning in the mid-1960s every state began to develop additional higher education capacity to meet the need of millions more young people who were coming of college age—the baby boom generation. Although many states adopted a community college system to provide access at reasonable costs and within reach of most students, Georgia decided to augment its existing group of junior colleges with the strategic placement of new campuses where the most need was forecast. Brunswick Junior College was the first of this new group of junior colleges to be authorized in 1961 and opened in 1964. Its name was changed in 1996 to Coastal Georgia Community College.

By the late 1970s the University System of Georgia included 15 junior colleges. Today the number of remaining two-year colleges is nine. Those which have been elevated to state college level and given the authority to award a limited number of targeted baccalaureate degrees are shown with a (4) in the right hand column of the following table:

<u>USG Junior Colleges</u> <u>As of 1978</u>	<u>Current Name and Status</u> <u>Two-year (2) or Four-year (4)</u>
Abraham Baldwin Agric. Col.	Abraham Baldwin Agric.Col (4)
Albany Jr. College	Darton College (2)
Atlanta Jr. College	Atlanta Metropolitan College (2)
Bainbridge Jr. College	Bainbridge College (2)
Brunswick Jr. College	Coastal Georgia Community College (2)
Clayton Jr. College	Clayton State College (4)
Dalton Jr. College	Dalton State College (4)
Emmanuel County Jr. College	East Georgia College (2)
Floyd Jr. College	Georgia Highlands College (2)
Gainesville Jr. College	Gainesville State College (4)
Gordon Jr. College	Gordon College (4)
Macon Jr. College	Macon State College (4)
Middle Georgia Jr. College	Middle Georgia College (4)
South Georgia College	South Georgia College (2)
Waycross Jr. College	Waycross College (2)

In addition, the citizens of DeKalb County formed DeKalb Community College in 1964, which was created, administered, and primarily funded by the community it served, although it did receive some state funding under the 1958 Junior College Act. DeKalb County transferred control of the college to the Board of Regents in 1984, and it became the 34th unit of the University System of Georgia with its current name being Georgia Perimeter College. Except for a brief time when a forerunner incarnation of Thomas University existed—a private, non-profit

institution located in Thomasville, Georgia—no other Georgia institution in modern times has used the term “community” in its name.

Joint Vocational Programs at Four USG Institutions

During the 1960s and 1970s there was also a push to build area vocational technical schools where students could learn career skills and trades. During the early 1970s Governor Jimmy Carter was faced with funding requests to place these new institutions in communities that already had junior colleges that focused on transfer degrees. As a result, Governor Carter approached the Regents and requested that they collaborate with the vocational schools to develop consolidated institutions. This joining of the two postsecondary components was how community colleges in other states were structured, in addition to having community oversight and support of a local tax base. The Regents agreed to this plan for four of the junior colleges under its control: Bainbridge, Brunswick, Clayton, and Dalton.

Originally created in 1961 as a two-year transfer institution, Brunswick Junior College had as its main mission the preparation of local students to complete two-year career certificates and associate degrees and to prepare students to transfer to senior colleges in order to enroll in bachelor degree programs.

The institution’s mission was altered by the Board of Regents in 1973 to also become the local vocational school for the area—one of four such configurations in Georgia, with the others being in Bainbridge, Clayton, and Dalton. This change of status required the institution to answer to two separate governing and administering authorities, each with separate budgeting, policy, and planning systems.

In 1996, during a period of Regents institutional name-changing, Brunswick was re-named as Coastal Georgia Community College. Although the term “community college” is widely used in other states having community college systems, CGCC is the only institution, public or private, using the term “community college” in Georgia. Of the original four dual programs, only Bainbridge and CGCC college retain their two-year status, while Clayton and Dalton have been elevated to state college institutions.

This term has confused the local community about the role of the institution. Community leaders don’t know whether the term diminishes the transfer role of the institution or suggests additional funding or oversight from the community.

It appears that this organizational duality may not have achieved the level of synergy found in other states having community college systems and where there is a single state-level entity and clear lines of authority. Instead, both parts—transfer and vocational—have suffered:

- Among academic faculty there is a perception that vocational programming has a higher priority.

- Regents-allocated funds are being used to pay shortfalls in the vocational faculty funds provided by DTAE.
- Local high school students graduating with an A or B average are labeled as “failures” if they attend CGCC.
- While some vocational areas have prospered—especially in the health areas—some have had meager enrollments, such as the trade areas.
- Many local businesspeople prefer to send their employees to other DTAE institutions to receive training due to their perception of the quality of the training.
- There is a perception that a vibrant vocational program would not be contracting out its major programs to other DTAE institutions—such as air conditioning and heating.
- There has been a consistent response from CGCC administration for years that there is no money and no space to begin new programs, especially vocational programs.

The original and current working agreement for financing these four vocational divisions was for the Regents to fund needed buildings, for the vocational board to fund the vocational equipment, and for the two boards to split the operating costs, including those of instructor and staff salaries and benefits. Problems that have arisen in this joint structure are:

- These four institutions have two governing boards to which they report, each of which has different priorities and reporting requirements.
- The two boards use different budgeting systems.
- There is a disparity between the actual vocational instructor salaries and benefits and the amount provided by the Department of Technical and Adult Education. This disparity requires administrators to use Regents allocated funds to make up the difference.
- There are a myriad of state-level policies from each Board that the institution is required to follow—and many do not match.
- The teaching load for many vocational instructors is less than that for their liberal arts colleagues, leading to morale problems.

CGCC Statistical Review

Enrollments: Pertinent information about the institution’s Fall 2006 enrollments:

- 3,054 Headcount, 2,175 full-time equivalent
- White Non-Hispanic 66.6%, Black Non-Hispanic 27.5%, Hispanic 2.5%
- Black enrollment 840 (27.5%) compared to Fall 1995, when it stood at 401 (21%).
- White enrollment has increased from 1,469 (76.5%) in Fall 1995 to 2,033 in Fall 2006 (66.6%).
- Female 67.4%, Male 32.6%.
- Students’ age 16-22—47.4%, average student age—27.1%.
- Percentage of full time enrollment 32% in Fiscal Year (FY) 2006.
- Proportion of enrollment at Brunswick campus is 74.2% versus 25.8% at Camden Center.
- Students from 56 of Georgia’s 159 counties were enrolled in Fall 2006

Programs:

- USG programs 52.31%, DTAE 26.31%, Learning Support 17.06%, Undeclared 4.32%
- DTAE enrollment included 6.62% in non-transfer associate degree programs, 17.46% in non-transfer certificate, and 2.23% in certificate of credit programs. The DTAE enrollments included a total of 488, with 198 in Pre-Nursing, 180 in Registered Nurse, 80 in Radiologic Science, 18 in Clinical Lab Tech, 12 in Medical Office Specialist, and 32 in Accounting.
- Percent FY 2007 associate transfer degree graduates: Teacher Education 27.6, Bachelor of Arts 23, Psychology 8.6, Criminal Justice 7.2.
- During the past five years, from 2002 to 2006, the number of associate degrees has increased from 167 to 245—nearly a 50% jump—while the number of certificates awarded has actually decreased—from 133 to 131.
- Percent FY 2007 associate career degree graduates: RN 65.5, Clinical Laboratory Tech 9.2, Radiologic Science 11.2.
- Continuing Education: 83 courses with 1,023 participants, 37 events with 3,008 participants.

