

**MINUTES OF THE MEETING OF THE  
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA  
HELD AT  
270 Washington St., S.W.  
Atlanta, Georgia  
February 10 and 11, 1998**

**CALL TO ORDER**

The Board of Regents of the University System of Georgia met on Tuesday, February 10 and Wednesday, February 11, 1998 in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The following Committees of the Board of Regents met in succession on Tuesday, February 10: the Audit Committee; the Teaching Hospital Committee; the Committee on Finance and Business Operations; the Committee on Real Estate and Facilities; the Committee on Education, Research, and Extension; and the Committee on Organization and Law. The Chair of the Board, Regent S. William Clark, Jr., called the meeting to order at 9:00 a.m. on Wednesday, February 11. Present on Wednesday, in addition to Chair Clark, were Vice Chair Edgar L. Jenkins and Regents Thomas F. Allgood, Sr., Shannon L. Amos, David H. (Hal) Averitt, Kenneth W. Cannestra, J. Tom Coleman, Jr., Hilton H. Howell, Jr., George M. D. (John) Hunt III, Charles H. Jones, Donald M. Leebern, Jr., Elridge W. McMillan, Edgar L. Rhodes, and Glenn S. White.

**INVOCATION**

The invocation was given on Wednesday, February 11 by Regent White.

**ATTENDANCE REPORT**

The attendance report was read on Wednesday, February 11 by Secretary Gail S. Weber, who announced that Regent Elridge W. McMillan had asked for and been given permission to be absent on Tuesday, February 10, 1998 and Regents Juanita P. Baranco and A. W. "Bill" Dahlberg had asked for and been given permission to be absent on Wednesday, February 11, 1998.

**APPROVAL OF MINUTES**

Motion being properly made and duly seconded, the minutes of the Board of Regents meeting held on January 13 and 14, 1998 were unanimously approved as distributed.

## **SPECIAL REMARKS**

Chair Clark called on Chancellor Portch to introduce two friends of the University System of Georgia.

The Chancellor thanked Chair Clark. He announced that two legislators were present at the meeting who had both served the University System well and continue to serve the State well. Representative Thomas B. Buck, III served as chair of the University System of Georgia Committee from 1981 to 1993. During that time, the System's enrollment grew by over 50,000 students, the funding formula was developed and implemented, and Representative Buck was featured in the *Chronicle of Higher Education* as an educator. Senator Sonny Perdue served as chair of the Higher Education Committee for the 1993-1994 term, and during that time, he chaired the study committee that paved the way for the Board's relationship with the Department of Technical and Adult Education. Both of these legislators have since moved on to higher offices. Representative Buck is now the Chair of the Ways & Means Committee, and he serves on the Budget Conference Committee. Senator Perdue is President Pro Tempore of the Senate and also a member of the Budget Conference Committee. Chancellor Portch commented that both of these legislators have helped him immeasurably. He said that they are both straight-talkers, they both have strong streaks of independence and integrity, they both know how to have a little fun, they both love the University System, and they both are wonderful teachers. The Chancellor expressed that he was very pleased that Representative Buck and Senator Perdue had come to visit the Board and that they are truly "public servants" in the best meaning of the term. They care much more about the next generation than the next election.

Representative Buck thanked the Chancellor and the Board for their efforts in higher education. He commended the Regents for taking themselves away from their own businesses to serve on this important Board. Then, he thanked the Board and stepped down.

Senator Perdue remarked that the true measure of a Board is in choosing its leaders to administer the policies of the Board and that the Regents had done very well in this regard. He thanked the Board for the contribution it makes to Georgia. Quoting the Governor's State of the State Address, he said, "You can get anywhere you want to go in the world starting in the higher education system of Georgia." He expressed that he had enjoyed being a part of the efforts to improve higher education and that he wanted to help in any way. In concluding, he thanked the Board for inviting them to speak at this meeting.

Chair Clark thanked Representative Buck and Senator Perdue and then called for the Committee reports.

## **AUDIT COMMITTEE**

The Audit Committee met on Tuesday, February 10, 1998 at 10:00 a.m. in the Board Room. Committee members in attendance were Chair Charles H. Jones, Vice Chair George M. D. (John) Hunt III, and Regents Kenneth W. Cannestra and J. Tom Coleman, Jr. Chair Jones reported to the Board on Wednesday that the Committee had reviewed only one of the two agenda items due to time constraints. Additionally, Chair Jones called for monthly meetings of the Audit Committee. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

### **1. Information Item: Annual Report of the State Auditor**

State Auditor Claude Vickers presented a review and led a discussion of audit activity in the University System of Georgia for fiscal year 1997. The report outlined the responsibilities of the State Auditor and his department's role in the overall audit plan for the University System.

### **2. Information Item: Discussion of 1998 and 1999 Audit Plan**

Time did not permit discussion of this item. It will therefore be carried over until the next committee meeting.

## **TEACHING HOSPITAL COMMITTEE**

The Teaching Hospital Committee met on Tuesday, February 10, 1998 at approximately 11:10 a.m. in the Board Room. Committee members in attendance were Chair Thomas F. Allgood, Sr. and Regents Kenneth W. Canestra, S. William Clark, Jr., Edgar L. Jenkins, Charles H. Jones, Donald M. Leebern, Jr., and Elridge W. McMillan. Chair Allgood reported to the Board on Wednesday that the Committee met in Executive Session to discuss personnel matters and that no actions were taken.

**COMMITTEE ON FINANCE AND BUSINESS OPERATIONS**

The Committee on Finance and Business Operations met on Tuesday, February 10, 1998 at approximately 1:00 p.m. in the Board Room. Committee members in attendance were Chair Kenneth W. Cannestra, Vice Chair Glenn S. White, and Regents Thomas F. Allgood, Sr., J. Tom Coleman, Jr., George M. D. (John) Hunt III, Edgar L. Jenkins, Charles H. Jones, and Donald M. Leebern, Jr. Chair Cannestra reported to the Board on Wednesday that the Committee had reviewed four items, two of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

**1. Amendments to Fiscal Year 1998 Budget**

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

<b>UNIVERSITY SYSTEM OF GEORGIA</b>				
<b>FISCAL YEAR 1998 BUDGET AMENDMENT REPORT</b>				
<b>SUMMARY</b>				
<b>FOR THE MONTH OF FEBRUARY, 1998</b>				
	<b>ORIGINAL</b>	<b>APPROVED</b>	<b>REQUESTED</b>	<b>AMENDED</b>
<b>BY BUDGET</b>	<b>BUDGET</b>	<b>AMENDMENT</b>	<b>AMENDMENT</b>	<b>BUDGET</b>
		<b>S</b>	<b>S</b>	
Operating	\$3,197,544,095	\$23,025,704	\$9,940,017	\$3,230,509,816
Capital	149,262,649	4,633,309	4,236,330	158,132,288
Auxiliary Enterprises	264,943,337	19,816,609	53,955	284,813,901
Student Activities	42,881,116	4,859,357	(7,561)	47,732,912

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

Operating - Fort Valley State University requested authority to increase its budget by \$1,916,608 in nonpersonal services to adjust for unbudgeted federal grants. Dalton College requested authority to increase its budget by \$532,193 in nonpersonal services to adjust for increased HOPE and Pell Grant funds. Gainesville College requested authority to increase its budget by \$211,019 in nonpersonal services to reflect an increase in private grant and contract funds. The Office of Information and

Instructional Technology requested authority to increase its budget by \$2,792,477 in nonpersonal services to reflect the inclusion of unbudgeted program revenue from the Georgia Library Learning Online (“GALILEO”) and PeachNet programs related to the Internet Connectivity Initiative.

## **COMMITTEE ON FINANCE AND BUSINESS OPERATIONS**

### **1. Amendments to Fiscal Year 1998 Budget (Continued)**

Auxiliary - East Georgia College requested authority to increase its budget by \$99,580 to reflect a greater than anticipated prior year fund carryforward and the adjustment of current gross revenues.

Capital - Georgia State University requested authority to increase its budget by \$1,965,594 to reflect the inclusion of fiscal year 1997 Georgia Research Alliance funding. Valdosta State University requested authority to decrease its budget by \$142,026 to transfer auxiliary renewal and replacement funds back to the auxiliary budget for future consideration. Columbus State University requested authority to increase its budget by \$202,570 to reflect the inclusion of prior year auxiliary renewal and replacement funding. Georgia Southwestern State University requested authority to decrease its budget by \$125,000 to reflect foundation income’s being less than anticipated.

### **2. Approval of Gift to Savannah State University**

Approved: The Board accepted on behalf of Savannah State University a donation of 1,500 shares of General Electric stock, valued in excess of \$100,000, from Henry Nash, an alumnus of the university.

Background: Board policy requires that any gift to a University System of Georgia institution with an initial value greater than \$100,000 must be accepted by the Board of Regents.

The donation from Henry Nash is given to establish a scholarship fund within the College of Sciences and Technology. Mr. Nash is Chairman, Chief Executive Officer, and President of General Scientific Corporation in Arlington, Virginia. This gift is the largest single gift of an alumnus to the university and is in addition to his earlier gifts to the university totaling \$42,000. This gift reflects his serious commitment to his alma mater as well as his understanding of the university’s academic strength.

### **3. Information Item: Presentation by Trusco on University System of Georgia Investment Performance**

Senior Vice Chancellor for Capital Resources Lindsay Desrochers introduced to the Committee three representatives from Trusco Capital Management (“Trusco”): President Douglas S. Phillips, First Vice President James R. Dillon, Jr., and Mr. Doug Hickman. These individuals presented to the Committee a summary of the investment performance of the various investments which the University System has with Trusco. They reported that overall, the System’s investments performed very well. In fact, Trusco outperformed a majority of funds and managers in 1997.

### **4. Information Item: Update on Fiscal Affairs Division Activities**

PeopleSoft Implementation: Senior Vice Chancellor for Capital Resources Lindsay Desrochers and Associate Vice Chancellor for Fiscal Affairs William R. Bowes presented this update to the Committee. Since the last update six months ago, the PeopleSoft implementation is going very well and remains on schedule. The goals of the project are to implement a human resources/payroll module by July 1, 1999 and all modules within five years, to increase management access to information, and to increase productivity and efficiency in administrative/business processes. The major accomplishments of the

PeopleSoft implementation to date are as follows:

## **COMMITTEE ON FINANCE AND BUSINESS OPERATIONS**

### **4. Information Item: Update on Fiscal Affairs Division Activities (Continued)**

#### **PeopleSoft Implementation (Continued)**

- A Chart of Accounts Revision Committee was established to modify the current University System account structures to fit with PeopleSoft. The committee, which represented a broad range of institutions within the System, completed its work on schedule by the end of December 1997.
- The software has been demonstrated across the State in various forums.
- The Georgia Institute of Technology and Georgia State University have begun their implementations of the software, working closely with the central System team and the executive steering committee.
- The pilot institution for the System has been identified: DeKalb College. The first group of institutions represented on the project team have also been identified.
- A communications strategy has been established which calls for the creation of a project Web site and a series of listserve (E-mail connections) between and among key players in the project to ensure that issues are addressed on a timely basis with input from appropriate parties.
- With the assistance of DeKalb College, a project team work site at the South Campus has been established to allow for uninterrupted and unimpeded work of the team on this project.
- An implementation partner has been hired who has extensive experience in the software and in working with higher education and other public sector agencies.
- An overall project strategy has been developed.

Fiscal Year 1999 Budget Allocation Process: Dr. Desrochers and Mr. Bowes also presented this update to the Committee. They reported that in the previous month, they completed the annual meetings with each of the 34 institutions in the University System. These budget meetings focused on the institutions' internal redirection plans, their requests for Systemwide redirection funds, their enrollment projections in relation to the targets established by the Board's Comprehensive Plan, their special needs in the area of technology related to the special funding for which the System received \$5 million in the fiscal year 1998 budget and for which it also hopes to receive funding in the fiscal year 1999 budget, their fee proposals for fiscal year 1999, and their use of additional internal revenue generated by tuition increases in graduate and professional programs pursuant to Board policy and as approved in April 1997.

When the legislature completes action on the fiscal year 1999 State budget, Dr. Desrochers' staff will begin formulating its recommendations on System redirection and allocations to bring to the Committee for approval at the April 1998 Board meeting. The staff will also be developing recommendations for tuition and fees. Following the April 1998 meeting, the institutions will prepare their formal budget requests. The staff will review those requests, develop their recommendations, and bring those to the Committee for consideration in June 1998.

## **COMMITTEE ON REAL ESTATE AND FACILITIES**

The Committee on Real Estate and Facilities met on Tuesday, February 10, 1998 at approximately 1:55 p.m. in the Board Room. Committee members in attendance were Chair J. Tom Coleman, Jr., Vice Chair Charles H. Jones, and Regents Thomas F. Allgood, Sr., Kenneth W. Canestra, George M. D. (John) Hunt III, Edgar L. Jenkins, Donald M. Leebern, Jr., and Glenn S. White. Chair Coleman reported to the Board on Wednesday that the Committee had reviewed 12 items, 11 of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

### **1. Naming of Facilities, Georgia College & State University**

Approved: The Board authorized the naming of the ceramics building at Georgia College & State University the “Edward J. Grassmann Ceramics Building” to honor Mr. Edward J. Grassmann.

President Rosemary DePaolo of Georgia College & State University requested that the ceramics building be named the “Edward J. Grassmann Ceramics Building” to honor Mr. Grassmann.

Mr. Edward J. Grassmann’s accomplishments and contributions include the following:

- Mr. Grassmann (1887-1973) purchased the Georgia Kaolin Company in Dry Branch, Georgia in 1927 and later purchased the American Industrial Clay Company in Sandersville, Georgia. The company became the largest kaolin operation in the U.S. and the second largest in the world.
- Mr. Grassmann had many cultural interests but was primarily a lover of land and nature; he established the Lockerly Arboretum Foundation in Milledgeville, Georgia.
- In 1979, Mr. Grassmann established the E. J. Grassmann Trust. Grants are awarded in the areas of secondary and higher education, hospitals and health organizations, environmental conservation, and organizations helping children. Georgia College & State University has received several grants from the trust since 1985.
- The Grassmann Trust donated \$60,000 to the 2,300 sf. Blackbridge Annex Building, which is used for art education and includes kilns, welding processes, and similar operations that were previously located in Blackbridge and Porter Halls.

### **5. Demolition of Building, Columbus State University**

Approved: The Board declared the building at 54 Clearview Circle on the campus of Columbus State University to be no longer advantageously useful to Columbus State University or other units of the University System of Georgia and authorized the demolition and removal of this building.

The Board requested Governor Miller to issue an Executive Order authorizing the demolition and removal of this building from the campus of Columbus State University.



## **COMMITTEE ON REAL ESTATE AND FACILITIES**

### **2. Demolition of Building, Columbus State University (Continued)**

Background: The building is a 1,900 sf., two-story wood frame residence constructed in 1950. The property containing the building was acquired in 1987 at a cost of \$45,000 and was used for a fraternity meeting house. The building has been vacant for approximately one year and is in poor condition. There are major roof leaks, inadequate plumbing and electrical service, and no heating or air-conditioning, and the building cannot be repaired economically.

After demolition, the property will be converted into 30 student parking spaces for the Science Building and the Intellectual Capital Partnership Program (“ICAPP”) Building. The institution will fund the construction of the parking lot.

The demolition will be conducted by public works contract at an estimated cost of \$5,500 using general operating funds.

### **3. Nonexclusive Easement for Utility Installation, Valdosta State University**

Approved: The Board declared an approximately 20' x 1,105' tract of land on the campus of Valdosta State University no longer advantageously useful to Valdosta State University or other units of the University System of Georgia but only for the purpose of allowing this land to be used under the terms of a nonexclusive easement by the City of Valdosta to install, inspect, operate, and maintain a sanitary sewer line.

The Board authorized the execution of a nonexclusive easement with the City of Valdosta covering the above-referenced tract of land for the installation, inspection, operation, and maintenance of a sanitary sewer line.

The Board also declared two approximately 15' x 1,105' tracts of land on either side of the 20' x 1,105' tract on the campus of Valdosta State University no longer advantageously useful to Valdosta State University or other units of the University System of Georgia but only for the purpose of allowing this land to be used under the terms of a temporary easement for the period of construction by the City of Valdosta to install a sanitary sewer line.

The Board authorized the execution of a temporary easement with the City of Valdosta covering the above-referenced tracts of land for the period of construction for the installation of a sanitary sewer line.

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

Background: The City of Valdosta currently has an easement through this area of the campus for a sewer line. The current line is in poor condition and needs to be replaced with a new line. However, relocation of the line in lieu of replacement of the existing line is the solution preferred by the campus to minimize disturbance to existing landscaping and vegetation. When construction of the new line is completed by the City of Valdosta, the existing easement will be terminated.