Faculty:

- 76 teaching faculty with 17.2% having a terminal degree.
- Faculty tenure—12 tenured, 1 not tenured: 63 on non-tenure track. The number not on tenure track is reflective of the dual mission of the college.
- Number in various ranks: professor 7, associate professor 13, assistant professor 35, and instructor 21.
- Use of part-time faculty—27%.

Campus:

- At nearly 193 acres, one of the largest single campuses among two-year units of the University System of Georgia.
- Campus is ideally located on choice property.
- Most CGCC buildings were built in 1960s and 1970s and appear dated.
- There is insufficient space on campus for classes and offices, and there is no campus food service.
- The last Brunswick campus building funded by the Regents was the Applied Technology Building approved in 1982.
- The last Brunswick campus building constructed was the Southeast Georgia Conference Center, built in 1992 and paid for by a special Glynn County sales tax and a single generous donor. No Regents funds were provided for this building.
- In 1997 the Regents funded the construction of a new facility for the Camden Center—a branch campus of Coastal Georgia located in Kingsland. This building was traded for CGCC's request for a building to house the Brunswick Center.
- Several times the college had buildings near the top of various Regents facility priority lists, but the process was changed before the college received funds for new construction.
- In FY 2005 funds were provided for updating the gymnasium and that project is currently underway. Also in FY 2006 \$4.5 million was provided to upgrade campus infrastructure

and that project will begin early next calendar year. Also, in August of 2007 the institution was awarded planning and design funds for the development of a new Allied Health Building.

Community Information

Based on the interviews and meetings undertaken as part of this study, a number of issues arose multiple times and are reported below:

- There is confusion in the community by community leaders about the current mission of this community college. Specifically, these questions are asked: What significance is there in CGCC being the only "community college" in the state? Should there be a unique mission for the institution? Does this name imply that there needs to be community financial support or increased community oversight of the college?
- Leaders have also expressed concern that CGCC's dual academic and vocational role has diluted the potential impact an institution with a single focus could make in this region of the state.
- Local employers have expressed serious reservations about the availability and adequacy of needed trades programs. They cited the fact that local businesses at times send employees to surrounding technical colleges to obtain needed training. They cited a common response to their needs being "no space and no budget" to mount vocational programs. They also spoke of the fact that CGCC had subcontracted out the operation of its air conditioning program to a nearby technical college as evidence of a lack of commitment to this aspect of the institutional mission.
- In response to a perceived need for increased local emphasis on trade and career education, the Glynn County School Board and the Glynn County Board of Commissioners has each committed more than \$5 million for the development of a Career Academy in Brunswick. A 100,000 square foot facility to house many of the same programs now available at CGCC will be constructed near the college.

Community Vision

There seemed to be unanimous agreement from the coastal Georgia community on the following findings:

- **Predicted higher than average population growth**
- **Current below-average educational attainment**
- **Concentration of tourism/hospitality**
- **Growing need for healthcare services**
- **Significant federal presence/Kings Bay/FLETC**
- **Transportation hub: highways/port/air**
- **Coastal location: beaches, marshes**
- **Quality of life dimension**
- **Environment/sustainable growth**

- **Increasing concentration of more active and wealthier group of retirees**

Community input provided in multiple settings spelled out a vision for a new college mission—one in which the college offered baccalaureate degrees that would be tied to the local area and that would offer young people better educational opportunities to prepare for employment or additional education. This new mission would be in addition to the college’s historic mission to provide access opportunity to all students. There is a desire for economical student housing to be available so that regional students would have the option of remaining in the area to obtain the college experience—as is available in other regions of the state. Other elements that would be part of the expanded college would be food service, and increased social and athletic activities.

Many community representatives believed the joint mission of the current institution is an “idea whose time has passed,” and that both the college and an eventual technical college satellite replacement (perhaps as part of the new Glynn County Schools Career Academy) would be better able to focus on a single mission with reporting and funding responsibilities to a single board.

Respondents also hoped the a new vision for the college would result in closer working relationships between the college and its faculty and staff to identify and solve problems and work together to meet regional needs. There is a belief that there are many residents of the area who would be willing and able to contribute time, energy, and resources to build up the renewed college and its programs.

Findings

Following are the 10 key findings determined by this report.

Finding One: Residents of southeast coastal Georgia need improved geographic access to baccalaureate degrees. This was first identified a generation ago.

In 1982 a statewide postsecondary education policy and planning group chaired by Governor George Busbee found that the University System of Georgia (USG) was not serving the people of the southeastern coastal area with baccalaureate and graduate programming—the only such unserved area of the state. The Governor’s Committee on Postsecondary Education recommended in 1982 that, until an area two-year college in Brunswick, Douglas, or Waycross was elevated to senior college status, the System should monitor and encourage the offering of off-campus degrees by other System institutions. The System completed its own study the next year and recommended that “full use be made of satellite centers under the aegis of university level institutions in cooperation with senior colleges to respond to the needs of the underserved areas of the state.” Instead, a consortium of senior colleges—no universities—responded in 1986 with the development of the Brunswick Center. Even though the Governor’s Committee recommended that such a Center should be utilized only until a senior college was developed, no further action has been taken by the Regents since then regarding the elevation of an area two-year college.

Finding Two: The southeast coastal region remains the only area of the state unserved by an accessible senior college.

Utilizing the same 60-mile maximum commuting distance criterion as in 1982, a 2007 replication of the earlier study resulted in the same conclusion—the southeastern coastal area, composed of the following counties, is the only region of Georgia unserved by a senior institution:

- Appling
- Bacon
- Brantley
- Camden
- Charlton
- Coffee
- Glynn
- Jeff Davis
- McIntosh
- Pierce
- Wayne
- Ware

These counties are not usually grouped together for planning purposes. In fact, these counties collectively form a region at the intersection of three separate State Planning Regions with the named counties each representing the most distant reaches. This might partially explain the state-level inattention these areas have received for at least 25 years. However, the combination of these counties should not be underestimated, with the resulting region containing:

- A third of a million Georgians in 2005.
- Over 11% of the area of the state.
- Three of the five largest counties in the state.
- The Brunswick Metropolitan Statistical Area (MSA)—one of 15 in Georgia—and four of the state’s 28 Micropolitan Statistical Areas: Douglas, Jesup, St. Marys, and Waycross.

Finding Three: The fact that so few area residents have achieved a college degree—only half as many as in other parts of the state—is largely related to lack of access.

While 24.3% of Georgians have a bachelor’s degree, only 13.8% of residents of the southeast Georgia coast can claim this achievement. It cannot be a mere coincidence that the only area of the state without regional access to baccalaureate degrees has one of the lowest regional records of college degree achievement.

These data are especially troubling in light of the fact that high school students in this area are preparing themselves to be eligible for college attendance and that the number of adults who have some college credits is similar to statewide averages.

Finding Four: Despite many positive economic factors in the region, new businesses will not invest in this area without an available educated workforce and accessible means by which employees can further their education.

Region-wide economic health is closely tied to educational attainment levels, as pointed out by the Governor’s Task Force on Strategic Industries. This area’s desire to help implement the statewide plan for strategic industries requires improved geographic access to baccalaureate education.

New degree programs are needed to meet the targeted workforce requirements of strategic industries, and they must be able to attract both graduating high school seniors as well as adults. Special efforts will be required to reach adults who have been out of or never in the college environment.

A national consulting firm found that, while the area maintains favorable levels of high school educational attainment, the region falls behind national trends in terms of higher education levels and availability of graduates (particularly bachelor level and above). It also found that the region lacks a regular source of graduates at the bachelor level or higher, which could present a challenge for local employers.

Finding Five: By 2015 the coastal region will become the most populous Georgia area south of the fall line (the area south of Columbus, Macon, and Augusta).

A recent statewide report showed that by 2015, coastal Georgia will have the greatest population south of the fall line—which stretches from Columbus to Macon to Augusta and represents perhaps two-thirds of the land mass of the state. This means that coastal Georgia will have a greater population than Metropolitan Statistical Areas including Augusta, Columbus, Albany, or Valdosta.

State demographic projections are that by 2030 several hundred thousand residents will be added to the entire Georgia coast.

Finding Six: New baccalaureate degrees will be required to meet the regional workforce needs identified in 2004 by the Governor’s Commission for a New Georgia.

A major task of the Commission for a New Georgia was to identify strategic industries upon which the state’s economic future should be built, based on current and emerging economic factors. For coastal Georgia those industries are:

- Transportation and Warehousing
- Public Administration
- Accommodations and Food Services
- Arts, Entertainment, and Recreation
- Retail
- Healthcare and Social Assistance
- Manufacturing (materials)
- Retail Trade
- Other Services (except public administration)
- Construction

The Commission also underscored the need for high-performing education and healthcare systems in each region.

Finding Seven: The Brunswick Center is unable to meet either the current or the increased baccalaureate demands of this growing region.

The task given the Center—coordinating the offering of bachelor’s and graduate degrees for area residents, utilizing faculty who are 75 to 120 miles distant—was challenging 21 years ago. Today, when the Center’s outreach should be to a third of a million residents in 12 counties, the job is impossible. Even in 1982 the Governor’s Committee only recommended the utilization of an off-campus center as a stop-gap measure—until a senior institution could be developed.

The Brunswick Center is a center in name only. Aside from a small office and administrative staff, there are no buildings or even dedicated classrooms for this institution. A review of public

information made available to students found errors of fact and omission. The Center's concept and degree availability are not widely known in the community—even after 21 years of operation. It is a low-profile enterprise which provides limited baccalaureate access to a small number of students—less than 300 per academic term. On average, only 67 degrees annually have been awarded, and most have been in early childhood or middle grades education.

A frequent complaint by students, employers, and community leaders was that needed courses were not scheduled or cancelled and that students had to end up driving hours to Savannah or Statesboro to obtain the courses required for their programs.

Finding Eight: The dual focus of Coastal Georgia Community College has resulted in a lack of community understanding and support, that will make it difficult to meet the emerging workforce needs of the southeast coastal area.

Brunswick Junior College opened in 1964 as the first of a new group of two-year colleges authorized by the Board of Regents to help accommodate the mushrooming group of baby boomers who were then reaching adolescence.

In the early 1970s the college and three others were given responsibility to meet the postsecondary vocational needs of their respective regions by becoming dual-purpose institutions.

Although this arrangement of having jointly-funded and jointly-operated colleges has had some success, it appears in Glynn County that it is an idea whose time has passed. Evidence of the need for change includes the difficulty of campus officials in budgeting and reporting to two different state boards—Board of Regents and Board of Technical and Adult Education—each having its own priorities and educational context.

Another reason to change the present structure is community cloudiness regarding the mission of CGCC. Local citizens don't know what to make of being home to the only community college in the state. Many perceive that CGCC is less of a transfer college and more of a technical institution. Perhaps most significant is that employers have expressed serious reservations about the availability and adequacy of needed trades programs. There is evidence that other DTAE institutions are already training students from this area, either under contract from CGCC or due to employer/student preference.

The Glynn County public school system and Glynn County Commission are jointly funding the start-up of a new secondary Career Academy—located one block from the Center—designed to offer occupational programs in order to meet employer demand and to give students workplace options. There has been discussion that the new facility could house postsecondary students during the evening.

Finding Nine: Although CGCC's Brunswick campus is one of the largest in the System, the facilities are dated and inadequate. The only building constructed on the campus since 1982 was paid for 100% by local citizens.

Most CGCC buildings were built in 1960s and 1970s and appear dated. There is insufficient space on campus for classes and offices, and there is no campus food service. The last Brunswick campus building funded by the Regents was the Applied Technology Building approved in 1982. The last Brunswick campus building constructed was the Southeast Georgia Conference Center, built in 1992 and paid for by a special Glynn County sales tax and a single generous donor. No Regents funds were provided for this building.

In 1997 the Regents funded the construction of a new facility for the Camden Center—a branch of Coastal Georgia located in Kingsland. This building was traded for CGCC’s request for a building to house the Brunswick Center.