## **COMMITTEE ON REAL ESTATE AND FACILITIES**

### **3. Nonexclusive Easement for Utility Installation, Valdosta State University** (Continued)

This segment of the proposed sewer line is part of an overall sewer rehabilitation program for the two-mile branch trunk sewer outfall and will restore the structural integrity of the system and increase the overall capacity of the system.

### **4. Appointment of Architect, Project No. I-9, "School of Architecture Building Expansion," Southern Polytechnic State University**

Approved: The Board appointed the first-named architectural firm listed below for Project No. I-9, "School of Architecture Building Expansion," Southern Polytechnic State University.

Project Description: 78,000 gsf. classroom/studio building, including 5 classroom/studio spaces, 2 distance learning classrooms, 1 lecture hall, 2 classroom laboratories (dry labs), 18 faculty offices, 8 administrative offices, together with 4 technology support areas and 1 multi-media lab.

Total Project Cost	\$12,836,000
Construction Cost (Stated Cost Limitation)	\$10,153,000
A/E (fixed) Fee	\$623,700

Number of A/E firms that applied for this commission: 58

Recommended A/E design firms in rank order:

1. Heery International, Inc. of Atlanta
2. Thompson, Ventulett, Stainback & Associates, Inc. of Atlanta
3. IPG, Inc. Architects & Planners of Valdosta, in association with Taller de Enrique Norten of Mexico City.

### **5. Appointment of Architect, Project No. I-10, "Instructional Complex," Gordon College**

Approved: The Board appointed the first-named architectural firm listed below for Project No. I-10, "Instructional Complex," Gordon College.

Project Description: 102,400 gsf. classroom/lab/study/office building, including 23 standard classrooms, 8 class laboratories, 4 lecture halls, 23 faculty offices and 45 other spaces including library study areas, lab prep, audio visual, and support areas.

Total Project Cost	\$15,050,000
Construction Cost (Stated Cost Limitation)	\$12,124,000
A/E (fixed) Fee	\$727,700

Number of A/E firms that applied for this commission: 58

## **COMMITTEE ON REAL ESTATE AND FACILITIES**

### **5. Appointment of Architect, Project No. I-10, "Instructional Complex," Gordon College** (Continued)

Recommended A/E design firms in rank order:

1. Manley Spangler Smith Architects of Griffin
2. Ellis, Ricket & Associates Architects of Valdosta
3. SP Design Group of Macon

### **6. Rental Agreement, 575 14<sup>th</sup> Street, Georgia Institute of Technology**

Approved: The Board authorized the execution of a rental agreement between the Institute of Paper Science and Technology, as landlord, and the Board of Regents, University System of Georgia, as tenant, covering 13,406 sf. of space (10,907 sf. of office space and 2,500 sf. of laboratory space) located at 575 14<sup>th</sup> Street, Atlanta, Georgia, for the period April 1, 1998 through June 30, 1998 at a monthly rental of \$12,214.17 (\$146,570 per year/\$10 per sf. per year for office and \$15 per sf. per year for laboratory), plus \$7,820.75 per month (\$93,849 per year/\$7 per sf. per year for office and \$7 per sf. per year for laboratory) for operational costs, with the option to renew on a year-to-year basis for four consecutive one-year periods for the use of the Georgia Institute of Technology at the same rental subject to an annual CPI adjustment not to exceed 5%.

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

Background: The facility is a 107,600 sf. single-story office/laboratory building located at 14<sup>th</sup> Street and Northside Drive which was purchased and remodeled by the Institute for Paper Science and Technology when it moved to Atlanta from Wisconsin.

The space will be occupied by the Office of Food Industry Programs ("OFIP") and the Intelligent Machines Branch ("IMB") of the Georgia Tech Research Institute.

OFIP and IMB are being moved out of the Callaway Manufacturing Research Center to make room for expanding electronic manufacturing research projects in the building. The leasing of space in this facility is an interim solution (approximately four years) while a long-term solution is being developed with a possible funding mechanism through the State Traditional Industries Program.

There is no other available space on campus or in University System of Georgia facilities within the area that will meet the needs of the Georgia Institute of Technology and this program.

### **7. Authorization of Project, "Renovation and Addition to the Turner Continuing Education Center," Columbus State University**

Approved: The Board authorized project "Renovation and Addition to the Turner Continuing Education Center," Columbus State University with a total project budget of \$1,400,000, funded with a \$750,000 grant from the Bradley Turner Foundation and \$650,000 from the Columbus State University Foundation.

## **COMMITTEE ON REAL ESTATE AND FACILITIES**

**7. Authorization of Project, “Renovation and Addition to the Turner Continuing Education Center,” Columbus State University (Continued)**

Background: The project consists of the addition of a 5,200 sf. banquet hall and connector to the existing 35,000 sf. continuing education center. Proposed renovations include updating and altering the existing conference rooms, kitchen, lecture hall, and lobby/exhibition areas. This project includes work on the first floor only.

The project will encompass 5,200 sf. of new construction at \$101/sf. construction cost and 10,600 sf. of renovation work at \$56/sf. The total estimated construction cost is \$1,120,000.

The building was constructed in 1974 and has had no significant renovation.

Since the project was approved, Columbus State University, in conjunction with Board of Regents staff, will proceed with the selection of an architectural consultant.

**8. Authorization of Project No. BR-30-9804, “Renovation of Harrison Residence Hall,” Georgia Institute of Technology**

Approved: The Board authorized Project No. BR-30-9804, “Renovation of Harrison Residence Hall,” with a total project budget of \$1,758,000 from Georgia Institute of Technology Department of Housing funds.

Background: The Georgia Institute of Technology’s post-Olympic housing renovation plan identifies 23 existing buildings for renovation/renewal. Twenty-two of the 23 buildings are over 25 years old; of those, 9 are 50 years or older. The 11 buildings in the worst condition received major renovations prior to the Olympics. Building condition, schedule, and funding considerations dictated that the remaining 12 buildings receive only cosmetic upgrades prior to the Olympics.

The post-Olympic housing renovation program assumes that approximately one building a year will be renovated through fiscal year 2008, except fiscal year 1999 (due to semester conversion).

Of the 12 remaining buildings, Harrison Hall, built in 1938, is in the worst condition, and it will be the first of the major post-Olympic renovation projects.

The project will renovate this 29,300 sf. building, including mechanical, plumbing, electrical, and interior finishes replacement. The existing room style and ancillary area configuration will not be altered.

The total project cost is \$1,758,000 from Georgia Institute of Technology Department of Housing funds. The estimated construction cost is \$1,168,000 (\$40/sf.)

Since this project was approved, the Board of Regents staff, in conjunction with the Georgia Institute of Technology, will proceed with the design of this project with professional engineering consultants.

## **COMMITTEE ON REAL ESTATE AND FACILITIES**

### **8. Authorization of Project No. BR-30-9804, "Renovation of Harrison Residence Hall," Georgia Institute of Technology (Continued)**

The Georgia Tech Housing Plan prepared in 1992 for the Olympics included new construction, major renovations of less than half of existing residence halls, and cosmetic upgrades of the remaining residence halls. The plan assumed that those residence halls receiving only cosmetic upgrades would be renovated after the Olympics. That basic plan is still valid and is being updated in the preparation of a new Student Housing Comprehensive Plan, as required by the new Board of Regents policy. The new plan is in progress and is expected to be finished in May 1998, as required.

### **9. Authorization of Project No. BR-69-9804, "Renovation of Hill Hall," Savannah State University**

Approved: The Board authorized Project No. BR-69-9804, "Renovation of Hill Hall," Savannah State University, with a total project budget of \$1,250,000 using a grant from the United Negro College Fund, Inc.

Background: This project will be Phase I of a three-phase project for the renovation of this 27,069 sf. building. The estimated cost of subsequent phases will be determined upon development of pricing documents.

Hill Hall is a three-story building which was built in 1901, is on the National Register of Historic Places, and is the oldest structure on the Savannah State University campus.

The first phase of the project will include selective demolition, restoration of building envelope, and some upgrade of mechanical, plumbing, and electrical infrastructure at a cost of \$37/sf. The subsequent phases will install interior partitions, ceiling, lights, plumbing fixtures, and interior finishes.

When renovated, the building will house Continuing Education and Student Support Services.

Since the project was approved, the Board of Regents staff, in conjunction with Savannah State University, will proceed with the implementation of this project, including the selection of an architectural firm to prepare a phasing/funding plan and the design of this project.

### **10. Intergovernmental Agreement, University System of Georgia Research Island, Skidaway**

Approved: The Board approved an intergovernmental agreement between the Board of Regents, Savannah Economic Development Authority ("SEDA"), and the Georgia Department of Industry, Trade, and Tourism ("GDITT") for the 50-year lease and economic development of approximately 100 acres of a 600-acre portion of property that the Board owns on Skidaway Island. That portion of property is referred to and is known as the University System of Georgia Research Island at Skidaway. The full Board convened briefly on Tuesday, February 10, 1998 to approve this item in time for its signing ceremony, which took place on Tuesday at 4:30 p.m. in the Board Room. Participants who signed the agreement included Governor Zell Miller, Chancellor Portch, GDITT Commissioner Randolph B. Cardoza, and SEDA President and Chief Executive Officer Richard D. Knowlton. On Wednesday, February 11, 1998, in its regular session, the full Board confirmed this approval.

## **COMMITTEE ON REAL ESTATE AND FACILITIES**

### **10. Intergovernmental Agreement, University System of Georgia Research Island, Skidaway**

(Continued)

The Board also authorized an ongoing process whereby the Committee on Education, Research, and Extension will review recommendations from the Skidaway Advisory Committee\* to locate business organizations meeting the agreed-upon covenants on the University System of Georgia Research Island at Skidaway and would authorize SEDA to enter into subleases with such business organizations. Recommendations of the Committee on Education, Research, and Extension would be approved by the Board.

*\*Composed of the Senior Vice Chancellor for Academic Affairs; Senior Vice Chancellor for Capital Resources; President of SEDA; Commissioner of Georgia Department of Industry, Trade & Tourism; a vice president for research designated by the Senior Vice Chancellor for Academic Affairs; and the Assistant Vice Chancellor for Development & Economic Services (as a nonvoting member and staff).*

Background: At the December 1996 Board meeting, a presentation was made regarding potential economic development of Board-owned property on Skidaway Island. Subsequently, the Board adopted “covenants” concerning academic, economic, environmental, and facility and grounds restrictions which would guide the further development of the island. The action taken at this meeting fulfills the goals established at that meeting.

Board of Regents staff, in concert with the Office of the Attorney General, has negotiated with SEDA to enter into an intergovernmental agreement wherein SEDA will market the University System of Georgia Research Island at Skidaway; be responsible for the management, development, and fiscal support of the island; and enter into subleases with appropriate business organizations.

The intergovernmental agreement and covenants establish types of research-related business organizations that will be considered for occupancy. The review process ensures that the Board of Regents has the right to refuse occupancy of any inappropriate business organizations.

#### **11. Delegation of Authority for Projects**

Approved: The Board revised the Board policy regarding the delegation of authority to execute certain instruments as follows:

That the Chancellor, Senior Vice Chancellor for Capital Resources or the Vice Chancellor for Facilities of the Board be authorized to act, without prior approval of the Board, as the contracting officer for and on behalf of the Board of Regents with authority to act for the Board in the execution of construction contracts, change orders to construction contracts, and contracts for professional services, and the selection of architects and engineers and execution of architectural/engineering contracts for the preparation of plans for new buildings or engineering projects, major remodeling, allocation of Rehabilitation Funds, and other projects, except routine maintenance in the University System of Georgia; provided, however, that the authority so delegated shall not exceed the sum of ~~\$500,000~~ \$1,000,000 for any one contractual obligation.

#### **COMMITTEE ON REAL ESTATE AND FACILITIES**

#### **11. Delegation of Authority for Projects** (Continued)

Background: The contractual limits of the former policy of the Board, allowing the Chancellor, or the then Vice Chancellor for Facilities to approve and execute contracts up to \$500,000, were set by

resolution adopted by the Board at its April 1992 meeting. The preceding action by the Board, revising its policy to raise the approval and contract limits, will compensate for inflation and increasing workload since April 1992 and will allow the Office of Facilities to expedite projects. Amending the April 7 and 8, 1992 resolution of the Board to allow delegation of certain projects first to the Chancellor, Senior Vice Chancellor for Capital Resources, or Vice Chancellor for Facilities and, in turn, to the institution will help alleviate the workload in the Office of Facilities and will give institutions greater ability for completing future projects on time and within budget.

For the first 12 months of the newly adopted policy on delegation of authority relating to construction projects, the Office of Capital Resources shall provide monthly reports to the Committee on Real Estate and Facilities on the projects which are authorized and undertaken between \$500,000 and \$1 million (as allowed under the new policy). Also, staff of the Office of Capital Resources will do a spot check performance review.

## **12. Information Item: Dalton College Master Plan**

Dalton College and the Office of Facilities proposed a master plan for future development of the campus, which President James A. Burran presented to the Board. Consultants reviewed five-year enrollment targets, the strategic plan, academic programs, support programs, peer institutions, and other variables. They met with the administration, faculty, students, and community leaders to receive input and then presented 5- and 15-year options for academic programs, facilities, parking/traffic patterns, student/pedestrian patterns, and campus beautification. The master plan addressed the following major issues of the institution:

- Provides for anticipated growth, despite current physical boundaries
- Creates enhanced economic development potential
- Develops a more collegiate image

## **COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION**

The Committee on Education, Research, and Extension met on Tuesday, February 10, 1998 at approximately 3:00 p.m. in the Board Room. Committee members in attendance were Chair Edgar L. Rhodes, Vice Chair David H. (Hal) Averitt, and Regents Shannon L. Amos, Juanita P. Baranco, A. W. "Bill" Dahlberg, and Hilton H. Howell, Jr. Chair Rhodes reported to the Board on Wednesday that the Committee had reviewed 14 items, 11 of which required action. Additionally, 125 appointments were reviewed and recommended for approval. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

### **1. Economic Development of the Skidaway Institute of Oceanography**

Approved: The Board approved the economic development of the University System of Georgia Research Island at Skidaway in conjunction with an agreement between the Board of Regents, Savannah Economic Development Authority ("SEDA"), and the Georgia Department of Industry, Trade, and Tourism. The plan consists of a 50-year lease and development of a 100-acre portion of property.

The Committee on Education, Research, and Extension requested authorization to review recommendations from the Skidaway Advisory Committee to locate business organizations meeting the agreed-upon covenants and to authorize SEDA to enter into subleases with such business organizations. These recommendations will be approved by the Board of Regents.

### **2. Establishment of a Major in Exercise and Health Science Under the Existing Bachelor of Science Degree, Kennesaw State University**

Approved: The Board approved the request of President Betty Siegel that Kennesaw State University be authorized to offer the major in exercise and health science under the existing bachelor of science degree, effective February 11, 1998.

Abstract: The health and wellness of America's population and the movement toward managed care in the nation's health care system have prompted a strong emphasis on disease prevention and fitness enhancement. Consequently, the exercise, recreation, and health promotion industry has grown rapidly in response to these societal needs. The national trend in the health, physical education and sport science profession is to establish separate teaching certification and major programs (P-12) and nonteaching programs. The restructuring of the existing nonteaching health and sport science track of the health and physical education major into an exercise and health science major program reflects national patterns of career preparation in this field.

Need: The number of facilities in Georgia employing graduates from a formalized fitness/health-related program has increased by approximately 200% over the last decade (Collins, Butler, Boyd; *GAHPERD Journal*, 31 (2), 28-32, 1997). Exercise, health, and recreational programs have blossomed at various sites, including private clubs, recreation centers, corporations, hospital/clinics, retirement villages, resorts/hotels, and children's programs. In 1992, the U.S. Department of Health and Human Services conducted its second national survey of work site health promotion activities. Eighty-one percent of work sites had one or more health promotion programs compared with 66% in 1985 (DeJoy and Wilson, 1995). One-fifth of the companies currently without health promotion programs are planning or considering implementing one (Wellness Councils of America, 1994). As the health and fitness industry booms, so does the need for people

trained with specialized skills in this content area. The health/fitness specialist has been labeled as a "top

## **COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION**



## **2. Establishment of a Major in Exercise and Health Science Under the Existing Bachelor of Science Degree, Kennesaw State University (Continued)**

career for the 21st century” (LaPlante, 1997). Excerpts from *Occupational Outlook Quarterly*, summer 1995, state that fitness personnel positions in health clubs include aerobics instructors, sports instructors, personal trainers, aerobics directors, and fitness directors. Over half of the number of current majors (209) are already pursuing a course of study that does not lead to P-12 teacher certification.