Finding Ten: This area is an unusually desirable region, rich in historic and natural resources with a temperate winter climate, and it serves as a strategic federal and military location, major sea and land transportation hub, and leisure destination. Responding to the needs of this area through the formation of a state college would not only benefit the region but also help preserve the attractiveness of the region in the face of dramatic growth.

While the Regents are taking steps to provide baccalaureate access for residents of the southeast coastal area, it could also be preparing CGCC to receive thousands of students from other areas of the state. Planning for this possibility would give the Regents added capacity to meet its goal of serving 100,000 more students by 2020.

While the institution should be planned primarily for regional students, its location in the Golden Isles could make it very attractive to students from other areas of the state. In addition to the natural beauty of the area, students might find its baccalaureate programs attractive, and they could also benefit from the opportunities for part-time work afforded by a local service-oriented economy.

Students attending a state college for their baccalaureate education would not have to meet as rigorous academic standards as those attending universities, and the tuition rate would be lower.

Developing this educational asset into a state college would also provide students attending other USG institutions the opportunity to take advantage of the unique historical, natural, artistic and economic assets of the region. Many students could benefit from internships and field experiences that draw upon these resources, including those related to preserving the unique character of the area.

RECOMMENDATIONS

Overall Mission

Coastal Georgia Community College should be re-structured to be a state college (hereinafter referred to as Coastal Georgia College) with a three-part mission:

- Provide access for area residents to learning support, career, and transfer programs.
- Offer a limited number of bachelor's degrees that both respond to the workforce needs of the area and provide educational mobility to the large number of individuals who have already completed a portion of a college degree.
- Become a destination campus for many Georgians who live in other areas of the state and who are attracted to the niche programs the college offers.

This recommendation responds to the major finding that baccalaureate attainment levels in the region are about one-half of the state average. Without a better educated workforce, the area will not be able to successfully compete for new economic development projects, especially for strategic industries. The availability of locally-based baccalaureate degrees will position the institution to meet the educational needs of current and future residents.

The implementation of this new mission will result in the transfer of the institution's technical mission to another technical college. Other Department of Technical and Adult Education (DTAE) institutions have already been training students from this area, either under contract with CGCC or due to employer or student preference. Not only will this step allow the institution to focus on its academic programs, but it will free up space for existing and new programs. The new Glynn County career academy may be available during the evenings to offer needed adult technical programs.

Many of the popular business and health programs can be reconfigured as Regents programs within the institution's access mission.

Degree Completion Focus

The new Coastal Georgia College (CGC) should look broadly to the work of other organizations and USG units as it determines the best methods for developing a degree-completion initiative to reach the large number of area residents having already achieved some college work. This effort could also be linked to programming needed to serve returning military personnel wishing to start or continue their higher education. Some possible steps for this initiative:

- The Southern Regional Education Board has an Adult Learning Campaign initiative designed to attract, in part, students who have some college background.
- Valdosta State University is piloting a program to assess prior learning to assist transitioning adults back into the higher education arena.

- **The System’s Georgia LEADS office could help the institution develop an effort to take advantage of Regents Policy 502, which permits credit coursework to be offered through continuing education—a sometimes less threatening environment for adults beginning or re-starting their education.**
- **The combined wisdom and experience of the large number of retired individuals in the region should not be overlooked. The institution might consider developing a mentoring program to help guide students.**

Recommended Service Area

It is recommended that the following 12 counties, which have been historically underserved by baccalaureate degree availability, should form the service area of the college:

- Appling
- Bacon
- Brantley
- Camden
- Charlton
- Coffee
- Glynn
- Jeff Davis
- McIntosh
- Pierce
- Wayne
- Ware

Parts of several of these counties are within the 60-mile radius of USG universities. However, given the System’s plan to encourage enrollment at less expensive institutions, many students will find it more attractive to attend the only state college in the region.

Recommended Bachelor’s Programs

The new college mission should focus on making undergraduate education a transforming experience. Elements of this experience will require multiple field (real world) experiences throughout the curriculum, a required internship within the major, and a demonstration of competencies.

As the Commission for a New Georgia described, *healthcare and education are the key building blocks for the economic development of any region of the state*. Therefore it is recommended that at least one degree in each of these two fields be offered on the Coastal Georgia campus:

- **Bachelor of Science in Nursing.** Although this program is currently offered by Armstrong through the Brunswick Center, it is not productive. Therefore, authority to offer this program should be given to Coastal Georgia College in order that the renewed

institution can develop a program which will succeed. This program is *the* major healthcare need in this area of the state, and, according to the USG Task Force on Health Professions Education, every other area of the state.

- **Allied Health.** The Task Force also reported that there were multiple needs in the Allied Health area, including therapies and diagnostic services. Although an individual area was not identified within the development of this report, it is recommended that Coastal Georgia College work with local medical providers to determine the area having the most potential for a new baccalaureate program, and then work jointly to develop a proposal for Regents action as the institution's second health program.
- **Bachelor of Science in Early Childhood Education.** The program currently being offered by AASU through the Brunswick Center should be transferred to CGC. There is strong evidence that such a program will continue to remain popular for regional residents, and this program should serve as the foundation of CGC's education offerings in the future.

Additional Recommended Degrees:

- **Bachelor of Business Administration.** Based on the results of the Strategic Industries Task Force's recommendations for this area of the state, this degree would be most in demand. Development of the degree should include enough flexibility so that students wishing to advance in a variety of area occupations could benefit. For example, a **major in Management** would be appealing to employers and employees in a variety of fields: retail, healthcare management, arts or recreation management, transportation, hospitality and food service management, and construction management. Were there to be sufficient interest and demand, the next step would be a **major in Marketing**, which again could have appeal to the hospitality industry, retail industry, and the arts, entertainment, and recreation sectors.
- **Bachelor of Business Administration with a major in Public Administration.** This degree would respond directly to the needs of the area and would benefit from the availability of the business administration coursework mentioned above. Both areas would include coursework such as: financial and human resource management, data analysis, political science, sociology, and economics.
- **Bachelor of Business Administration with a major in Information Technology.** Because every endeavor increasingly relies on the use of computers, a natural degree option would be Information Technology. The region is replete with companies needing professionals who can not only design information systems but who can provide support to end users. Possible areas of emphasis for this degree could be logistics or criminal justice.
- **Bachelor of General Studies** is a common degree designation for students seeking to complete a degree started perhaps many years previously. This degree designation would also appeal to individuals who are interested in several academic disciplines.

- **Bachelor of Applied Science** is a degree program used widely in the USG for those students who have already achieved an associate degree in a career area and then seek to combine needed business and management skills in a baccalaureate program.