**Objectives:** The specific objectives of the program include preparing fitness specialists trained in exercise programming and prescription to meet the needs within the fitness industry; preparing specialists in health promotion with skills to meet that aspect of the health care industry targeting prevention and lifestyle enhancement; and preparing students with the skills to meet the needs of the growing industry. The exercise and health science major will combine the knowledge and skills of the exercise science field with that of health promotion and recreational administration.

**Curriculum:** The exercise and health science major program is designed for students seeking academic preparation in exercise, fitness, and health not leading to teacher licensure. The 120-semester-hour program will be housed within the Department of Health, Physical Education, and Sport Science, which is located in the Bagwell College of Education. Within the major, students can choose tracks in exercise specialist, health promotion, or fitness/recreation administration. The exercise specialist concentration prepares students to become exercise leaders in the fitness profession. The health promotion concentration prepares students to organize and deliver health promotion programs in private, public, or corporate wellness programs. The fitness/recreation administration concentration prepares students to work in a broad array of fitness/ recreational, sport administration organizations.

**Projected Enrollment:** It is anticipated that for the first three years of the program, student enrollment will be 223, 233, and 250.

**Funding:** Kennesaw State University will initiate and maintain this program through the reallocation of existing funds. No new State allocation is requested.

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

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

### 2. Establishment of a Major in Exercise and Health Science Under the Existing Bachelor of Science Degree, Kennesaw State University (Continued)

#### KENNESAW STATE UNIVERSITY

Major in Exercise and Health Science Under the Existing Bachelor of Science Degree  
Sample Program of Study

	<u>Semester Credit Hours</u>
General Education (Areas A - E)	42
<b>Specific Area F Requirements for this Major</b>	<b>18</b>
HPS 2100 Introduction to Exercise and Health Science	3
BIOL 2221 Anatomy and Physiology I	3
BIOL 2222 Anatomy and Physiology II	3
COM 1290 Public Speaking	3
HPS 2090 Exercise Leadership	3
HPS 1530 Water Aerobics	1
HPS 1570 Walk/Jog for Fitness	1
HPS 1850 Advanced Strength/Aerobic Training	1
<b>Major Requirements</b>	
<b>Exercise and Health Science Core:</b>	<b>27</b>
HPS 3240 Physical Activity and Health Promotion for Older Adults	3
HPS 3300 Personal Health Behaviors	3
HPS 3850 Health Promotion Program Planning	3
HPS 4300 Physiology of Exercise	3
HPS 4350 Fitness Evaluation and Exercise Prescription	3
HPS 4750 Exercise and Health Science Internship	12
<b>Concentration Area: Select one of the following concentrations.</b>	<b>21</b>
<u>Exercise Specialist</u>	
BISM 2100 Business Information Systems	3
HPS 3100 Social/Psych Aspects of Sport and Physical Education	3
HPS 3200 Motor Learning	3
HPS 3800 Biomechanics	3
HPS 4150 Nutrition and Physical Activity	3
HPS 4270 Research Methods	3
HPS 4730 Seminar in Exercise and Health Science	3
<u>Health Promotion</u>	
HPS 3250 Family Health Issues	3
HPS 4150 Nutrition and Physical Activity	3
HPS 4200 Contemporary Health Issues	3
HPS 4270 Research Methods <b>OR</b> HPS 3800 Biomechanics	3
HPS 4600 Health Promotion Applications	3
HPS 4730 Seminar in Exercise and Health Science	3
MKT 3700 Marketing	3

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

### 2. Establishment of a Major in Exercise and Health Science Under the Existing Bachelor of Science Degree, Kennesaw State University (Continued)

**KENNESAW STATE UNIVERSITY**

Major in Exercise and Health Science Under the Existing Bachelor of Science Degree  
Sample Program of Study  
(Continued)

	<u>Semester Credit Hours</u>
<u>Fitness/Recreation Administration</u>	
HPS 3050 Coaching Principles	3
HPS 3100 Social/Psych Aspects of Sport and Physical Education	3
HPS 4370 Sport Facility Design and Management	3
HPS 4390 Leadership and Management in Sport Organization	3
HPS 4710 Senior Sport Management Seminar	3
MKT 4870 Sport Marketing	3
Select three (3) Activities from 1000 level activities: _____	3
<b>Free Electives</b>	<b>12</b>
<b>Total Program Hours</b>	<b>120, plus physical education requirement</b>

**3. Establishment of a Master of Science in Biological Engineering Degree, the University of Georgia**

Approved: The Board approved the request of President Michael F. Adams that the University of Georgia be authorized to offer the master of science in biological engineering degree, effective February 11, 1998.

Abstract: In order to meet the engineering and design challenges of biological discoveries and to support the university's established biotechnology thrust consistent with its strategic goals, a graduate curriculum is proposed at the master's degree level that formally structures an interface between engineering and the biological sciences. This interface is best achieved by creating a master of science in biological engineering within the Department of Biological and Agricultural Engineering. Students in the master of science program will acquire advanced knowledge from the physical sciences for support and development of more conventional industries. Graduates of this program will comprehend recent discoveries in the biological sciences and be able to apply them to processes in biotechnological industries.

Need: The *Report on National Biotechnology Policy* states that, because of the pervasive role of biologically produced substances in our society, biotechnology has the potential to surpass the computer industry in size and importance. Although medicine will remain a central theme, Monsanto and DuPont are investing millions of dollars in agricultural biotechnology in efforts to develop new crops with enhanced commercial attributes and to devise biological methods that safely and more effectively apply chemicals. According to the American Society of Engineering Education, the estimated number of job openings for biological engineering is about 2,500 per year for the next ten years. The *New Development in Biotechnology: U.S. Investment in Biotechnology* report indicates that severe shortages of bioprocess engineers could develop as more biotechnology products reach the latter stages of commercialization. Although current and future demands exist for biological engineering, only 22 U.S. institutions have biotechnological engineering master's degree programs that are not biomedically oriented (Source: *Directory of Engineering Graduate Studies and Research*, American Society of Engineering Education).

**COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION**

**3. Establishment of a Master of Science in Biological Engineering Degree, the University of Georgia**

(Continued)

Objectives: The objectives of the proposed master of science in biological engineering are to provide students with the educational opportunity for scholarship and independent research in biological engineering at the master's degree level, to provide the broad biological industries and government agencies with professionals who have the knowledge to ensure viability and growth in the biotechnology industry, and to create an intellectual environment that will encourage increased teaching and research efforts among faculties of engineering and the biological sciences. Students with a background in complementary biological science fields, such as veterinary medicine, pharmacy, or one of the biological or physical sciences, will be targeted for admission into this program.

Curriculum: The master of science in biological engineering will be housed in the Department of Biological and Agricultural Engineering, which is located in the College of Agricultural and Environmental Sciences. The curriculum will require 30 semester hours of credit and 6 hours of thesis research. The program will concentrate on the biological engineering concerns associated with the plant and the nonhuman animal sciences and health.

The proposed program will prepare students to fill positions involving protein engineering, industrial fermentation, cell culture process engineering, and filtration engineering. The program differs from the master's in bioengineering program at the Georgia Institute of Technology ("GIT") because the GIT program has a biomedical focus and course work is combined with training in biomedical research. The University of Georgia program will have an agricultural focus. Course work at GIT involves stress analysis, medical imaging systems, biomedical instrumentation, and visualization techniques for science and engineering. Courses taught at the University of Georgia will include prokaryotic biology, plant physiology, and the engineering and design of biological processes.

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 10, 10, and 15.

Funding: The University of Georgia will initiate and maintain this program through the reallocation of existing funds. No new State allocation is requested.

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

**COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION**

**3. Establishment of a Master of Science in Biological Engineering Degree, the University of Georgia**

(Continued)

**THE UNIVERSITY OF GEORGIA**  
Master of Science in Biological Engineering Degree  
Sample Program of Study

		<u>Semester Credit Hours</u>
<b><u>Required Courses: (6 hours)</u></b>		
ENGR 6910	Research Methods	2
ENGR 8950	Graduate Seminar	1
ENGR 6220	Statistical Methods II	3
<b><u>Biological Science Courses: (9 hours)</u></b>		
MIBO 6090	Prokaryotic Biology	3
BCMB 6010	Biochemistry and Molecular Biology I	3
BTNY 6830	Plant Physiology	3
<b><u>Other Courses: (15 hours)</u></b>		
MATH 6500	Numerical Analysis I	3
MATH 6510	Numerical Analysis II	3
ENGR 6510	Eng. and Design of Biological Processes I	3
CRSS 6610-6610L	Soil Microbiology	3
Research		3
Thesis		6
<b>TOTAL</b>		<b>36</b>

**4. Establishment of a Major in Criminal Justice Under the Existing Master of Science Degree, Valdosta State University**

Approved: The Board approved the request of President Hugh C. Bailey that Valdosta State University be authorized to offer the major in criminal justice under the existing master of science degree, effective February 11, 1998.

Abstract: For the Georgia justice system to meet its present and future challenges, it is crucial that the State derive maximum benefit from each dollar spent in crime control. The most efficient and cost-effective means for Georgia to fulfill its responsibilities is to provide criminal justice agencies with adequately educated practitioners, administrators, and researchers.

**COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION**

**4. Establishment of a Major in Criminal Justice Under the Existing Master of Science Degree, Valdosta State University** (Continued)

Need: A needs assessment conducted by the Valdosta State University Office of Institutional Research and Planning found that a statewide demand of 493 criminal justice graduates will be required, while a total of 34 students will be needed in the Valdosta service region. During the fall 1995 term, 200 graduates of the baccalaureate criminal justice program were surveyed. The survey showed that 66.6% of the respondents indicated they would enroll in a master of science in criminal justice degree program at Valdosta State University. Alternatively, 77.8% believed the master of science in criminal justice degree would make them more employable and competitive and 69% believed the degree would increase the professionalism of criminal justice practitioners. Students will be qualified for local (i.e., correctional administrators, security professional, and private investigators), State (i.e., Georgia Bureau of Investigations, child protection officer, and court service officer) and federal positions (i.e., Federal Bureau of Investigation, U.S. Armed forces intelligence officers, and U.S. Marshall's service).

Objectives: Criminal justice professionals are increasingly required to be more knowledgeable about the nature of crime and criminal behavior, technologically advanced law enforcement techniques, and innovative rehabilitation methods. Criminal justice practitioners must have skills in research and planning, as the administration of criminal justice agencies is increasingly complex and demanding.

Curriculum: The proposed master of science degree with a major in criminal justice will be a thesis/nonthesis master's degree program comprised of 30 semester hours. Four of the courses (12 semester hours) will be graduate-level criminal justice courses, four (12 semester hours) will be graduate criminal justice elective courses, and two (six semester hours) will be thesis research and thesis hours. Two (six semester hours) may be elective graduate courses outside but related to the field of criminal justice, if approved by the student's graduate committee. Students must pass a written comprehensive examination over all core course work. Students must take the comprehensive before registering for CRJU 7799 (thesis).

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 40, 40, and 42.

Priority: Valdosta State University has placed this proposal high on its list of institutional priorities.

Funding: Valdosta State University will redirect resources to implement this program.

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

## **COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION**

### **4. Establishment of a Major in Criminal Justice Under the Existing Master of Science Degree, Valdosta State University (Continued)**

**VALDOSTA STATE UNIVERSITY**  
Master of Science Degree With a Major in Criminal Justice  
Sample Program of Study

**Required Criminal Justice Core Courses (12 Semester Hours):**

CRJU 7700: Seminar in The Criminal Justice System  
CRJU 7710: Applied Statistics for Criminal Justice Research  
CRJU 7711: Advanced Research Methods for Criminal Justice  
CRJU 7720: Advanced Criminological Theory

**Elective Criminal Justice Courses (12 Semester Hours for the Thesis Option or 18 Semester Hours for the Nonthesis Option):**

CRJU 6644: Classification of Criminal Behavior  
CRJU 6647: Correctional Therapies  
CRJU 7701: Advanced Comparative Criminal Justice Systems  
CRJU 7705: Seminar in Law Enforcement  
CRJU 7707: Seminar in Juvenile Justice  
CRJU 7740: Seminar in Criminal Law and Procedure  
CRJU 7780: Selected Topics (May be taken for 3 to 6 semester hours of credit)  
CRJU 7795: Independent Study  
CRJU 7796: Internship  
CRJU 7799: Thesis

### **5. Reorganization of the Administrative Organizational Structure, the University of Georgia**

Approved: The Board approved the request of President Michael F. Adams of the University of Georgia to approve a new administrative organizational structure, effective February 11, 1998.

The new administrative structure will streamline reporting lines and will result in a holistic approach to serving the needs of the University of Georgia's students. President Adams explained that the reorganization will enable him to perform his duties in a more effective and efficient manner. In an effort to make the university's administrative structure operative for the academic mission and understandable to supporting constituencies, the proposed plan will vest administrative responsibility in three senior vice presidents, each of whom would report directly to the president. The senior vice presidents will include a Senior Vice President for Academic Affairs and Provost, a Senior Vice President for Finance and Administration, and a Senior Vice President for External Affairs.

Reporting to the Senior Vice President for Academic Affairs and Provost will be a Vice President for Research and Associate Provost, a Vice President for Public Service and Outreach and Associate Provost, and a Vice President for Student Affairs. This structure will also include an Associate Provost for Instruction.

## **COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION**

### **5. Reorganization of the Administrative Organizational Structure, the University of Georgia** (Continued)

Reporting to the Senior Vice President for Finance and Administration will be an Associate Vice President for Human Resources, Directors of Public Safety, the Physical Plant, and University Architects and Facilities Planning.

Reporting to the Senior Vice President for External Affairs will be an Executive Director of Development, an Executive Director of Alumni Relations, a Vice President for Government Relations, and a Director of Special Events. The new position of Vice President for Strategic Planning and Public Affairs will also report to the Senior Vice President for External Affairs.

In addition to the three senior vice presidents and personal staff, the following individuals will report directly to the president: Vice President for Legal Affairs, the Director of Athletics, the Director of EEO/Affirmative Action, and the Director of Internal Audit.

### **6. Reorganization of the College of Pharmacy: Merging Five Departments Into Two Units, the University of Georgia**

Approved: The Board approved the request of President Michael F. Adams of the University of Georgia to merge five departments into two departments within the College of Pharmacy, effective February 11, 1998.

The College of Pharmacy assessed whether the merging of five departments into two units would provide a more efficient and responsive organizational structure and would assist in moving the college into the next century. The reorganization was requested because the current five-department model does not reflect how the University of Georgia is teaching the undergraduate curriculum. Critical mass problems with tenure and promotion committees, budget flexibility, and the ability to focus resources in the most productive areas are resultant of the small size of the college. The former organizational structure was drawn along classical disciplines rather than professional pharmacy issues. Additionally, the former structure limited the college's ability to be responsive to its mission in teaching, research, and service.

The reorganization allows the College of Pharmacy to respond to national trends. Increased collaboration and the reallocation of resources will permit the College of Pharmacy to focus on strategic success. The Medical College of Georgia was used as a consultant in assessing the change in organizational structure. Teaching, research, graduate education, annual review, and promotion and tenure were the criteria used when evaluating various models. The reorganization was endorsed by the faculty.

### **7. Reorganization of Academic Units Involving Teacher Education and Physical Education, Macon State College**

Approved: The Board approved the request of President David A. Bell of Macon State College to reorganize the academic units involving the Division of Social Sciences and the Division of Nursing and Health Sciences, effective February 11, 1998.



## **COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION**

### **7. Reorganization of Academic Units Involving Teacher Education and Physical Education, Macon State College** (Continued)

Macon State College proposed to move teacher education to the Division of Social Sciences and physical education to the Division of Nursing and Health Sciences. The change abolishes the Department of Education, which is too small to function efficiently.

### **8. Establishment of the Curtis G. Hames, M.D. Endowed Chair for the Department of Family Medicine, Medical College of Georgia**

Approved: The Board approved the request of President Francis J. Tedesco of the Medical College of Georgia to establish the Curtis G. Hames, M.D. Endowed Chair for the Department of Family Medicine, effective February 11, 1998.

Dr. Hames, a 1944 graduate of the Medical College of Georgia School of Medicine, researched the "Stroke Belt" during his career as a rural family practitioner. During his 50-year tenure in Claxton, Georgia, Dr. Hames was principal investigator of the Heart Research Program for the Evans County Health Department. The project was a national effort to help ascertain why a region of the Southeast, falling largely along the fault line in Georgia and South Carolina, was at a high risk for coronary disease and stroke.