Implementation Recommendations

- **CGC should develop a revised strategic plan incorporating its new mission and plans for reaching its goals.**
- **The institution should also develop a new campus master plan consistent with its new mission, and maximize its 193-acre campus as well as other facilities that it might own to at least double the current student body.**
- The institution should encourage developers to construct privatized student housing near the campus. The local development commission may be able to assist in such a project. Were the institution to have full-time health programs, a residence hall located in the block that separates the college and the hospital would prove very convenient to students attending classes one day and doing clinicals the next.
- **The institution should aggressively market itself, its new mission, and its new baccalaureate degrees to potential students in this and other regions of the state.**
- **The institution should organize a real estate foundation for the purpose of raising funds for real estate purchases and the building or renovation of needed campus structures.**
- **The institution should restructure its foundation so that it becomes the major venue through which community and institutional dialog takes place, and so that it becomes the major booster organization for the college.**
- **The Board should hold the institution financially harmless during the transition from its dual mission to its new baccalaureate mission.**

Recommended Role of the Brunswick Center

Although this study found that distant institutions operating through the Brunswick Center were not able to meet the essential baccalaureate needs of the region, it is important for the USG to actively pursue collaboratives and efficiencies which can succeed. To that end, it is recommended that the Brunswick Center concept be re-named as the **Southeast Coastal Center** and re-tasked in the following manner:

- The Center should serve as a university center for the offering of residence credit. Initially, Regents staff should oversee the development of a comprehensive plan for providing expanded baccalaureate and graduate programming in the region. All System institutions currently offering courses and programs in the area (Coastal Georgia College, Armstrong Atlantic State University, Georgia Southern University, and Valdosta State University) should be partners in this process, ensuring that there will be efficient use of facilities and resources. Here are some suggested operating principles:

- Coastal Georgia College should have the “right of first refusal” to offer of any new baccalaureate programs.
 - The named universities should have “right of first refusal” to offer any needed graduate programs in the area.
 - If none of the listed institutions were able to offer a needed program, the Center should seek partnership with other System units.
- The current plan to build a university center building on the CGCC campus should proceed.
 - The Center should request that the University of Georgia, as part of its new Archway Project in the region, help develop a comprehensive inventory of the region’s assets: historical, architectural, social, economic, natural, artistic, agricultural, and marine. The Center should then develop system-wide strategies for colleges and universities institutions to benefit from and contribute to these state assets.
 - The Center should also provide “one-stop shopping” for other USG units. For example:
 - There are hundreds of meetings held by System units and entities in the Golden Isles every year. Instead of each group being required to research which accommodations and hospitality services were available and at what cost, the Center could centralize these services and perhaps obtain a preferred pricing structure.
 - The Center could also provide any coordination needed for the offering of educational programs as part of meetings in the area.
 - Although there are more than 20 cultural and arts organizations in the region, there is no unifying agent. The Center could provide coordination with other System resources needed in the area, perhaps sponsoring artists, musicians, and writers to participate in area events.

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AGENDA

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

April 15, 2008

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APPROVAL ITEMS

1. Fiscal Year 2009 Budget Allocations (Committee of the Whole)
2. Fiscal Year 2009 Tuition (Committee of the Whole)
3. Fiscal Year 2009 Mandatory Fees (Committee of the Whole)
4. Fiscal Year 2008 Amended Budget (Committee of the Whole)
5. Fiscal Year 2009 Salary and Wage Administration Policy (Committee of the Whole)
6. Shared Services Strategy for the University System of Georgia

Agenda materials will be distributed at the Board meeting.

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COMMITTEE ON ORGANIZATION AND LAW

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AGENDA

COMMITTEE ON ORGANIZATION AND LAW

April 15, 2008

1. Waiver of Graduation Requirement

A student at the University of Georgia requests that the Board waive the Board's history requirement for graduation purposes. The University supports the student's request.

2. **Applications for Review**

Applications for review are appeals made to the Board of Regents pursuant to Article VIII of The Bylaws. They are usually personnel matters and issues of academic status, which are discussed in Executive Session.

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INTERNAL AUDIT COMMITTEE

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1. Information Item: Institutional Plan for Improving Information Technology Audit Results for Georgia Perimeter College

The Board of Regents Internal Audit department recently conducted an Information Technology audit at Georgia Perimeter College. After reviewing the audit report, which was rated as poor, the Internal Audit Committee, requested the Executive Vice President for Financial & Administrative Affairs, Ronald Carruth, and other representatives be present at this meeting, in order to present their action plan to improve their Information Technology audit results. (A “poor” is the second worst possible audit rating, indicating several significant observations or one or more major observations, significant risk for noncompliance with regulations, and/or serious violation of laws etc.)

2. **Information Item: Systemwide Ethics Policy Overview**

Chief Audit Officer and Associate Vice Chancellor, Ronald B. Stark, will present a conceptual overview of the planned Systemwide ethics policy. Mr. Stark will discuss planned content, implementation strategy and monitoring processes.

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COMMITTEE ON REAL ESTATE AND FACILITIES

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| 5. | Amendments to Ground Leases and Rental Agreements for Student Housing, Valdosta State University | 5 |

APPROVAL ITEMS

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AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

April 15, 2008

1. **Authorization of Project No. BR-10-0805, New College Renovation, University of Georgia**

Recommended: That the Board authorize Project No. BR-10-0805, New College Renovation, University of Georgia (“UGA”) with a total project budget of \$3 million, to be funded from \$1.7 million of UGA Internal Plant Funds, \$0.4 million of UGA’s Fiscal Year (“FY”) 2008 Major Repair and Renovation (“MRR”) Allocation, and \$0.9 million of UGA’s FY 2009 MRR Allocation.

Understandings: This proposed project provides for a complete interior renovation and a limited exterior renovation of the approximately 19,000-square-foot historic New College building that was originally built in 1822. Over the years the building has been used for a variety of functions but now serves as administrative office space. This proposed renovation project will provide much needed life safety and handicap accessibility enhancements as well as the replacement of old outdated heating and cooling, electrical, and plumbing systems. A reconfiguration of the interior layout will provide a more efficient facility for administrative support functions. The exterior work will consist of work on the stucco finish.

The estimated construction cost for this project is \$2,350,000.

The project is consistent with UGA’s Master Plan.

If authorized by the Board, the University System Office staff and UGA will proceed with design and construction of the project in accordance with the Board of Regents procedures.

2. Authorization of Project, Renovation of 570 Prince Avenue, University of Georgia

Recommended: That the Board authorize Renovation of 570 Prince Avenue, University of Georgia (“UGA”) with a total project budget of \$950,000, to be funded from \$700,000 Institutional funds and \$250,000 in donations.

Understandings: This facility, the antebellum Benjamin H. Hill House, better known as the UGA President’s House, has served UGA since 1949, and was last renovated in 1968.

Renovations will include Americans with Disabilities Act (the “ADA”) modifications to install an elevator and upgrade restrooms. This work will also necessitate relocation of an existing boiler and hot water heater which will also be upgraded.

Additional functional upgrades will be made to the kitchen and breakfast areas to provide modern catering and residential kitchen facilities.

The estimated construction cost for this project is \$715,000.

The project is consistent with UGA’s Master Plan.

If authorized by the Board, the University System Office staff and UGA will proceed with design and construction of the project in accordance with the Board of Regents procedures.

3. Authorization of Project No. BR-30-0804, Techway Building, Georgia Institute of Technology

Recommended: That the Board authorize Project No. BR-30-0804, Renovation of Techway Building, Georgia Institute of Technology (“GIT”), with a total project budget of \$2.6 million, to be funded from institutional funds.

Understandings: This renovation of 14,000 square-feet in the Techway Building in GIT’s North Avenue Research Area (“NARA”) will house research laboratories for GIT’s College of Engineering and Institute of Paper Science and Technology (“IPST”).

The Techway Building is a 29,506-square-foot one-story structure and currently houses GIT’s College of Engineering Mechanical Engineering faculty and Georgia Tech Research Institute (“GTRI”) researchers. The current leased space for the IPST research programs, located at the Institute Engineering Center Building, 575 Fourteenth Street, is being sold by its owner.

The renovation will include new research laboratories, renovation of existing high bay space, electrical upgrades, as well as other utility upgrades to support these important GIT research programs.

The estimated construction cost for this project is \$1.95 million.

The renovation of this space is consistent with GIT’s Master Plan and 2004 Campus Master Plan Update for NARA to accommodate future research needs.

If authorized by the Board, the University System Office staff and GIT will proceed with design and construction of this project in accordance with the Board of Regents procedures.

4. **Appointment of Construction Management Firm, Project J-131, Library, Georgia Gwinnett College**

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

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

Project No. J-131, Library, Georgia Gwinnett College

Project Description: The approximately 86,000-square-foot library will provide adequate space to house, service, and make library collections accessible to Georgia Gwinnett College students, faculty and community. The facility will include a state-of-the-art technology, media, and learning center for individual study, as well as student collaboration.

Total Project Cost:	\$28,300,000
Construction Cost (Stated Cost Limitation)	\$19,993,065

Number of construction management firms that applied for this commission: 13

Recommended firms in rank order:

- 1.
- 2.
- 3.
- 4.

5. Amendments to Ground Leases and Rental Agreements for Student Housing, Valdosta State University

Recommended: That the Board approve the assignment by VSU Foundation Real Estate I, LLC (the “Foundation”), Lessee, to the VSU Auxiliary Services Real Estate – Centennial, Lowndes & Patterson, LLC (the “LLC”), of the following ground leases:

- Lowndes Hall dated May 28, 2004 for 1.101 acres of real property on the campus of Valdosta State University (“VSU”).
- Patterson Hall date May 28, 2004 for 0.893 acres of real property on the campus of VSU.
- Sustella date May 28, 2004 for 8.726 acres of real property on the campus of VSU.

Recommended further: That the Board concur with the assignment by the Foundation, Landlord, to the LLC, of the following rental agreements:

- Lowndes Hall dated May 28, 2004 for 203 student housing beds and site amenities.
- Patterson Hall dated May 28, 2004 for 294 student housing beds and site amenities.
- Sustella dated May 28, 2004 for 518 student housing beds, 400 parking spaces, and site amenities.

Recommended further: That authorization to execute the amendments to the ground leases be delegated to the Vice Chancellor for Facilities.

Recommended further: That the authorization to execute the amendments to the rental agreements be delegated to the Vice Chancellor for Facilities.

Recommended further: That the terms of the amendments to the ground leases and rental agreements be subject to review and legal approval of the Office of the Attorney General.

Understandings: In April 2004 and May 2004, the Board authorized ground leases and rental agreements for Lowndes Hall, Patterson Hall, and Sustella student housing. The Foundation has requested approval by the Board of the assignment of the ground leases and concurrence of the assignment of the rental agreements to the LLC.

All the remaining terms of the ground leases and rental agreements as approved by the Board in April 2004 and May 2004 remain in effect.

6. Naming of Eugene Lawson Amphitheater and Jerry Eskew Stage, Clayton State University

Recommended: That the Board approve the naming of the new Amphitheater at Clayton State University (“CLSU”) the “Eugene Lawson Amphitheater” in recognition of Judge Eugene Lawson.

Recommended further: That the Board approve the naming of the new Stage at CLSU the “Jerry Eskew Stage” in recognition of Mr. Jerry Eskew.

Understandings: President Harden confirms that this naming conforms to the CLSU naming guidelines and with the Board of Regents naming policy.

Judge Lawson was instrumental in efforts to raise funds and construct Spivey Hall and has served as a Trustee on the Spivey Foundation for nearly 20 years.

A contribution of \$150,000 in construction funds was made by the Spivey Foundation with the request that the Amphitheater be named for Judge Lawson. Over the past ten years the Spivey Foundation has contributed over \$5 million to CLSU.

A gift of \$194,000 has been made by the Spivey Foundation, the Eskew Family and various community donors in honor of Judge Lawson and Mr. Eskew.

7. Naming of Madison Dixon Drive, East Georgia College

Recommended: That the Board approve the naming of the new entrance road to the East Georgia College (“EGC”) campus located off of Meadowlake Parkway the “Madison Dixon Drive” in recognition of Dr. Madison Dixon.

Understandings: President John B. Black confirms that this naming conforms to the EGC naming guidelines and with the Board of Regents naming policy.

Dr. Madison Dixon, an ardent supporter of EGC, was the chair of the original steering committee responsible for the establishment of EGC in 1973.

He continues to support all college endeavors through his service on the East Georgia College Foundation (the “Foundation”), freely giving of his time and resources for the betterment of EGC.

A lifelong resident of Swainsboro, and a retired optometrist, Dr. Dixon is well known and respected in the Swainsboro community.

Dr. Dixon’s cumulative contributions total \$138,200 to the Foundation. Additionally, the local Exchange Club has donated \$35,000 to the Foundation in Dr. Dixon’s honor.