Dr. Hames has been a strong supporter of the Medical College of Georgia, and the endowed chair would recognize his significant contributions. The Medical College of Georgia Foundation has \$600,000 on deposit in an endowment for this chair. Several individuals and foundations contributed to the fund, including Dr. and Mrs. Curtis G. Hames, the late Mr. Gerry Achenbach, Mr. and Mrs. Jimmy Crockett, the Biological Research Institute, the Pepsico Foundation, and the Piggly Wiggly Southern Foundation.

### **9. Termination of the Major in Social Science Education/Behavioral Science Under the Existing Bachelor of Science in Education Degree, the University of Georgia**

Approved: The Board approved the request of President Michael F. Adams of the University of Georgia to terminate the major in social science education/behavioral science under the existing bachelor of science in education, effective February 11, 1998.

The Department of Social Science Education wishes to terminate the major in social science education/behavioral science under the bachelor of science in education degree. The program has been inactive since the mid 1980s. The Georgia Department of Education ceased approving teacher education programs that prepared teachers for behavioral sciences certification. When the College of Education requested approval of its teacher certification programs by the Georgia Professional Standards Commission during the last National Council for Accreditation of Teacher Education/Professional Standards Commission review, behavioral sciences was not included as a certification area.

No students are currently matriculating through the program, and none will be admitted. The termination of this major will not adversely impact faculty, because other majors, such as geography, political science, and history, will remain active.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

### 10. Termination of the Major in Church Music Under the Existing Bachelor of Music Degree, the University of Georgia

Approved: The Board approved the request of President Michael F. Adams of the University of Georgia to terminate the major in church music under the existing bachelor of music degree, effective February 11, 1998.

Because of the history of low enrollment in this major, the School of Music requests the termination of the major in church music under the existing bachelor of music degree. Currently, one student is pursuing this major and will be given until the end of spring semester 2000 to graduate. No other students are enrolled in the program, and no other students will be allowed to enter the program.

### 11. Administrative and Academic Appointment and Personnel Actions, Various System Institutions

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

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

(A) MEDICAL COLLEGE OF GEORGIA

SMITH, HAROLD G.: ASSOCIATE PROFESSOR EMERITUS OF PHYSICAL THERAPY, DEPARTMENT OF PHYSICAL THERAPY, SCHOOL OF ALLIED HEALTH SCIENCES, EFFECTIVE JAN 14, 1998.

(B) UNIVERSITY OF GEORGIA

MCFEELY, WILLIAM S.: ABRAHAM BALDWIN PROFESSOR OF HUMANITIES EMERITUS, DEPARTMENT OF HISTORY, FRANKLIN COLLEGE OF ARTS AND SCIENCES, EFFECTIVE FEB 11, 1998.

YOUNGNER, ALVA HAYNES: PROFESSOR EMERITA, DEPARTMENT OF HOUSING & CONSUMER ECONOMICS, COLLEGE OF FAMILY AND CONSUMER SCIENCES, EFFECTIVE JAN 1, 1998.

(C) GEORGIA SOUTHERN UNIVERSITY

BISHOP, T. PARKER: PROFESSOR EMERITUS OF MIDDLE GRADES AND SECONDARY EDUCATION, DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION, COLLEGE OF EDUCATION, EFFECTIVE APR 1, 1998.

ELLAISSI, BOBBIE RUTH S.: ASSOCIATE PROFESSOR EMERITA OF MIDDLE GRADES AND SECONDARY EDUCATION, DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION, COLLEGE OF EDUCATION, EFFECTIVE APR 1, 1998.

(D) ARMSTRONG ATLANTIC STATE UNIVERSITY

HUDSON, ANNE L.: PROFESSOR OF MATHEMATICS EMERITA, DEPARTMENT OF MATHEMATICS, COLLEGE OF ARTS AND SCIENCES, EFFECTIVE FEB 1, 1998.

HUDSON, SIGMUND N.: PROFESSOR OF COMPUTER SCIENCE EMERITUS, DEPARTMENT OF MATHEMATICS, COLLEGE OF ARTS AND SCIENCES, EFFECTIVE FEB 1, 1998.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

### 11. Administrative and Academic Appointment and Personnel Actions, Various System Institutions (Continued)

CONFERRING OF EMERITUS STATUS (CONTINUED):

(E) AUGUSTA STATE UNIVERSITY

WILLIAMS, ROSCOE: DEAN EMERITUS OF STUDENTS, EFFECTIVE FEB 11, 1998.

(F) CLAYTON COLLEGE & STATE UNIVERSITY

BROWN, JUDY C.: DEPARTMENT HEAD EMERITA OF LEARNING SUPPORT, PROFESSOR EMERITA OF ENGLISH, DEPARTMENT OF LEARNING SUPPORT, SCHOOL OF ARTS AND SCIENCE, EFFECTIVE MAR 1, 1998.

(G) SOUTHERN POLYTECHNIC STATE UNIVERSITY

TRAVIS, HARRIS T.: VICE PRESIDENT EMERITUS, DEPARTMENT OF INDUSTRIAL ENGINEERING TECHNOLOGY, COLLEGE OF TECHNOLOGY, EFFECTIVE APR 1, 1998.

(H) ABRAHAM BALDWIN AGRICULTURAL COLLEGE

MASSEY, DONALD LEROY: ASSOCIATE PROFESSOR OF MATHEMATICS EMERITUS, DIVISION OF SCIENCE AND MATHEMATICS, EFFECTIVE FEB 11, 1998.

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

(A) GEORGIA INSTITUTE OF TECHNOLOGY

BOURNE, R. GREGORY: RES ASSOC II (NTT), COLLEGE OF ARCHITECTURE, LEAVE FROM APR 1, 1997 TO JAN 5, 1998, WITHOUT PAY.

CHOW, SHUI-NEE: PROFESSOR, IN ADDITION TO DIRECTOR, ACADEMIC SCHOOL OF MATHEMATICS, COLLEGE OF SCIENCES, LEAVE FROM JAN 2, 1998 TO JUN 30, 1998, WITH PAY.

GOEL, ASHOK K.: ASSOCIATE PROFESSOR, COLLEGE OF COMPUTING, LEAVE FROM JAN 5, 1998 TO DEC 11, 1998, WITH PAY.

ZHANG, XUEZHEN: RESEARCH SCIENTIST II, SCHOOL OF MECHANICAL ENGINEERING, COLLEGE OF ENGINEERING, LEAVE FROM AUG 1, 1997 TO JAN 1, 1998, WITHOUT PAY.

(B) UNIVERSITY OF GEORGIA

REED, ANITA W.: PUBLIC SERVICE ASSOCIATE, VICE PRESIDENT FOR SERVICE, LEAVE FROM NOV 7, 1997 TO APR 30, 1998, WITHOUT PAY.

(C) GEORGIA SOUTHERN UNIVERSITY

SABIA, DEBRA: ASSOCIATE PROFESSOR, DEPARTMENT OF POLITICAL SCIENCE, COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES, LEAVE FROM AUG 1, 1998 TO MAY 8, 1999, WITHOUT PAY.

(D) AUGUSTA STATE UNIVERSITY

COHEN, JACQUELYN T.: ASSISTANT PROFESSOR (NTT), DEPARTMENT OF DEVELOPMENTAL STUDIES, LEAVE FROM SEP 1, 1998 TO JUN 30, 1999, WITH PAY.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

### 11. Administrative and Academic Appointment and Personnel Actions, Various System Institutions (Continued)

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

(A) MEDICAL COLLEGE OF GEORGIA

STEIN, SIDNEY H.: ASSISTANT PROFESSOR, DEPARTMENT OF PERIODONTICS, SCHOOL OF DENTISTRY, FROM TENURE TRACK TO NONTENURE TRACK, EFFECTIVE JAN 15, 1998.

(B) COLUMBUS STATE UNIVERSITY

HOGG, ROSE MARIE: ASSISTANT PROFESSOR, DEPARTMENT OF NURSING, SCHOOL OF SCIENCE, FROM TENURE TRACK TO NONTENURE TRACK, EFFECTIVE JAN 1, 1998.

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

(A) GEORGIA INSTITUTE OF TECHNOLOGY

BARKSDALE, RICHARD D.: PROFESSOR EMERITUS, SCHOOL OF CIVIL ENGINEERING, COLLEGE OF ENGINEERING, AS NEEDED FOR PERIOD BEGINNING JAN 5, 1998 AND ENDING MAR 21, 1998, AT LESS THAN HALF TIME.

KARAM, RATIB A.: PROFESSOR (NTT), SCHOOL OF MECHANICAL ENGINEERING, COLLEGE OF ENGINEERING, AS NEEDED FOR PERIOD BEGINNING JAN 5, 1998 AND ENDING JUN 13, 1998, AT LESS THAN HALF TIME.

SHARKEY, MILDRED: PROGRAM COORDINATOR, COLLEGE OF SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 9, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

UENG, CHARLES E.: PART-TIME PROFESSOR, SCHOOL OF CIVIL ENGINEERING, COLLEGE OF ENGINEERING, AS NEEDED FOR PERIOD BEGINNING JAN 5, 1998 AND ENDING MAR 21, 1998, AT LESS THAN HALF TIME.

(B) GEORGIA STATE UNIVERSITY

BROWN, JOHN E.: ASSISTANT PROFESSOR, DEPARTMENT OF RISK MANAGEMENT & INSURANCE, COLLEGE OF BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING FEB 13, 1998 AND ENDING FEB 12, 1999, AT LESS THAN HALF TIME.

BURDEN, CHARLES A.: PROFESSOR, DEPARTMENT OF MANAGEMENT, COLLEGE OF BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING JAN 15, 1998 AND ENDING JAN 14, 1999, AT LESS THAN HALF TIME.

KAY, JOEL T.: ACCOUNTANT I, HEALTH POLICY CENTER, SCHOOL OF POLICY STUDIES, AS NEEDED FOR PERIOD BEGINNING JAN 9, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

RICHARDSON, JOE A.: PROFESSOR EMERITUS OF EDUCATIONAL ADMINISTRATION, DEPARTMENT OF EDUCATIONAL POLICY STUDIES, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JAN 2, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

(C) MEDICAL COLLEGE OF GEORGIA

MAY, BELLA J.: PROFESSOR EMERITA, SCHOOL OF ALLIED HEALTH SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 15, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

### 11. Administrative and Academic Appointment and Personnel Actions, Various System Institutions (Continued)

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

(C) MEDICAL COLLEGE OF GEORGIA (CONTINUED)

TREFZ, JILL I.: RESEARCH SCIENTIST, DEPARTMENT OF NEUROLOGY, SCHOOL OF MEDICINE, AS NEEDED FOR PERIOD BEGINNING FEB 12, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

(D) UNIVERSITY OF GEORGIA

BECKWITH, JULIAN RUFFIN II: ASSOCIATE PROFESSOR, COOPERATIVE EXTENSION SERVICE - FORESTRY, COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING FEB 16, 1998 AND ENDING FEB 15, 1999, AT LESS THAN HALF TIME.

GRANROSE, JOHN THOMAS: PROFESSOR EMERITUS, GEORGIA CENTER FOR CONTINUING EDUCATION, VICE PRESIDENT FOR SERVICE, AS NEEDED FOR PERIOD BEGINNING JAN 27, 1998 AND ENDING JUN 11, 1998, AT LESS THAN HALF TIME.

HILL, RICHARD KEITH: TRAINING COORDINATOR, DEPARTMENT OF CHEMISTRY, FRANKLIN COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING FEB 3, 1998 AND ENDING FEB 14, 1998, AT LESS THAN HALF TIME.

KUHN, CEDRIC W.: PROFESSOR EMERITUS, DEPARTMENT OF PLANT PATHOLOGY, COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUL 29, 1997 AND ENDING NOV 24, 1997, AT LESS THAN HALF TIME.

MCKILLIP, WILLIAM DAVID: PROFESSOR EMERITUS, SCHOOL OF TEACHER EDUCATION, DEPT. OF MATHEMATICS EDUCATION, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING MAR 27, 1998 AND ENDING JUN 11, 1998, AT LESS THAN HALF TIME.

NUTTER, WADE LOWRY: PROFESSOR EMERITUS, WARNELL SCHOOL OF FOREST RESOURCES, AS NEEDED FOR PERIOD BEGINNING APR 6, 1998 AND ENDING APR 9, 1998, AT LESS THAN HALF TIME.

SANSING, NORMAN GLENN: ASSOCIATE DEAN ACADEMIC, DEPARTMENT OF BIOCHEMISTRY AND MOLECULAR BIOLOGY, FRANKLIN COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 27, 1998 AND ENDING FEB 21, 1998, AT LESS THAN HALF TIME.

SMITH, MILDRED RAYE: SENIOR ADMIN SECRETARY, SCHOOL OF LAW, AS NEEDED FOR PERIOD BEGINNING JAN 5, 1998 AND ENDING MAR 31, 1998, AT LESS THAN HALF TIME.

WISE, ALFRED PAUL: ASOP EMERITUS, DEPARTMENT OF TELECOMMUNICATIONS, COLLEGE OF JOURNALISM & MASS COMMUNICATIONS, AS NEEDED FOR PERIOD BEGINNING FEB 3, 1998 AND ENDING MAR 3, 1998, AT LESS THAN HALF TIME.

(E) GEORGIA SOUTHERN UNIVERSITY

FOWLER, PAUL DOUGLAS: PROFESSOR EMERITUS OF INDUSTRIAL ENG TECH, SCHOOL OF TECHNOLOGY, THE ALLEN E. PAULSON COLLEGE OF SCIENCE & TECHNOLOGY, AS NEEDED FOR PERIOD BEGINNING JAN 1, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

(F) CLAYTON COLLEGE & STATE UNIVERSITY

WOOD, MARTHA M.: PROFESSOR (NTT), DEPARTMENT OF LEARNING SUPPORT, SCHOOL OF ARTS AND SCIENCE, AS NEEDED FOR PERIOD BEGINNING JAN 5, 1998 AND ENDING JUN 6, 1998, AT LESS THAN HALF TIME.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

### 11. Administrative and Academic Appointment and Personnel Actions, Various System Institutions (Continued)

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

(G) GEORGIA COLLEGE & STATE UNIVERSITY

GUITTON, JEAN M.: PROFESSOR EMERITUS, DEPARTMENT OF MODERN FOREIGN LANGUAGES, COLLEGE OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 7, 1998 AND ENDING JUN 13, 1998, AT LESS THAN HALF TIME.

(H) GEORGIA SOUTHWESTERN STATE UNIVERSITY

TIETJEN, MILDRED C.: ASOP & ASSOC DEAN EMERITA, LIBRARY, AS NEEDED FOR PERIOD BEGINNING SEP 1, 1997 AND ENDING AUG 13, 1998, AT LESS THAN HALF TIME.

(I) NORTH GEORGIA COLLEGE & STATE UNIVERSITY

BENTON, SIDNEY EDWIN: PROFESSOR EMERITUS, DEPARTMENT OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JUN 30, 1997 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

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

JERROLD, BOB W.: PROFESSOR EMERITUS, DEPARTMENT OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JUN 30, 1997 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

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

(J) DEKALB COLLEGE

GOETERS, ELIZABETH R.: LIBRARIAN INSTRUCTOR, LIBRARY (NORTH), AS NEEDED FOR PERIOD BEGINNING JAN 12, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

HANCOCK, S. ANNE: PART-TIME INSTRUCTOR, ACADEMIC AFFAIRS, DEKALB COLLEGE (CENTRAL), AS NEEDED FOR PERIOD BEGINNING JAN 20, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

HERNDON, JANE W.: PART-TIME PROFESSOR, DEPARTMENT OF HISTORY (CENTRAL), DIVISION OF SOCIAL SCIENCE (CENTRAL), AS NEEDED FOR PERIOD BEGINNING JAN 7, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

STONE, CHARLES R.: PART-TIME ASSOC PROFESSOR, DEPARTMENT OF MATHEMATICS (CENTRAL), DIVISION OF MATH/COMPUTER SCIENCES (CENTRAL), AS NEEDED FOR PERIOD BEGINNING JAN 7, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

(K) FLOYD COLLEGE

GOLDEN, M. LEON: PART-TIME INSTRUCTOR, DIVISION OF LEARNING SUPPORT, AS NEEDED FOR PERIOD BEGINNING JAN 2, 1998 AND ENDING JUN 15, 1998, AT LESS THAN HALF TIME.

(L) GORDON COLLEGE

ADAMS, CYNTHIA A.: PART-TIME INSTRUCTOR, DIVISION OF HUMANITIES AND DEVELOPMENTAL STUDIES, AS NEEDED FOR PERIOD BEGINNING JAN 5, 1998 AND ENDING JUN 13, 1998, AT LESS THAN HALF TIME.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

### 11. Administrative and Academic Appointment and Personnel Actions, Various System Institutions (Continued)

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

(L) GORDON COLLEGE (CONTINUED)

GRIMES, RICHARD A.: PART-TIME INSTRUCTOR, DIVISION OF BUSINESS AND SOCIAL SCIENCE, AS NEEDED FOR PERIOD BEGINNING JAN 5, 1998 AND ENDING JUN 13, 1998, AT LESS THAN HALF TIME.

(M) MIDDLE GEORGIA COLLEGE

MCPHAUL, MALCOLM G.: ASOP EMERITUS, DIVISION OF SOCIAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUN 22, 1997 AND ENDING JUN 13, 1998, AT LESS THAN HALF TIME.

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

(A) GEORGIA INSTITUTE OF TECHNOLOGY

CULVER, JOHN: CONSULTANT, AS NEEDED FOR PERIOD BEGINNING DEC 1, 1997 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

MARSHALL, HOLCOMBE T.: DIRECTOR ADMINISTRATIVE, AS NEEDED FOR PERIOD BEGINNING JAN 2, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

(B) UNIVERSITY OF GEORGIA

BEAIRD, JAMES RALPH: UNIV PROFESSOR EMERITUS, SCHOOL OF LAW, AS NEEDED FOR PERIOD BEGINNING JAN 13, 1998 AND ENDING MAY 13, 1998, AT LESS THAN HALF TIME.

HARVEY, IRWIN: ASST PROFESSOR EMERITUS, DEPARTMENT OF BANKING & FINANCE, COLLEGE OF BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING JUL 21, 1997 AND ENDING JUL 28, 1997, AT LESS THAN HALF TIME.

PARKER, OLIN GRIFFITH: PROFESSOR EMERITUS, SCHOOL OF MUSIC, FRANKLIN COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 6, 1998 AND ENDING JUN 11, 1998, AT LESS THAN HALF TIME.

SPARER, BURTON: PUBLIC SERVICE ASSOCIATE, INSTITUTE OF GOVERNMENT, VICE PRESIDENT FOR SERVICE, AS NEEDED FOR PERIOD BEGINNING JUL 29, 1997 AND ENDING NOV 24, 1997, AT LESS THAN HALF TIME.

WILLIAMS, WILLIAM LAWRENCE: PROFESSOR EMERITUS, DEPARTMENT OF BIOCHEMISTRY AND MOLECULAR BIOLOGY, FRANKLIN COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUL 29, 1997 AND ENDING NOV 24, 1997, AT LESS THAN HALF TIME.

(C) COLUMBUS STATE UNIVERSITY

RIGGSBY, ERNEST D.: PROFESSOR EMERITUS, DEPARTMENT OF CURRICULUM & INSTRUCTION, SCHOOL OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JAN 7, 1998 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

## **COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION**

### **11. Administrative and Academic Appointment and Personnel Actions, Various System Institutions** (Continued)

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

GEORGIA INSTITUTE OF TECHNOLOGY	34
GEORGIA STATE UNIVERSITY	16
MEDICAL COLLEGE OF GEORGIA	13
UNIVERSITY OF GEORGIA	21
GEORGIA SOUTHERN UNIVERSITY	7
VALDOSTA STATE UNIVERSITY	5
ALBANY STATE UNIVERSITY	1
ARMSTRONG ATLANTIC STATE UNIVERSITY	2
AUGUSTA STATE UNIVERSITY	2
COLUMBUS STATE UNIVERSITY	1
FORT VALLEY STATE UNIVERSITY	1
GEORGIA COLLEGE & STATE UNIVERSITY	3
GEORGIA SOUTHWESTERN STATE UNIVERSITY	1
KENNESAW STATE UNIVERSITY	4
STATE UNIVERSITY OF WEST GEORGIA	2
ABRAHAM BALDWIN AGRICULTURAL COLLEGE	1
DARTON COLLEGE	1
DEKALB COLLEGE	6
FLOYD COLLEGE	1
GAINESVILLE COLLEGE	1
GORDON COLLEGE	2
MACON STATE COLLEGE	1
MIDDLE GEORGIA COLLEGE	2

### **12. Information Item: Renaming of the Center for Plant Cellular and Molecular Biology to the Plant Center, the University of Georgia**

The University of Georgia has informed the Board of Regents of the renaming of the Center for Plant Cellular and Molecular Biology to the Plant Center. This change will reflect better the unifying function of the center in bringing together plant-science faculty from a wide variety of disciplinary backgrounds, which are not restricted to cellular and molecular biology.

The original name was selected at a time when “cellular and molecular biology” conveyed an emphasis on the cutting edge of plant biology. While cellular and molecular tools remain important, they are no longer the central focus they used to be. Rather, the focus has shifted towards the fundamental and mission-oriented problems to which these tools are applied. The name change reflects this change in emphasis. It also more clearly indicates that the center is an appropriate second home for those who want to incorporate cellular and molecular tools into their research programs.

The center was established in 1982 as a constituent center of the program in biological resources and biotechnology. The center has 45 members from 8 academic units in the College of Agricultural and Environmental Sciences, the College of Arts and Sciences, and the Daniel B. Warnell School of Forest Resources.

The current mission statement of the center includes the fostering of supportive interactions between those members of the University of Georgia research community who share a common interest in molecular aspects of plant growth and development. The mission statement has been revised to include such research interests as plant genome organization and function and the application of molecular and genetic tools to improve cultivated plants.



**COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION**

**13. Information Item: Applied Learning Experiences/Clinical Training**

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

<b>Georgia State University</b>		Nursing	1	
Allied Health	3	Physical Therapy		3
Educational Psychology	1	<b>Augusta State University</b>		
Gerontology	1	Psychology		1
Nursing	4	<b>Georgia College &amp; State University</b>		
Physical Therapy	2	Allied Health		2
Social Work	1			
<b>Medical College of Georgia</b>		<b>Georgia Southwestern State Univ.</b>		
Allied Health	3, 3R	Nursing	1, 10R	
Dentistry	1, 1R	<b>Kennesaw State University</b>		
Medicine	4, 2R	Nursing	26, 1R	
Neurology	1R	<b>North Georgia College &amp; State Univ.</b>		
Nursing	7, 3R	Nursing	1	
Occupational Therapy	3	Physical Therapy		14R
Ophthalmology	1, 1R	<b>State University of West Georgia</b>		
Pediatrics	2, 1R	Nursing	2, 1R	
Physical Therapy	1, 5R	Physical Ed. & Recreation		2
Physician Assistant	5, 2R	<b>Coastal Georgia Community College</b>		
Respiratory Therapy	1R	Air-Conditioning		1R
Telemedicine	1	<b>Dalton College</b>		
<b>The University of Georgia</b>		Nursing	1	
Child and Family Develop.	6	<b>Darton College</b>		
Commun. Sci. Disorders	3, 16R	Phlebotomy	1, 1R	
Pharmacy	3	Physical Therapy Asst.		1
Recreation & Leisure	3	<b>Floyd College</b>		
Social Work	3, 3R	Physical Therapy Asst.		3
Teacher Education	1R	<b>TOTAL</b>		<b>181</b>
Counseling & Human Dev.	2			
<b>Georgia Southern University</b>				
Leadership, Technology & Human Development	1			
Nursing	5			
Recreation & Sport Mgmt.	2			
<b>Armstrong Atlantic State University</b>				

R = Renewal

**COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION**

**14. Information Item: Service Agreements**

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

<b>Purpose</b>	<b>Agency</b>	<b>Duration</b>	<b>Amount</b>
<b>Georgia State University</b>			
Promote articulation model	Georgia Child Care Council	10/1/97 - 9/30/98	\$ 48,385
Develop children's health insurance program	Georgia Dept. of Medical Assistance	6/15/97 - 6/30/98	\$ 3,500,000
Conduct survey	Georgia Dept. of Technical & Adult Ed.	8/1/97 - 12/1/97	\$ 30,000
Conduct Georgia Geographic Alliance	Georgia Dept. of Education	7/1/97 - 6/30/98	\$ 47,500
<b>Medical College of Georgia</b>			
Provide pediatric advice line	Area physicians	9/1/97 - 10/31/97	\$ 4,000
<b>University of Georgia</b>			
Study reducing drift of pesticides	Georgia Dept. of Agriculture	10/1/97 - 9/30/98	\$ 7,800
Administer Georgia student assessment programs FY 98	Georgia Dept. of Education	10/1/96 - 10/31/98	\$ 1,170,725
Provide training for Office of Nutrition	Georgia Dept. of Human Resources	10/1/96 - 9/30/97	\$ 12,279
Direct multicultural coalition on diversity and disability newsletter	Georgia Dept. of Human Resources	10/1/97 - 8/14/98	\$ 5,000
Conduct person-centered futures planning	Georgia Dept. of Human Resources	11/1/97 - 10/31/98	\$ 72,000
Conduct partnership with Dept. of Justice	Georgia Dept. of Juvenile Justice	10/12/97 - 6/30/98	\$ 42,147
Conduct agricultural pollution prevention program	Georgia Dept. of Natural Resources	1/1/97 - 12/31/97	\$ 4,281
Certify local government	Georgia Dept. of Natural Resources	7/1/97 - 6/30/98	\$ 42,000
Develop adult literacy staff project 1997-98	Georgia Dept. of Technical & Adult Ed.	10/1/97 - 9/30/98	\$ 237,692
Provide consultant services	Georgia Dept. of Transportation	5/1/96 - 12/31/98	\$ 231,632
Provide Georgia environmental facilities authority energy education	Georgia Office of Energy Resources	10/1/97 - 9/30/98	\$ 85,000
Conduct program on conserving energy in agriculture, 1998	Georgia Office of Energy Resources	10/1/97 - 9/30/98	\$ 50,000

Provide capstone field experience for student teachers	Georgia Professional Standards Commission	9/9/97 - 6/14/98	\$ 14,050
Assist with Georgia PAS Corps/Americorps	Georgia Commission for Natl./Comm. Service	8/1/97 - 9/30/98	\$ 180,473

<b>TOTAL AMOUNT THIS MONTH</b>	<b>\$ 5,784,964</b>
<b>TOTAL AMOUNT FY 98 TO DATE</b>	<b>82,651,932</b>
<b>TOTAL AMOUNT FY 97 (TO FEBRUARY)</b>	<b>16,549,861</b>
<b>TOTAL AMOUNT FY 97</b>	<b>20,173,291</b>

### **COMMITTEE ON ORGANIZATION AND LAW**

The Committee on Organization and Law met on Tuesday, February 10, 1998 at approximately 3:30 p.m. in the Chancellor's Conference Room. Committee members in attendance were Chair Juanita P. Baranco and Regents Thomas F. Allgood, Sr., Edgar L. Jenkins, and Donald M. Leebern, Jr. Regent Clark, as Chair of the Board of Regents, reported to the Board on Wednesday that the Committee had ten applications for review. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. In the matter of Ijaz A. Awan at Savannah State University, concerning denial of promotion, that the application for review be denied.
2. In the matter of George Perides at Southern Polytechnic State University, concerning termination of employment, that the application for review be denied.
3. In the matter of Dorothy Davis-Murchison at Savannah State University, concerning denial of promotion, that the application for review be denied.
4. In the matter of Kelly Lord at the University of Georgia, concerning readmission following scholastic dismissal, that the application for review be denied.
5. In the matter of Joseph James at the Georgia Institute of Technology, concerning termination of

employment, that the application for review be denied.

6. In the matter of Niketra Benton at Georgia State University, concerning a hazing incident, that the application for review be denied.
7. In the matter of Willie Robinson at Albany State University, concerning salary and termination appeal, that the application for review be denied.
8. In the matter of John R. Day at Georgia State University, concerning protests of title, salary, and reporting line, that the application for review be denied.
9. In the matter of Mark Merris at Georgia State University, concerning removal from Biology Lab, that the application for review be denied.
10. In the matter of Christopher Iaquinto at Georgia Southern State University, concerning disciplinary suspension, that the application for review be denied.

## **STUDENT ADVISORY COUNCIL UPDATE**

Chair Clark called upon Robert Flournoy, Chair of the Student Advisory Council ("SAC"), to update the Board on SAC's activities.

Mr. Flournoy thanked the Chair, the Board, and Chancellor Portch for inviting him to present his report to the Board. He explained that he would be discussing SAC's Fall Conference, its Winter Presidents Meeting, activities planned for the spring, and the SAC 2000 initiative, as well as some other issues, followed by questions from the Board.

Mr. Flournoy reported that SAC had a very productive Fall Conference, which met November 14-16, 1997 at Abraham Baldwin Agricultural College. There were 30 System institutions represented by approximately 145 students. The issues discussed included a proposed alternative payment plan, but it was decided that it was in the best interest of the System at this time to have individual cases heard by the individual institutions. Student government advising was also discussed in an effort to create some strategies for improving that process with advisors. SAC also examined some of the ramifications of House Resolution 48; its Legislative Affairs Committee is preparing for how the resolution may affect students. In conjunction with the Chancellor's Office, SAC is also working to address State purchasing and student activity fees.

Each year, SAC has two Presidents Meetings, explained Mr. Flournoy. The purpose of these meetings is to bring together all of the System's student government presidents to discuss the agenda for the year as well as evaluate the progress of the organization. In January, SAC had its Winter Presidents Meeting, in which it examined what issues needed improvement as well as what issues needed further examination in preparation for next year. The presidents determined that some of the major areas for improvement included communication among SAC representatives between conferences, professionalism, and new delegate orientation, in which students would become prepared for involvement in the organization. There were also several items that were deemed to be already very good, including appropriateness of the issues that are being addressed by SAC.

Mr. Flournoy stated that during February 6-9, 1998, SAC held its Winter Conference in Atlanta. There were 28 institutions represented by approximately 140 delegates. The topic of semester conversion was discussed, and Mr. Flournoy was pleased to report that the institutions are keeping students informed about the changes that will take place. Another topic for discussion was the number of significant digits in students' grade point averages ("GPAs"). Many students are concerned because there are now two significant digits after the decimal point, which sometimes eliminates students from the HOPE Scholarship. For instance, students who have GPAs of 2.99 are not eligible for the HOPE Scholarship. However, if there were only one significant digit after the decimal point, 2.99 would be rounded up to 3.0. Another issue discussed at the SAC winter conference was health benefits for all students.

SAC also recently held its Certified Leadership Program, said Mr. Flournoy. This program brings in facilitators to try to improve the leadership qualities of the student leaders. He asserted that this is important for a Statewide organization to provide for students, instead of having students go to another state to get this training. This year was the first year of the program, and it graduated 30 participants. Mr. Flournoy remarked that he was very grateful for that.

## **STUDENT ADVISORY COUNCIL UPDATE**

On Monday, February 9, 1998, SAC had its legislative outing, which gives the student leaders an opportunity to go to the Capitol and thank the legislators for all they do for the University System. Mr. Flournoy commented that the legislators are ensuring that Georgia has the best higher education system in the nation. Mr. Flournoy introduced Brian Winston, Legislative Affairs Chair of SAC, who would discuss some SAC activities taking place this spring.

Mr. Winston explained that he would be discussing SAC's Statewide Mentoring Day Program. He remarked that every child needs a role model, because it is a natural instinct to follow another's lead and to do as others do. This program is in accordance with SAC's commitment to community service. "In today's violently, morally polluted society," he said, "children need to see the light: the light of education, and more importantly, the light of a college education." Statewide Mentoring Day is an effort to help children see the importance of achieving this level of education. Its motto is "Pushing Students to New Heights: Professionals and University System Students Helping to Inspire the Next Generation." Initial preparation for the event included formulating the program's purpose, which is to provide positive reinforcement to Georgia's middle school and high school students about the necessity of a college education as well as steps to achieve admission to Georgia's higher education institutions. SAC has sent a package to the Governor's Office requesting a proclamation from the Governor, stating that April 16, 1998 will be SAC's Statewide Mentoring Day. Mr. Winston reported that SAC should be hearing from the Governor within 30 days. SAC distributed fact sheets to student governments represented at the SAC Winter Conference listing basic tasks they can do to get the project started up. Those student governments were also asked to contact target school systems in their communities to elicit their cooperation in this effort. The Legislative Affairs Committee is creating a brochure for the student governments, which will be distributed on Friday, February 20, 1998 and which includes the goals of the programming and other related information. The brochure also provides a sample letter to be used as a model by the student governments in their communications with professions in their communities in seeking their support of and participation in this program. Finally, the student governments were asked to contact school administrators to get their support and help.

Mr. Winston said that seeking the Governor's endorsement will provide support for this program. Additionally, the hard work and dedication of the students will make the effort a success. SAC spent a great deal of time at the Winter Conference developing a solid plan for the program with weekly deadlines to ensure that the program is a success. There is also a subcommittee that will contact the student governments which will, in turn, contact the local media so that the program is well publicized. Mr. Winston stated that Statewide Mentoring Day coincides with SAC's anniversary on April 17, 1998. He commented there was no better way to celebrate that anniversary than to inform students about SAC and about the importance of getting a college education. He further asserted that the program was a perfect opportunity to let the communities know that the students of the University System of Georgia have a desire to aid Georgia's schoolchildren in pursuing a college education. In conclusion, Mr. Winston thanked the Board and stepped down.