Through his generous commitment and support, Dr. Dixon has been directly responsible for a \$100,000 gift to EGC.

8. Acquisition, Ground Lease and Rental Agreement, Oconee Site, Gainesville State College

Recommended: That the Board authorize the purchase of approximately 14.0 acres of real property located in Oconee County, site improvements and personalty, from UGAREF Gainesville Campus, LLC (the “UGAREF LLC”) for \$1,800,000 for the use and benefit of Gainesville State College (“GSC”).

Recommended further: That the above purchase of real property be subject to a ground lease between UGAREF LLC, Lessor, and the GSC Foundation Real Estate Holding Company, LLC (the “Gainesville LLC”), Lessee, for a total of approximately 65,000 square feet of real property for a period through June 30, 2028.

Recommended further: That the legal details involved with this purchase of real property be handled by the Office of the Attorney General.

Recommended further: That the Board authorize the execution of a rental agreement between Gainesville LLC, Landlord, and the Board of Regents, Tenant, for three buildings on approximately 65,000 square feet of real property for a period commencing on the date Gainesville LLC obtains ownership of the three buildings and ending the following June 30 at a monthly rent not to exceed \$48,000 with options to renew on a year-to-year basis for up to nineteen consecutive one-year periods (the last such option period to end no later than June 30, 2028) at the same rent, for the use of GSC.

Recommended further: That the terms of this rental agreement be subject to review and legal approval of the Office of the Attorney General.

Understandings: In March 2003, the Board agreed to rent facilities in Watkinsville from UGAREF LLC to establish the Oconee Site of GSC. In August 2007, the Board approved Project No. BR-88-0702, “Multi-Purpose Building at Oconee”. In February 2008, information was provided in executive session of a long term opportunity to acquire the real property through a public private venture with an affiliated foundation to GSC.

These transactions will allow the Board to own the underlying real property at the Oconee Site, and have available an additional 10,500-square-foot facility for use by GSC.

Gainesville LLC will own the three buildings on the Oconee Site under the terms of a ground lease. The Board will acquire the underlying ground at the Oconee Site, including all site improvements such as paving, lighting, landscaping, and utilities. The Board will also acquire all personalty in the buildings. The Board will rent the three buildings for use by GSC.

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

9. Ground Lease, Priests Landing, Skidaway Institute of Oceanography

Recommended: That the Board declare an approximately 3,600-square-foot tract of unimproved real property located at Priests Landing, Skidaway Island, Skidaway Institute of Oceanography (“SKIO”), no longer advantageously useful to SKIO or other units of the University System of Georgia but only to the extent and for the purpose of allowing this real property to be ground leased to the Georgia Department of Natural Resources (“DNR”) for the purpose of constructing and owning a 3,600-square-foot building for a DNR Law Enforcement Operations Center.

Recommended further: That the Board authorize the execution of a ground lease, including necessary access, use, and construction easements and encroachments, between the Board of Regents, Lessor, and DNR, for the above-referenced approximately 3,600-square-foot tract for a period not to exceed 20 years with an option to renew for up to an additional 10 years at the end of the original ground lease term, for the purpose of constructing and owning a 3,600-square-foot building for a DNR Law Enforcement Operations Center.

Recommended further: That the terms of these agreements be subject to review and legal approval of the Office of the Attorney General.

Understandings: Consideration for this ground lease includes a strategically located DNR law enforcement presence and installation by DNR of an access card controlled gate to replace the existing gate to the Priest Landing facility.

At the end of the term of the ground lease, the real property and all improvements will become the property of the Board.

10. Demolition, Ground Lease and Rental Agreement, Student Union, Valdosta State University

Recommended: That the Board declare approximately 1.153 acres of real property on the campus of Valdosta State University (“VSU”), no longer advantageously useful to VSU or other units of the University System of Georgia but only to the extent and for the purpose of allowing this real property to be leased to VSU Auxiliary Services Real Estate-Student Center, Georgia and Reade, LLC (the “LLC”) for the purpose of constructing, and owning student union facility containing approximately 115,000 square-feet and site amenities.

Recommended further: That the Board authorize the execution of a ground lease, including necessary access, use, and construction easements and encroachments, between the Board of Regents, Lessor, and the LLC, Lessee, for the above-referenced approximately 1.153 acres of real property on the campus of VSU for a period not to exceed 32 years (not to exceed 30 years from the date the LLC obtains a certificate of occupancy and providing a construction period of not more than two years) with an option to renew for up to an additional five years should there be debt outstanding at the end of the original ground lease term, for the purpose of constructing and owning student union facility containing approximately 115,000 square-feet and site amenities.

Recommended further: That the Board authorize the execution of a rental agreement between the LLC, Landlord, and the Board of Regents, Tenant, for the above-referenced student union facility and site amenities for the period commencing on the first day of the first month after the LLC obtains a certificate of occupancy but not earlier than August 1, 2010, and ending the following June 30 at a rent not to exceed \$2,100,000 with options to renew at a rent not to exceed \$3,100,000 with further options to renew on a year-to-year basis for up to 29 one-year periods (the total not to exceed 30 years from the date of the certificate of occupancy) with rent increasing no more than 3% for each option period exercised.

Recommended further: That the terms of these agreements be subject to review and legal approval of the Office of the Attorney General.

Recommended further: That the Board declare University Union, Old Gymnasium, and the swimming pool and pool house to be no longer advantageously useful to VSU or other units of the University System of Georgia and authorize the demolition and removal of these buildings.

Recommended further: That the Board request the Governor to issue an Executive Order authorizing the demolition and removal of these buildings from the campus of VSU.

10. Demolition, Ground Lease and Rental Agreement, Student Union, Valdosta State University (Continued)

Recommended further: That the demolition of these buildings be subject to satisfactory completion of environmental review prior to issuance of an Executive Order.

Recommended further: That the Board authorize the execution of site licenses with the LLC, Licensee, to allow early site access for the demolition of University Union, Old Gymnasium, swimming pool and pool house; and to mobilize and commence site work.

Understandings: In October 2007, the Executive Director for Real Estate Ventures, Marty Nance presented an information item concerning the need to replace and build a student union at VSU through a privatization process.

The VSU master plan includes the demolition of University Union, Old Gymnasium, and swimming pool and pool house and construction of a new student union. The new University Union will contain approximately 115,000 square-feet of space to provide student lounges, student offices, theater, bookstore, multipurpose spaces, meeting rooms, and dining facilities.