Mr. Flournoy thanked Mr. Winston and the Legislative Affairs Committee for preparing SAC for Statewide Mentoring Day. He added that to commemorate SAC's anniversary, a reception will be held during the Spring Conference, May 1-3, 1998. He invited the Board to join SAC in this celebration.

## **STUDENT ADVISORY COUNCIL UPDATE**

SAC 2000 is another of SAC's initiatives, explained Mr. Flournoy. Its purpose is to ensure that SAC stays focused for the next century. Some of the issues SAC is focusing on with this initiative include institutional attendance at SAC functions, increased professionalism, focusing on the issues at hand, training student leaders for the next century, and maintaining alignment with the objectives of the University System to ensure that SAC continues to have a supportive relationship with the Board. In conclusion, Mr. Flournoy thanked the Board for its support of SAC and the System's students, and then, he asked the Regents if they had any questions.

Regent Leebern asked Mr. Flournoy whether the institutions that do not send representatives to the SAC functions are consistently the same institutions, and if they are, how SAC could interest them in being represented.

Mr. Flournoy replied that this year, the absent institutions were not the same as in the past. He explained that in the past, institutions that were not represented were institutions without student governments. This year, there were some conflicts in scheduling with a few of the institutions that resulted in their absence.

Chair Clark thanked Mr. Flournoy and commended the work of SAC.

## CHANCELLOR'S REPORT TO THE BOARD

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

Thank you Mr. Chairman. It's been quite a month. You'll remember a year ago, President Clinton came to Augusta, Georgia to announce his national financial aid program inspired by Georgia's unique HOPE Scholarship. Last week, the President invited Regent Clark and Dr. Michael to the East Room of the White House to announce a proposal to create a national precollege program using college student mentors. If this sounds like PREP [Post-secondary Readiness Enrichment Program] to you, I wouldn't be surprised. As *USA Today* pointed out, Georgia is leading the way with a massive statewide precollege program. We're just glad Regent Leebern wasn't still Chairman; he would have thought they were playing "Hail to the Chief" for him. Whatever becomes of the national proposal, we should consider imitation as the greatest form of flattery. But we should not inhale, because we need to keep driving forward with PREP at the local level.

At the State level, we have presented our budget, with considerable help from our stakeholders: Presidents Adams, Clough, Wade, and Welch; Dr. McGaha of PREP (Atlanta Metropolitan) and Dr. Nan Jokerst (Georgia Tech); PREP student Byron Wright (and father David Wright); Middle Georgia Academy student Scotty Crowe; and former Georgia Southern student and current teacher Brandi Meeks. I only wish everyone could have seen Dr. Jockerst captivate a not-easily-captivated crowd. I am deeply grateful to Regents Jones, Leebern, McMillan, and White for attending and especially to Regent Jenkins for pinch-hitting for our Chairman, who was stranded at the Jacksonville Airport. While there were lots of questions, the tone was very good. I expect strong support for our budget, although we'll undoubtedly have a little skirmish with someone, somewhere along the line. We will certainly call on you for your help.

The session is also a great time to meet with our many partners from across the State as they visit the Capitol for the day. My grocery bills go down. My weight goes up. And my legs carry me almost every noon to Sloppy Floyd and every night to the Depot. I am particularly grateful to our students for their efforts in the Capitol on Monday, where they had the special opportunity to thank the Governor for all he has done for students.

Talking about students, I found our joint dinner meeting with the DTAE [Department of Technical and Adult Education] Board to have been very meaningful. In particular, we were all most impressed to hear from the first graduate of a B.A.S. degree--Kimberly Cohen; Kimberly attended Ogeechee Technical Institute, East Georgia College, and earned her degree from Georgia Southern University.

Other graduates and students continue to make us proud, too. For example:

Ms. Emma Ficklin Sinkfield, a recent Augusta State University graduate, was the first student ever to receive the annual Women of Excellence Award in



Augusta. A former mill worker and the only member in her family to enter college, she is now the executive director of the Quality of Life Association of Warren County.

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At Medical College of Georgia, 100% of the students passed their certification exam for Registered Record Administrator and rank fifth nationwide. Also, 100% of MCG's students passed their certification exam for Accredited Registered Technician and rank third nationwide.

Last year's edition of Gainesville College's *Hoi Polloi* (a collection of student essays) won a first place with special merit award in the American Scholastic Press Association's annual magazine critique and contest.

Our faculty continue to perform. For example:

An in-depth story by the *New York Times* regarding food safety featured research by Dr. Michael Doyle, Director of UGA's Center for Food Safety and Quality Enhancement.

Dr. Rod Dishman, Professor of Exercise Science at UGA, was quoted in a *Washington Post* article regarding the necessity of an ongoing exercise program as opposed to a sporadic one.

UGA law professor Walter Hellerstein was quoted on *USA Today* in a front-page article on whether the Internet should remain tax-free.

Our staff continue to garner recognition. For example:

Arlethia Perry-Johnson has been awarded the Special Merit Award in the CASE Region III 1998 Awards Competition for her entry of "Take Our Daughters to Work."

Leslie Rampey, a librarian at Middle Georgia College, traveled to Iceland to present GALILEO [Georgia Library Learning Online] to their librarians, research scientists, and government representatives. It all started five years ago, when she began corresponding via E-mail with a librarian from Iceland's National Institute of Agriculture, as they were both curious about one another's work.

Ms. Rhonda Toon, Director of the Gordon Georgia Youth Science and Technology Center, had an article, "A Class Act on the Net," published in the July 28 issue of *Business Week*. This brought her to the attention of Microsoft and a meeting with Bill Gates in which she secured \$200,000 in free Microsoft products for the Lamar County School System. Ms. Toon also has been featured recently in a *Time* magazine article on children and the Internet.

And, of course, our institutions are keeping busy. For example:

Georgia was one of only two states to have two institutions receive a grant from the Dewitt Wallace-Reader's Digest Fund and Education Trust focusing on transforming school counseling. State University of West Georgia and the University of Georgia were two of only ten universities in the nation to receive this grant.

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Finally, in my "good news" section, let me mention three items:

Georgia Southwestern State University had two students enroll this fall after learning about

the school on the Internet. Two friends from Rhode Island, Josh Curtin and Dan Schuetz, liked what they saw on their computer screen and liked what they saw after they visited the campus, so they promptly enrolled.

I received a letter from a fifth grade student in Roanoke, Virginia. She and her class members were given an assignment to report on higher education in a state of their choosing. She chose Georgia because, as she said in her very own eloquent words, "I think Georgia is awesome."

And finally, duty demands that I report to you that President Hugh Bailey missed the recent presidents' meeting -- after 79 straight presidents' meetings -- to witness the birth of his first grandchild.

These, of course, are selected examples of excellence. I think they are representative of the good things that go on day in and day out at our campuses. However, to be sure, you will recall that we contracted with ACT [American College Testing] to use a national student satisfaction survey in Georgia. We surveyed a total of approximately 26,000 undergraduate students at all 34 institutions. I am anxiously awaiting the results. It is possible that we'll have a preview next month with the detailed study to follow shortly thereafter. Whatever the results, we will then have a baseline to measure our continued progress in meeting the needs of students.

And that's the perspective we must keep. We, as a nation, have a great deal yet to do to equalize opportunity for all citizens. For example, over half the children of parents in the top quartile of income earn a degree; only 7% of the children of parents in the bottom quartile earn a degree. You will be hearing a report later today that underlines the challenges. But, there is good news today. A study conducted by Georgia State University's Applied Research Center showed that, according to 40% of the Georgians polled, education is the most important issue facing the state in the future. Drugs and crime followed with 22%.

We want our current students to be satisfied. But we must not be satisfied until we have expanded both access and excellence. Again, that is why so much hinges on the success of our PREP program. As I watched young Byron Wright from our Atlanta Metro PREP program on Georgia Public Television testifying in front of a packed room at the Joint Appropriations Committee, I marveled at his growing confidence and his expanding dreams. Byron -- and youngsters like him all over Georgia -- will face many challenges before he enters the University System. But with PREP, we know that he knows what it will take to succeed and he knows that we will be there to coach him.

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So, I want to end today by thanking the Board for its long-range vision with PREP -- and especially the conscience of PREP: Regent McMillan. I want to thank our funding partners: the Governor, the legislature (and especially Speaker Murphy who personally intervened to secure the funding), the Woodruff Foundation, the Georgia Power Foundation, the Bell South Foundation, and an anonymous national foundation. I want to praise the soul of the program, Pete Silver, and the current leader, Jackie Michael. And I want to thank all those out in the trenches who are working with our next generation of students.

In Georgia, PREP helps HOPE spring eternal to provide access and excellence for all of our students and future students.

After the Chancellor's report, Chair Clark reiterated to the Board that Dr. Jacqueline Michael and he had represented the Board and the State in the White House ceremony in the East Room. He called upon Dr. Michael to tell the Regents about their visit to the White House and reminded the Board that she heads up the PREP program in Georgia.

Dr. Michael thanked Chair Clark and said that the trip to Washington was rather treacherous, due to bad weather. The speech given by the President reminded her of a brochure for PREP. The President had also remarked that he was the first generation in his family to attend college and that the encouragement of his family was greatly responsible for that. Dr. Michael stressed that parental involvement is integral in PREP. She explained that she and Chair Clark were near the back of the room, because they had arrived a little late due to travel problems. After the speech, a young woman approached Chair Clark and asked if he was a university president. He replied that he is the Chair of the Board of Regents of the University System of Georgia. She ended up interviewing them for *USA Today*. Dr. Michael was very pleased that they were given the opportunity to represent the University System of Georgia. Coincidentally, the young woman, Mary Beth Marklein, said that her first job was given to her by Chancellor Portch, when he was a dean many years ago.

At approximately 9:55 a.m., the Board took a brief recess.

## **STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”**

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

Chair Leebern announced that this was the Committee’s fourth session of its year-long focus on teacher preparation. He reminded the Board that it had examined its programs and practices in the first three sessions. At this meeting, three first-year teachers would share their reflections about their preparation programs. There would also be a national speaker who would discuss the consequences of accepting the status quo in education. Chair Leebern explained that Senior Vice Chancellor for Academic Affairs James L. Muyskens would introduce the speakers and lead the Board in its discussion.

Dr. Muyskens thanked Chair Leebern and agreed that this was almost a half-way point in the teacher preparation initiative. He reminded the Board of the three questions that had been respectively addressed at the October, November, and December 1997 Strategic Planning Committee meetings:

- Who are our teachers and how did they get there?
- What happens when you enter a teacher certification program?
- What happens when you graduate and begin teaching?

At this meeting, the Board would again be examining how teachers are prepared in System institutions as well as how they are supported once they begin teaching. The panel of first-year teachers would be addressing how well prepared they were for the classroom. Dr. Muyskens reminded the Board of its Master Teachers in Residence, Ms. Sheila Jones and Ms. Kay Cribbs, and he credited them with the idea to bring in the first-year teachers to tell the Board how well System institutions prepared them for teaching. Then, Ms. Kati Haycock, Director of the Education Trust (the “Trust”) and a national leader in education reform, would be speaking to the Board about the urgency for action in education.

Looking forward, Dr. Muyskens stated that at the March 1998 meeting of the Board of Regents, there would be a first reading of the Principles for the Preparation of Educators for the Schools. He commented that Assistant Vice Chancellor for Academic Affairs Jan Kettlewell had been recording the Board’s concerns at the previous Strategic Planning Committee meetings and had taken these concerns to the partners in this initiative. (He noted that one of the partners, Dr. Barbara Christmas, Executive Director of the Professional Association of Georgia Educators, was present at the meeting.) Dr. Kettlewell has worked with the P-16 Council. Together, Dr. Muyskens and Dr. Kettlewell have worked with a broad-based committee to help them in this effort. So, with those combined efforts and the various discussions of the Strategic Planning Committee, Dr. Muyskens would present at the next meeting the principles which together they had created. Those principles, over subsequent months, will translate into concrete actions that will truly make a difference for education in Georgia.

Dr. Muyskens then introduced the panel of first-year teachers. He reminded the Board that these teachers are the product of the University System’s institutions. He remarked that a person can never be fully prepared for a first job or even a first time in a new job. However, these teachers had been asked the following questions:

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- How well did the System prepare you for the classroom?
- What were the strengths and weaknesses of your respective teacher education programs?
- What was helpful, and what was not?
- Is the System helping you now?

The first panelist was Mrs. Ann Klueter, who is a graduate of Kennesaw State University (“KSU”). Mrs. Klueter already had a bachelor’s degree in criminal justice, but she decided that she wanted to teach. She became a teacher through the alternative certification program, and she now teaches first grade at Austell Elementary School in Cobb County. The second panelist was Ms. Fhonda Danley, who is a graduate of a traditional teacher education program at the University of Georgia (“UGA”). Ms. Danley comes from a family of educators, and she now teaches eighth grade math at the Chapel Hill Middle School in Douglas County. The third and final panelist was Mr. Michael Mauriello, a graduate of the State University of West Georgia (“West Georgia”). Mr. Mauriello worked as a private investigator, primarily investigating insurance fraud, before he decided to become a teacher. He gained his certification through the alternative master’s degree program, and he now teaches special education at Salem High School in Rockdale County. Dr. Muyskens mentioned that Mr. Mauriello also coaches football and baseball. In conclusion, Dr. Muyskens reiterated that these panelists would first discuss their experiences and insights regarding their preparation for the classroom and then they would answer questions from the Regents.

Mrs. Klueter began by saying that she knew her first year would be hard, there would be long hours, and she would need to be flexible. She felt that she was adequately prepared to teach math, science, and writing. However, she had to take many classes, even though she already had a bachelor’s degree; in fact, she had to take 96 credit hours of additional course work. She felt that she was also prepared by her field experiences. She had a balance of field experiences in an intermediate classroom, fourth grade, as well as experience in primary grades. She also had a balance in where she taught, as she had field experience in both lower and higher socioeconomic areas. A weakness that she felt existed in her preparation was in the area of reading. When she was in her certification program, she studied the whole language approach. She commented that although that approach has some very good techniques for immersing children in literature, some students get lost along the way because it does not teach phonics and the importance of other strategies for teaching reading. Additionally, Mrs. Klueter did not receive instruction on how to identify students who are having problems reading and how to address their needs. As a result, she is having to learn on her own and with the help of veteran teachers how to do this. A strength of her program was that it exposed her to many of the current workshops that the teachers in Cobb County were going to, so she felt adequately updated about current issues in education. In conclusion, she stated that she felt very good about her program, but she said that its main weakness was in teaching reading. Mrs. Klueter asserted that there should be a better balance between phonics and the whole language approach.

Ms. Danley recalled that the most beneficial experience in her education program was her field experiences. At UGA, she was required to participate in three field experiences. The first was a two-week September practicum which spanned a week of preplanning and the first week of school for the children. During this time, she observed all the math classes at the high school level and she sat in and taught two ninth-grade algebra classes. The second field experience she had was a winter quarter practicum in which she spent eight weeks in groups of five teacher education students in different high schools in Athens. For five to six of these eight weeks, the five teacher education students gradually took over the classes for the teachers. During that practicum, she was in a tenth grade geometry class. The third and final field experience was her student teaching, which she did in Greene County. She said that it was a very beneficial experience, and she had a

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very helpful cooperating teacher, Ms. Cecilia Armstrong. Ms. Danley asserted that this practicum was when she learned most of what she needed to know about teaching. Ms. Armstrong guided her through the appropriate way to effectively plan a lesson, behavior management in the classroom, and other relevant issues. Ms. Danley had two supervisors from UGA who came to observe her several times. She explained that they were very supportive and gave her plenty of feedback, both good and bad. After her student teaching, Ms. Danley felt that she was ready to enter the high school math classroom. Unfortunately, the teaching position she was offered was in a middle school, which she was certified to teach, as secondary education includes grades 7 through 12, but in which she had no field experience. She was expected to plan lessons that modified needs for her special education learners, and she was expected to know how to do all of the paperwork and background work for those special education learners. Ms. Danley found this particularly difficult because the only exposure she had to special education was the one required course in her program at UGA. In that class, the professor went over modifications and some of the laws and paperwork, but the course was not as in-depth as it should have been. Ms. Danley speculated that this was because the professor had so much material to cover in only one quarter. If she could change anything about her program, Ms. Danley expressed that she would make sure that the secondary education students are getting exposure to both the middle school and the high school learner. She did not see a need to change the number of grades (7 through 12) for which a secondary education teacher is certified, because she felt that the number of years was appropriate. However, she felt student teachers should get exposure to all grade levels for which they will be certified to teach.

Mr. Mauriello expressed that West Georgia has an excellent team of professors in its special education department. He stated that he learned a great deal about special education policies and procedures, assessment, computer technology, and the paperwork responsibilities required of special education teachers. He also learned excellent strategies for behavior management and for teaching reading and math to special needs students. The major weakness of the program, he explained, was the lack of supervision in his student teaching practicum. His program was an alternative master's degree program, and he was required to take three student teaching practicums. The first teaching practicum he took at the Summer Opportunities School, which is a summer school offered by the university where the students teach the classes, while the education specialist students and professors supervise. Mr. Mauriello said that it was very good experience, but he was given no formal observation and little feedback on his performance and he did not have the opportunity to learn from an experienced teacher. During his second student teaching practicum, he was placed in a high school with a first-year teacher who was also finishing her degree at West Georgia. He was required to turn in a schedule and directions to the school to the special education department at West Georgia, but again, no one came to observe him, he was given no feedback on his performance, lesson plans were not required, and he was given no guidelines for teaching. During the time between his second and third practicums, Mr. Mauriello was hired on a provisional basis by a middle school, so his third practicum was at the middle school where he was teaching. Again, he was required to turn in a schedule and directions to the school, and again, no one came to observe him, lesson plans were not required, and he was not assigned a supervising teacher or given guidelines for teaching. In the spring of 1997, Mr. Mauriello graduated, and in the summer of 1997, he began working on his interrelated program. He attended the Summer Opportunity Program a second time, and this time, he had a much more positive experience. He was finally given a formal observation, lesson plans were required, and he was provided with guidelines for teaching. As a first-year teacher, Mr. Mauriello reported that he was well prepared for the paperwork responsibilities; he has a great knowledge of special education laws, policies, and procedures; and he has numerous strategies for teaching special needs students. However, due to the lack of supervision in his student teaching practicums, he feels that he entered the classroom unaware of his strengths and weaknesses as a teacher.

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Dr. Muyskens thanked the panelists for being forthright in their discussions, and he asked the Regents if they had any questions for the panel.

Regent McMillan asked whether there are opportunities in the field to address some of the issues that the panelists did not feel were covered well enough in their respective programs. He also asked Ms. Danley why someone with a degree in math was placed in a middle school when there is such a need for good math teachers on the high school level.

In response to Regent McMillan's first question, Mr. Mauriello stated that now that he has begun teaching in his own classroom, he does not have the opportunity to work with an experienced teacher, unless he wants to go back to another Summer Opportunity Program to get that training.

Regent McMillan asked whether there are mentor teachers in Mr. Mauriello's school.

Mr. Mauriello replied that he does have a mentor teacher who checks to see how he is doing, but she is not in the classroom with him and does not observe him.

In response to Regent McMillan's second question, Ms. Danley replied that she was herself surprised to be teaching in a middle school. She added that she was offered a high school position shortly after she had accepted the middle school position and that she limited her job search, seeking positions only in western and northwestern Georgia counties. Those factors may have played a role in the position she ended up taking. With regard to Regent McMillan's first question, she responded that the administrative staff members at her school are very good and that they have helped her with the modification process. She said that she also has a mentor teacher who is helping her with the content of the class. She has also worked with special education teachers to make sure that she is doing the appropriate modifications.

Dr. Muyskens asked whether any of the panelists' colleges have contacted them in their first year of teaching to see how they are doing.

Mrs. Klueter replied that KSU had sent a survey form to fill out and offered resources for the first year of teaching.

Ms. Danley also filled out a questionnaire for UGA, but that was the only contact by UGA outside of typical alumni correspondence.

Mr. Mauriello responded that he has had no contact with West Georgia.

Regent Jenkins asked Mrs. Klueter whether there were any courses she had to take to obtain her certification that she felt were inappropriate or not very helpful to her in teaching.

Mrs. Klueter stated that she had to take geography, the necessity of which she did not understand. Other than that, she felt that the course work was helpful, since it had been some time since she obtained her bachelor's degree.

Regent Jenkins asked the same question of the other panelists.

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Mr. Mauriello reminded the Board that he too had already obtained a bachelor's degree before pursuing teacher certification. However, he was required to take four prerequisite classes before he began his



master's program. He said that those four classes did not make up for an undergraduate education degree. Once he began taking master's-level classes, professors did not realize that he did not already have an undergraduate education degree. He did not feel that there was any course he took that was not helpful. Rather, he felt he might have benefitted from more course work.

Regent Jenkins asked whether the panelists would continue teaching or if they were considering positions in administration.

All three replied that they wanted to continue teaching.

Regent Jenkins asked whether and how the panelists are currently being evaluated.

Mrs. Klueter responded that she must have three observations by an administrator, two of which she has already had.

Ms. Danley commented that she also had been observed by her administrators.

Mr. Mauriello added that he too had been observed.

Regent Cannestra expressed that he believed the panelists were well versed in the subjects that they teach. He asked whether they felt prepared for the paperwork, the student attitudes, and the parental interference or support.

Mrs. Klueter responded that she felt prepared for those things, but she reminded the Board that she is a parent, so she had that experience as well.

Ms. Danley replied that she was not at all prepared for those issues. Most of her preparation was geared toward her subject area. She was therefore very prepared in math, but she was not prepared for the paperwork, parental intervention, student behavior, or classroom management.

Regent Cannestra asked Ms. Danley how she handled that and whether there was a support system or she had to learn those things on her own.

Ms. Danley responded that she is mostly learning on her own, but the fact that she comes from a family of teachers is very helpful. Her father and other relatives, as well as fellow teachers, give her advice.

Regent Cannestra asked whether Ms. Danley felt a course could be developed that would prepare her for those issues or whether they were things that are not teachable.

Ms. Danley replied that these issues should be addressed in the education programs so that teachers are better prepared to deal with them, but she was not certain if a course could be created to serve that function.

Mr. Mauriello responded that the teachers in his program were very attune to these particular issues, and he felt this was the strength of his special education master's program.

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Regent Clark commented that at some of the previous Strategic Planning Committee meetings, the Board heard complaints about discipline in the classroom. He asked for the panelists' opinions on that issue and asked whether they received any training in discipline before they entered the classroom.

Mrs. Klueter replied that Cobb County uses a positive discipline approach, so she was trained in that method. She expressed that she felt rather comfortable going into the classroom.

Chancellor Portch asked Mrs. Klueter to explain the concept of positive discipline.

Mrs. Klueter said that it is an approach in which children are encouraged to take ownership of their behavior. The method involves asking the individual students how they feel they can solve their own discipline problems.

The Chancellor asked whether this approach works.

Mrs. Klueter replied that it works with some students.

In response to Regent Clark's question, Ms. Danley remarked that she did not have much exposure to discipline strategies in her program, but she had done some substitute teaching as she was finishing her degree which helped prepare her for what goes on in a classroom and how students behave. Because she teaches eighth graders, her job can be very difficult because they are going through some hormonal changes and they are also at the highest level in their school. She remarked that the classroom exposure she had as a substitute teacher has helped her tremendously.

Mr. Mauriello said that in his program, he was required to take behavior management classes as well as classes regarding the emotional behavior of disturbed children.

Regent Jones thanked the panelists for their candor and complimented the Academic Affairs staff who put this program together. He remarked that he was baffled that the University System is dealing with remedial education, while these representatives of teachers graduating from the System seem so highly qualified in spite of the negative aspects of their programs. He asked the panelists how they would appraise the other teachers in their schools.

Ms. Danley replied that the veteran teachers in her school seem to be less inclined to try new ideas and new approaches to teaching. Additionally, because she is very young, Ms. Danley said that she can relate to her students better, while some of the older teachers have a hard time relating to their students. She felt that the veteran teachers would benefit from trying new methods and trying to better understand their students.

Mr. Mauriello agreed that the new teachers in his school are leading the way. While veteran teachers are good, the newer teachers are more motivated and better prepared.

Regent McMillan reminded the Board that there is significant attrition in the first three years of teaching. He added that although preparation is an important issue, quality-of-life issues often play a role in teachers' leaving the profession. He asked the panelists to identify some quality-of-life issues that might get to them in the future and to suggest how the System could work on those issues.

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Mrs. Klueter responded that her school has a wonderful first-year principal, who is always asking for input from the teachers because the school has a historically high turnover rate. She said that she is required to attend a Monday evening workshop for new teachers but that the long hours this year will be worth it in the long run. She had been told to expect long hours the first year but to teach for at least two years, since the first year is unusually demanding.

Ms. Danley agreed that the first year is very hard, but that every year will have its demands. She added that it takes some time to adjust to the hours, the students, the coworkers, and the administrative staff. She said that this year seems like a typical first year to her.

Mr. Mauriello responded that he feels he is in a good situation; he has plenty of time for planning, and the technology he uses is sophisticated. However, as a coach, he believes there should be more support for athletics and extracurricular activities. He stated that there is constant talk of raising the eligibility standards for students who play sports, and that type of issue will likely encourage Mr. Mauriello to consider working at the college level.

Regent Jones asked what the panelists would recommend changing in the System to make them more comfortable with their qualifications.

Ms. Danley responded that there needs to be a better balance in the preparation. She reiterated that although she is certified to teach grades 7 through 12, all of her preparation was in grades 9 through 12. She was well prepared in math, but she felt she needed more preparation in the other grades as well as in the areas of discipline, lesson planning, and modification.

Regent Hunt asked whether the panelists felt that they are better prepared now than they were at the beginning of the year.

Mr. Mauriello was certain that he had improved, if only through trial and error.

Ms. Danley agreed.

Regent White asked how much time outside of school the panelists spend in preparing lesson plans, grading papers, etc.

Mrs. Klueter replied that she spends only about an hour a night on school work, but she does most of her preparation (several hours) on the weekends.

Ms. Danley said that if she could, she would need to spend three to four hours a day in preparation; however, she does not have that much time to dedicate to it. So, she also spends a great deal of time in preparation on the weekends.

Mr. Mauriello responded that he spends at least a couple of hours a night in preparation for school because of the enormous amount of paperwork involved in special education.

Chair Leebern asked whether the panelists found it beneficial in their senior years to observe teachers in the classrooms. He also asked whether the panelists felt the observation of them during their first year was **STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"**

beneficial or if they should be observed more. Finally, he asked how the veteran teachers can be reenergized and encouraged in their teaching.

Dr. Muyskens interjected that the Board's Master Teachers might best address the latter issue, and he introduced Ms. Cribbs and Ms. Jones.

Ms. Cribbs responded that she is not set in her ways at all. She reflected that during her interview for the Master Teacher position, Dr. Muyskens had asked her what keeps her teaching after 27 years, when other teachers do not want to. She contended that it is because she is treated like a professional. In 20 years of

teaching in Ohio and West Virginia, she never felt like a professional. In Georgia, she has had the best and most encouraging principal ever, and because of that, she would teach for nothing. She asserted that more of this needs to happen. The community has the attitude that anyone can teach, but this is not true. It takes a special person to teach any age child. So, the support needs to be there, not just from the Board, but also from the administrators and the county office. If there are better administrators, then teachers will also want to better themselves. Ms. Cribbs stressed that better administrators encourage professionalism and continuous improvement.

Ms. Jones agreed that administration plays an important role in teachers' attitudes. A team approach often makes a difference. Teachers at her school are allowed to make decisions and to experiment to make the classrooms and the school better. That atmosphere is extremely important, stressed Ms. Jones. She recommended further that it should not be the exception but the norm. She felt that it would be beneficial to include education about those issues in teacher education programs.

Regent Amos asked Mrs. Klueter whether the evening workshops for first-year teachers which she had mentioned earlier were a countywide initiative or something her principal had instituted.

Mrs. Klueter replied that this is a countywide program for which the teachers receive credit.

Ms. Danley and Mr. Mauriello indicated that their counties do not have such a program.

Regent Amos asked Mrs. Klueter whether the teachers gave feedback on the program.

Mrs. Klueter replied that the principal sent out a questionnaire, so the teachers gave feedback that way.

Regent Hunt remarked that it seems the principals need to be motivated to motivate the teachers better. He suggested there be some type of principal motivation course to do so.

Dr. Muyskens called for final questions, and seeing that there were none, he concluded that although the System seems to be doing many things well in teacher education, there were certainly areas for improvement. He reiterated a few of the key points of the discussion. First, all three panelists reported strengths in their respective teacher education programs. Second, after one year of teaching, all of the panelists plan to teach again next year. However, despite the strengths of the education programs, there are a number of weaknesses. For instance, the University System is still graduating teachers who are not prepared to teach at all grade levels for which they are certified, like Ms. Danley. Furthermore, there is still some inconsistency in the quality of supervision that student teachers receive from their institution faculty, as with Mr. Mauriello. The University System is also graduating some teachers in early childhood education who **STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"**

are not prepared to teach reading, as Mrs. Klueter explained. Finally, all of the panelists felt that more emphasis should be placed on preparing all teachers to teach students with special needs. He reminded the Board that the panelists took time off on a school day to speak to the Board, and he thanked the panelists for their insight and honesty.

Next, Dr. Muyskens introduced to the Board Ms. Haycock, who would be putting the Board's teacher preparation initiative into perspective and helping the Board move into the next phase of its initiative. Dr. Muyskens reminded the Regents that Ms. Haycock currently serves as Director of the Education Trust, a Washington-based nonprofit organization whose goal is to improve education for all children, but especially poor and minority children. Ms. Haycock is one of the nation's leading child advocates in the field of education. She also served as the former vice president of the Children's Defense Fund, and she

founded and served as president of the Achievement Council in California, a statewide organization that provides assistance in predominantly minority schools for improving student achievement. Dr. Muyskens expressed that it was an honor for the Board and Central Office to have her speak on this occasion.

Ms. Haycock thanked Dr. Muyskens for his kind introduction. She explained that she knew that over the past several months, the Board has been examining carefully the way teachers are prepared in Georgia. As a prelude to deciding what kinds of changes, if any, are necessary in the way the System prepares teachers in the years ahead, Ms. Haycock would be discussing the consequences of not making significant changes in teacher preparation. Unlike most other higher education governing boards, the Board of Regents, which has already received national acclaim for its P-16 initiative, likely does not need to be told why the subject of teacher preparation is on its agenda to begin with. Nonetheless, Ms. Haycock stressed that it is on the agenda because large numbers of the nation's elementary and secondary students are not learning the knowledge and skills that they need in order to succeed either in college or in the work force. She stated that far too many students fail to even graduate from high school, which is a certain sentence these days to life on the margins of society. While there have been dramatic improvements in the last 15 years in graduation rates among African-American students, the truth is that both black and Hispanic young people continue to graduate from high school at lower rates than other young Americans. Those who graduate from high school also enter college at lower rates than do white students, and the ones who attend college are less likely to graduate. Ms. Haycock reported that for every 100 white kindergartners, there are about 88 who end up graduating from high school or getting a high school equivalency degree. Of those, about 58 complete at least some college and about 25 obtain a baccalaureate degree. However, for every 100 African-American kindergartners, about 83 graduate from high school or its equivalent. Of those, about 40 complete at least some college but only 12 obtain a baccalaureate degree, which is about one-half the rate of white students. Ms. Haycock added that there are also serious gaps when the situation is looked at not just by race, but by family income as well. About half of the children of high-income families obtain a college degree by age 24, while only about 7% of those in low-income families do likewise. Ms. Haycock stated that this suggests that unless children of the wealthy are seven times as smart as children of the poor, it must be concluded that something is wrong with the educational system. However, graduation rates are only part of the picture.

Three things are known about student achievement, Ms. Haycock asserted. First, young people right now know approximately what their counterparts knew 20 years ago, despite all of the activities since the release of *A Nation at Risk* in 1983. Although things are a little bit better in some subjects at some grade levels, things are becoming worse in others. Secondly, even though between 1970 and 1988 African-American, Latino, and poor white youngsters made extraordinary progress in closing the gap between them and other

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students by approximately one-half, beginning in 1988, that progress stopped and the gap began to widen once again. Finally, by the conclusion of high school, huge numbers of the nation’s students do not have the skills and knowledge they need to succeed in college or the work force. Ms. Haycock explained that at the conclusion of the senior year in high school, only a few seniors in general can read specialized materials and understand what they are reading. Moreover, there is a large difference between the races; while approximately 1 in 12 white students is reading at a high level, only about 1 in 50 African-American or Latino high school seniors is reading at that same level. At the second reading level, on which students are expected to read and understand relatively complicated information and probably the ability level that most college professors and employers would say is essential for success in either environment, while 50% of white students are reading at this level, only 17% of African-Americans and 27% of Latinos are reading on this level. Likewise with mathematics, while 9% of white high school seniors are capable of solving multi-step math problems (elementary algebra), only 1% of both African-American and Latino seniors are at this same level. Despite the fact that most high school seniors have completed elementary algebra classes, a surprisingly small number of seniors can actually do the mathematics that professors and potential employers assume they can do.