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

11. Ground Lease and Rental Agreement, Student Housing, Valdosta State University

Recommended: That the Board declare approximately 1.079 acres of real property and existing Reade Hall on the campus of Valdosta State University (“VSU”), no longer advantageously useful to VSU or other units of the University System of Georgia but only to the extent and for the purpose of allowing this real property to be leased to VSU Auxiliary Services Real Estate-Student Center, Georgia and Reade, LLC (the “LLC”) for the purpose of constructing, renovating, and owning housing facilities containing approximately 587 student housing beds and site amenities.

Recommended further: That the Board authorize the execution of a ground lease, including necessary access, use, and construction easements and encroachments, between the Board of Regents, Lessor, and the LLC, Lessee, for the above-referenced approximately 1.079 acres of real property on the campus of VSU for a period not to exceed 32 years (not to exceed 30 years from the date the LLC obtains a certificate of occupancy and providing a construction period of not more than two years) with an option to renew for up to an additional five years should there be debt outstanding at the end of the original ground lease term, for the purpose of constructing and owning housing facilities containing approximately 587 student housing beds and site amenities.

Recommended further: That the Board authorize the execution of a rental agreement between the LLC, Landlord, and the Board of Regents, Tenant, for the above-referenced housing facilities, dining facilities, office space, mailbox center, and site amenities for the period commencing on the first day of the first month after the LLC obtains a certificate of occupancy, but not earlier than August 1, 2009, and ending the following June 30 at a rent not to exceed \$500,000 with an option to renew for a consecutive one-year period at a rent not to exceed \$1,500,000 with further options to renew on a year-to-year basis for up to 29 consecutive one-year periods (the total not to exceed 30 years from the date of the certificate of occupancy) with rent increasing no more than 3% for each further option period exercised.

Recommended further: That the terms of these agreements be subject to review and legal approval of the Office of the Attorney General.

Understandings: In October 1997, the Board passed a student housing policy that requires the preparation of a comprehensive plan for student housing together with a financial plan to support housing program objectives. VSU has developed a comprehensive plan that is consistent with the policy.

In February 2007, the Vice Chancellor for Facilities, Linda M. Daniels, and President Ronald Zaccari presented to the Committee on Real Estate and Facilities, as an information item, the need to construct new student housing at VSU through a privatization process.

**11. Ground Lease and Rental Agreement, Student Housing, Valdosta State University
(Continued)**

In April 2007, the Board declared Georgia Hall to be no longer advantageously useful to VSU and authorized demolition and removal of the building.

The VSU plan will provide 587 new student housing beds in single and double occupancy suite-style units on the site of Georgia Hall and the renovation of Reade Hall.

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

12. Executive Session

The Committee will meet in Executive Session on April 15, 2008 to discuss possible real property acquisitions. Materials will be handed out in Executive Session.

13. Information Item: Update on Ventures Program

The Vice Chancellor for Facilities, Linda M. Daniels, will present information on the status of the Georgia Higher Education Facilities Authority (“GHEFA”) and on the proposed USG Real Estate Foundation.

14. Information Item: Update on Proposed Sale of Real Property to Bartow County, Institute of Genetics

The Vice Chancellor for Facilities, Linda M. Daniels, will present an update on the proposed sale of real property to Bartow County.

15. Information Item: Butts-Mehre Heritage Hall Football Facilities Expansion Project, University of Georgia

The Vice Chancellor for Facilities, Linda M. Daniels, received a letter from the University of Georgia identifying a proposed project that has been identified and requested by the University of Georgia Athletic Association.

This proposed project provides for a 68,500-square-foot expansion and renovation of the existing Butts-Mehre Heritage Hall with a total project budget of \$36 million, to be funded from \$18 million from private donations and \$18 million from the University of Georgia Athletic Association.

This project will tentatively be constructed in two phases. Phase I will include renovation of the existing strength/conditioning room and training room, the addition of a new multi-purpose room, and new shelled-in space for future offices and an expanded trophy gallery. Phase II will provide for the build-out of the new offices and trophy gallery.

Upon finalization of the project specifics in appropriate detail, the University of Georgia will submit a Project Authorization request to the Board of Regents for approval in accordance with Board Policy.

16. Information Item: Leadership in Energy and Environmental Design (“LEED”)

In support of Board Policy 907.01 Sustainable Design and Life Cycle costing, the Vice Chancellor for Facilities encourages the Board to support the mid-range water reduction/energy performance component requirements of Leadership in Energy and Environmental Design (“LEED”) for all new USG buildings.

The Vice Chancellor will charge a task force to examine the performance of existing LEED buildings in the USG, develop a public relations campaign to highlight USG collective sustainability successes, and evaluate if the Board should adopt LEED as a formal practice. Results of the task force findings will be shared in a series of information items to the Board over the next several months.

This initiative will show support for addressing the USG energy initiative and it will be a public commitment to water reduction in response to the drought. It also addresses Goal 6 of the Board of Regents Strategic Plan, increasing efficiencies, and the State Property Officer's (“SPO”) total cost of ownership initiative.

AGENDA

COMMITTEE OF THE WHOLE: STRATEGIC PLANNING

April 16, 2008

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AGENDA

COMMITTEE OF THE WHOLE: STRATEGIC PLANNING

April 16, 2008

1. **Goal One – Renewing Excellence in Undergraduate Education: Adoption of Principles of International Education in the University System of Georgia**

Recommended: That the Board of Regents adopt the Principles of International Education in the University System of Georgia.

Background: At the March 2008 Board meeting, the Assistant Vice Chancellor for International Programs & Senior Advisor for Academic Affairs, Richard C. Sutton, introduced the Principles of International Education in the University System of Georgia. At this meeting, he will present the Principles for consideration and adoption.

2. **Goal Two – Creating Enrollment Capacity: Increasing Access Capacity in Metropolitan Atlanta**

Recommended: That the Board of Regents approve a strategy for increasing access capacity in the metropolitan Atlanta area.

Background: At the March 2008 Board meeting, the Chief Operating Officer, Robert E. Watts, discussed options for increasing access capacity in the metropolitan Atlanta area to meet projected enrollment growth. At this meeting, he will present a strategy for Board consideration and adoption.

3. Information Item: Goal Five – Maintain Affordability: Update on the Systemwide Presidential Project on Philanthropy

The President of North Georgia College & State University, David L. Potter, will present an update on the Systemwide Presidential project on Philanthropy, an integral part of the fifth goal of the Board's Strategic Plan – Maintain Affordability So That Money Is Not a Barrier to Participation in the Benefits of Higher Education.