“The question is,” Ms. Haycock noted, “why is achievement so much lower than it should be and why in particular is there such a large gap in achievement between poorer minority students and other young Americans?” She remarked that if adults are asked why that gap exists, they will blame much of the problem on the students and their families. They will say the children are poor, their parents do not care, the students come to school without eating an adequate breakfast, there are not enough books in their homes, and many other reasons that point to the children and their families. However, when this same data is shown to audiences of young people and they are asked why the gap exists after all these years, all the special programs, and all the money and energy spent, they have very different answers. They say that the schools expect very little from them, principals dismiss their concerns when they raise them, teachers do not know the subjects that they teach, and the curriculum is so dreadfully low-level that it literally bores them right out the school door. Ms. Haycock asserted the data support what the young people claim, not what the adults believe. Too little is expected of all young people nationally, but even less is expected of those who are minorities or who come from poor homes, and the result is that we get what we expect.

For years, the newspapers have been full of articles that compare what American schools expect of students with our counterparts overseas, stated Ms. Haycock. She suspected that the Regents did not need to see the international evidence to be convinced that America has a problem. She said that the System’s faculty are undoubtedly reporting that entering students do not have the skills, especially in writing and mathematical reasoning, that they expect of entering freshmen. The remedial numbers are certainly evidence of that problem. However, those who are parents or grandparents are also certainly aware of the problem, because they too are worried about what the children are, or more likely are not, asked to do in school. Parents and grandparents often ask the Trust why students seem to spend more time coloring than doing math or why, when they read a play like *To Kill a Mockingbird*, the assignment is to color a poster on the play instead of to write a paper on the play. In other words, the international comparisons are not necessary to demonstrate that we expect far too little of all of our young people. Ms. Haycock stressed that it is important that the Board understand that the problem is doubly worse for the poor and minority children. When the staff members of the Trust spend time in schools with concentrations of poor or minority children, they routinely see children spending day after day on coloring assignments or writing assignments that are essentially copying pages out of text books. Even at the high school level, students in urban schools are often given more coloring assignments than writing or mathematics assignments. Ms. Haycock stated that the biggest

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problem with that is that the schools are not being honest with the students about what they are doing; rather, they are giving the students A's for work that would actually earn C's or D's if it were turned in to another school district. What is routinely happening is that children in high-poverty, inner-city schools are being given A's for work that would earn C's or D's in the suburbs, which gives them very inaccurate messages about what they know and can do and about how well prepared they are for the next level. Fortunately, because of the Board's leadership in this System and because of leadership from the State Superintendent, Georgia is moving to rectify this particular problem by increasing requirements for high school graduation and putting into place a new set of standards that all students will be expected to meet at particular grade levels. Ms. Haycock stressed that it was really important that, as those goals are put into place, we make certain that all students are actually taught to those standards, because they are not currently being taught to those standards. Some students are systematically taught less than others.

Ms. Haycock stated that students who complete a rigorous college-prep curriculum in high school perform very well on standardized tests. In fact, the more college-prep courses they take, the better they perform. The relationship between rigorous courses in high school and achievement holds up no matter what kind of test is examined; this holds true for performance on the National Assessment of Educational Progress exam as well as on the Scholastic Aptitude Test. Students who took only biology in high school did not test as well as those who took biology and physics. Similarly, students who took only algebra did not test as well as those who took algebra through calculus. Conversely, students who spend large amounts of time in the traditional vocational curriculum never master even the mid-level reading skills that employers say they need to succeed. In fact, unlike the college-prep curriculum in which the more courses students take, the better they do, with vocational courses, the more courses students take, the worse they do. Ms. Haycock remarked that the problem is that it is not random who gets assigned to what curriculum. Children who grow up in high-income families are very likely to be placed in the college-prep curriculum (65.1%), while children who grow up in low-income families are much less likely to be placed in the college-prep curriculum (28.3%). The same differences hold true when the issue is examined in terms of race. African-American and Hispanic students are less likely to be placed into the college-prep curriculum than white and Asian students. The result is that poor and minority students are less likely to be enrolled in the courses which build the higher-order thinking skills that students need to succeed in college and the work force. So, there is an achievement problem in this country because too few children take the more rigorous courses, and there is an achievement gap in the country between groups because poor and minority students are much less likely than others to be placed in a rigorous curriculum. Ms. Haycock commented that this area is also one in which Georgia has taken some significant steps to address the problem by raising course requirements for admission to the University System's institutions and by raising the requirements for the college-prep diploma. The challenge now is to make those goals work for all Georgia children in all Georgia schools, especially in the schools that for decades have expected far less from their students.

To make these changes work, Ms. Haycock said, one thing is needed above all else: teachers who know their subjects deeply and who know how to teach them to all children. Despite the positive impressions the Board likely received from the panelists, there are too few such teachers right now. According to a report by the national commission chaired by Governor Jim Hunt of North Carolina, large numbers of American children are currently being taught by underqualified teachers, meaning those teachers who do not even have college minors in the subjects they are teaching. In many cases, these are teachers with no formal training whatsoever. In other cases, they are teachers who were trained to teach one subject but were placed in other subjects, in which they may have had no education at all. Once again, minority and poor students are far more likely to have these underqualified teachers than are other students. Only about half (54%) of the math

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and science teachers in predominantly minority schools even meet minimum requirements for certification in their fields, and substantially fewer (42%) have college majors in their fields. In comparison, most (86%) of the math and science teachers in predominantly white schools meet the minimum requirements for certification in their fields, and the majority (69%) have college majors in those fields. In short, the educational system is arranged so that it takes students who are the most dependent on their teachers for content knowledge and it gives them the teachers with the least content knowledge. Nationally, we used to get away with this, because schools did not need to succeed with very many of their students. Our economy was based on having a few well-educated workers who could tell the large number of poorly educated workers what to do. So, even the students who did not succeed in school had some opportunities to earn the kind of wages they needed to support their families. This is no longer the case. In order to gain a secure foothold in today's economy and certainly in the economy of the future, all young people must be competent writers, thinkers, oral communicators, and mathematicians. Ms. Haycock stressed that without those skills, young people really do not stand a chance for security in this economy.

In order to teach all students to those standards, teachers must know their subjects much more deeply than before, because they must know the concepts and skills well enough to teach them many different ways for the many different types of learners. They also need to be able to understand the different ways in which young people learn so they can diagnose problems. Ms. Haycock referred to Ms. Klueter's problem diagnosing reading problems and said that it was a significant problem now because it is a fundamental building block. In summarizing her position, Ms. Haycock stressed that well-educated, intellectually able teachers who are committed to high-level learning for all students are at the heart of any improvement strategy for the quality of education. If there are teachers like this, the strategy will work; if not, nothing will work. Requiring more math and science for a high school diploma will not work if teachers themselves do not understand the mathematics and science deeply enough to succeed with all of their students. Requiring students to meet higher standards will not work if the teachers do not even meet the standards. Ms. Haycock stated that many times in her work, she sees teachers who are trying to implement new standards that are being set by professional associations for what high school graduates should know but who do not know how to make their students rise to standards which they themselves do not even meet. Ms. Haycock stressed that this is demonstrative of how serious the problem is in many communities. She reiterated that the standards movement will not work unless teachers themselves are deeply educated in their subject areas. In fact, she stated, none of these strategies will work if we continue to fill our teacher preparation programs with our weakest undergraduates. She wished that universities would hold themselves accountable by judging themselves by how many of their most able undergraduates go into teaching instead of just by the raw numbers. She asserted that one of the most intellectually challenging tasks of our time is to get all students to meet the new standards, to get all of them to write well and to understand what it means to think analytically. What higher education systems are generally doing is sending out their weaker undergraduates instead of their strongest. If the Board truly is concerned about education, as it has demonstrated, there is no more important agenda than ensuring that the teachers are as well prepared as they can be and that they are well supported once they enter the profession. It is also important to remember that it is an agenda not just for schools or departments of education but also for entire universities. After all, teachers get most of their subject knowledge in the colleges of arts and sciences, not within schools of education. So, this agenda must be shared with all college faculty. Georgia's children can achieve at higher levels than they are achieving right now. This is especially true of Georgia's poor and minority children. These children can achieve at high levels if they are taught at high levels. This is not being done right now, and without significant change in the way teachers are prepared, it will never be done. Ms. Haycock then thanked the Board.

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Dr. Muyskens thanked Ms. Haycock and commented that she certainly set before the Board the challenge that lies ahead. He asked the Regents if they had any questions for Ms. Haycock.

Regent Howell said that he had served on the Board of the Department of Human Resources for several years and he was told by some people with the Division of Family and Children Services that 70% of the high school students in the Atlanta independent school system live under the poverty level. He reported that there was a consensus on the part of the government structure that looked after the programs administered in those schools that those students have a difficult time learning because of their background. These administrators felt that there were more challenges for those students than just the teachers who are teaching them. Regent Howell requested Ms. Haycock's insight on that issue and commented that it seemed to him that a child living under the poverty level would have many challenges in life.

Ms. Haycock replied that there is no question of the challenges for children in some neighborhoods; however, she stressed that it is extremely important to remember that there is nothing inherent in poverty that suggests that with proper teaching and support these children cannot achieve at high levels. She explained that there is data from schools around the country that have much poorer children than the city of Atlanta whose children are excelling in achievement tests and, in fact, outscore the children in some of the more affluent schools. When those poorer schools are examined, one finds teachers who are not deterred by the life circumstances of the children and who believe that the children can learn. They are determined to help the students and are relentless in their approach to teaching. The question often asked is "How many such schools do we need to see as a country before we stop blaming it on the kids?" She stressed that we should stop concluding that something is wrong with the children and start saying, "What is it that we adults need to do differently so that these kinds of successful schools are not the exception but the rule?"

Regent Howell asked where such schools are located.

Ms. Haycock responded that El Paso, Texas has many such schools as does Mission, Texas. In fact, she said that there probably have been bigger gains in the state of Texas than almost any other place. Many believe that is due to a very tough accountability system that demands gains from all schools and sends a very clear message that no single group of children can be left out. There is also an enormous investment in Texas in deepening the knowledge of teachers and helping them to succeed with all students. The University of Texas, El Paso, which produces most of the teachers in El Paso, has radically revised its preparation program. Moreover, teachers get a great deal of support in the schools from their P-16 program in learning more effective strategies for deepening their own knowledge and identifying a curriculum that is more effective. In places like this, the gap in achievement between white students and poor and minority students is narrowing again.

Regent Cannestra remarked that there appears to be an anomaly in the Asians, who are generally thought of as minorities. With the large influx of Cambodians and other Asians in nonaffluent conditions, he questioned whether it is worthwhile to examine why they tend to do much better. He asked if there is something there that can be learned which will give us a better understanding of why these students do even better than white students.

Ms. Haycock replied that often, the Trust gets calls requesting help for underachieving white students because the Asian students have surpassed them. She said that it is fallacious to lump all Asians in one category, however, because it results in less accurate data. The data for Cambodian students and for some **STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"**

Vietnamese students are not as good as data for other Asian students. However, some researchers are

examining what explains the higher achievement levels among Asian students so that everyone can learn from it. Much of what they are finding is that a lot of this success comes from both a clear focus on homework and the study groups that Asian children form both in high school and in college. It is evident that young people who study together learn more. Other students can also improve their own learning by forming study groups. For that reason, it is important to examine that phenomenon and for everyone to learn from it.

Regent Jenkins asked if Ms. Haycock did not think that this also comes from the Asian families.

Ms. Haycock responded that her comment about homework was intended to address that. She stated that in Asian households, there is a very strong emphasis placed on school work. Asian students are less likely to work after school, are more likely to have their mothers at home reinforcing the emphasis on school work, and are more likely to have college-educated parents. So, there are many factors emphasizing the importance of education. Ms. Haycock added that teachers often expect high achievement from Asian students. Placement data shows that even low- to moderate-achieving Asian students are assigned to classes like algebra, geometry, and trigonometry, and the reverse is true with African-Americans and Latinos. Even the highest-achieving students of those races are less likely to be placed in those types of courses. So, there are still many racial judgments being made that stereotype students and affect their placement in the types of curriculum.

Chair Leebern asked if there were any further questions, and seeing that there were none, he thanked Ms. Haycock on behalf of the Board.

Dr. Muyskens stated that this concluded this report on teacher preparation.

Chair Leebern thanked Dr. Muyskens, Dr. Kettlewell, and all of the presenters for their thought-provoking insights into teacher preparation. He stated that at the March 1998 meeting of the Strategic Planning Committee, a set of principles would be introduced that would lead to specific action items for improving teacher preparation in Georgia. He then asked for a motion to recess the meeting of the Committee of the Whole. With motion properly made, variously seconded, and unanimously adopted, the Board was reconvened in its regular session.

Chair Clark thanked Dr. Muyskens and all of the presenters and remarked that the Board had certainly heard a powerful message at this meeting and that the Board needs to take some serious action to improve its graduating teachers.

## UNFINISHED BUSINESS

There was no unfinished business at this meeting.

## NEW BUSINESS

Regent Hunt announced that any Regents who would like to go on the Southwest Georgia tour of System institutions should let Secretary to the Board Gail S. Weber know of their intentions. He reminded the Board of the letter explaining the tour and encouraged the Regents to participate. He explained that the dates of the tour would be determined by the interested participants.

Regent Jones announced that Chancellor Portch had been named a top national academic leader by *Change* magazine.

Regent Jones also presented to the Board a resolution to be presented to Dr. Isaac Crumbly at the Cooperative Development Energy Program at Fort Valley State University on February 23, 1998. With motion properly made, variously seconded, and unanimously adopted, the Board approved the following resolution:

### **Resolution Dr. Isaac J. Crumbly**

**WHEREAS:** Dr. Isaac J. Crumbly, of Fort Valley State University, had the vision and the dedication to create the nation's only Cooperative Development Energy Program in 1983; and

**WHEREAS:** The vision of this program was to increase the number of minorities and women working in the private and governmental sectors of the energy industry; and

**WHEREAS:** Dr. Crumbly had the foresight to develop the program as a collaborative relationship involving academia, government, and private industry; and

**WHEREAS:** Since 1984, Fort Valley State University has established energy-related, dual degree programs in mathematics/electrical engineering with the University of Nevada, Las Vegas and in mathematics or chemistry/geosciences with the University of Oklahoma; and

**WHEREAS:** With financial support for scholarships from major companies and governmental agencies, the Cooperative Development Energy Program has been able to target and recruit more than 900 academically talented minority and female students for careers in the energy industry; and

**WHEREAS:** Fort Valley State University is the only institution of higher education in the United States that has developed a specific pipeline niche for supplying the energy industry with minorities and females; and

**WHEREAS** The Office of Minority Economic Impact of the U.S. Department of Energy has selected Fort Valley State University's Cooperative Development Energy Program as a national model; and

**NEW BUSINESS**

**Resolution, Dr. Isaac Crumbly (Continued)**

**WHEREAS:** Dr. Crumbly's leadership in the development and management of this program has truly set an exemplary standard within the University System of Georgia for collaborative partnerships and has placed Fort Valley State University as a model of national excellence; and

**WHEREAS:** This year marks the 15th anniversary of the founding of the Cooperative Development Energy Program by Dr. Crumbly;

**THEREFORE:** Be it resolved that the Board of Regents of the University System of Georgia hereby recognize Dr. Isaac J. Crumbly for his extraordinary vision, sustained dedication, and nationally recognized leadership. Dr. Crumbly's efforts represent a shining example of the Board of Regent's vision to promote academic excellence of the highest order and to ensure that traditionally under-represented groups have the access and the opportunity to excel in a broad range of demanding fields. Dr. Crumbly's students truly serve as role models for aspiring minorities and women both in Georgia and nationally.

Presented this eleventh day of February, 1998

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S. William Clark, Jr.  
Chair  
Board of Regents

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Stephen R. Portch  
Chancellor  
University System of Georgia

After adoption of this resolution, Chair Clark asked Secretary Weber to write thank-you letters to the 30 students who participated in the Student Advisory Council's Certified Leadership Program.

**PETITIONS AND COMMUNICATIONS**

Secretary Gail S. Weber announced that the next Board meeting would take place on Tuesday, March 10 and Wednesday, March 11, 1998 in the Board Room in Atlanta, Georgia.

**ADJOURNMENT**

There being no further business to come before the Board, the meeting was adjourned at 11:45 a.m. on February 11, 1998.

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

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