

**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 9 and 10, 1999**

**CALL TO ORDER**

The Board of Regents of the University System of Georgia met on Tuesday, February 9 and Wednesday, February 10, 1999 in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent Edgar L. Jenkins, called the meeting to order at 1:00 p.m. on Tuesday, February 9. Present on Tuesday, in addition to Chair Jenkins, were Vice Chair Kenneth W. Cannestra and Regents Thomas F. Allgood, Sr., David H. (Hal) Averitt, S. William Clark, Jr., 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.

**ATTENDANCE REPORT**

The attendance report was read on Tuesday, February 9 by Secretary Gail S. Weber, who announced that Regent Juanita P. Baranco had asked for and been given permission to be absent on that day. Regent Warren Y. Jobe was present for the meeting of the Audit Committee, but he was unable to attend the meeting of the full Board.

**APPROVAL OF MINUTES**

Motion properly made and duly seconded, the minutes of the Board of Regents meeting held on January 12 and 13, 1999 were unanimously approved as distributed.

## **RECOGNITION**

Chair Jenkins called on Chancellor Portch to recognize one of the Central Office staff members.

The Chancellor stated that periodically he likes to introduce to the Regents some of the people who contribute behind the scenes to the work of the Board. At this meeting, he introduced Ms. Bertha L. Harris, who has worked in the Central Office for 25 years and is Senior Administrative Secretary in the Office of Senior Vice Chancellor for Human and External Resources Arthur N. Dunning. He asked Ms. Harris to stand and be recognized while he told the Regents a little about her. In her tenure with the Board, Ms. Harris has worked for a number of senior leaders in the Central Office. When she began in 1975, she worked for Dr. Howard Jordan, who was Vice Chancellor for Services. She has worked under Dr. Dunning when he was Vice Chancellor for Services and then when he became Executive Vice Chancellor, succeeding Dr. David Spence. She also worked for Dr. Spence from 1993 to 1994 while he was Executive Vice Chancellor to the Board of Regents. Chancellor Portch remarked that Ms. Harris is deeply loyal and committed to the work of the Board of Regents. He noted that she lives in Greenville, Georgia, which is a long commute to Atlanta. One of the reasons she chose to live so far from Atlanta was the quality of schools for her children, because education is a high priority in her family. Her daughter, Julia, is a junior at Mount Holyoke College in Massachusetts. Her son, Mark, is in the National Guard Youth Challenge Academy at Fort Stewart. Chancellor Portch wanted the Regents to know how many years Ms. Harris has been dedicated to working for the Board and what a tremendous human being she is.

The Board and the audience applauded.

Chair Jenkins thanked Ms. Harris for her contributions to the Board, the State, and her family.

## **INTRODUCTION OF MICHAEL GERBER, PRESIDENT OF ARCHE**

Chair Jenkins next called on Chancellor Portch to make an introduction.

The Chancellor remarked that it was his pleasure to introduce to the Board Mr. Michael A. Gerber, President of the Atlanta Regional Consortium for Higher Education (“ARCHE”). ARCHE is the consortium of private and public institutions in the greater metropolitan Atlanta area formerly known as the University Center. The consortium has been in existence now approximately 60 years, and Mr. Gerber has recently become its president. Chancellor Portch noted that Mr. Gerber has energized the organization. He worked in the independent college sector in research and politics in Connecticut and Maryland for 19 years. He has his bachelor’s degree in government and politics from the University of Maryland at College Park. The Chancellor stated that Mr. Gerber has been an asset to Georgia since coming here and that he has enjoyed working with him. Since many System institutions are in the consortium, Chancellor Portch felt it would be appropriate for the Board to learn more about what ARCHE does and where it is headed under Mr. Gerber’s leadership.

Mr. Gerber thanked the Chancellor and greeted the Board. He noted that a folder of informational materials had been distributed to each of the Regents and explained that ARCHE is a consortium of 19 public and private colleges and universities located in the Atlanta region. Six of these institutions are members of the University System of Georgia, all of the member institutions grant bachelor's degrees or higher, and the president of each institution serves on the ARCHE board of trustees. Geographically, ARCHE extends as far north as Kennesaw State University, including Southern Polytechnic State University; as far west as the Georgia Institute of Technology, including Georgia State University; as far south as Clayton College & State University; and as far east as the University of Georgia. The consortium was founded in 1938 by six institutions and has through most of its history been primarily a faculty collaborative.

For many years, the consortium had only a part-time director and mostly convened faculty for meetings and discussions. In the mid-1980s, it hired its first full-time staff and grew its program and memberships, and in 1996, Mr. Gerber’s predecessor announced that he was going to retire. ARCHE’s board then decided to bring in Mr. Gerber as a consultant to help the consortium identify a vision for the future of the organization. Mr. Gerber performed that task, then returned to his job in Connecticut. However, he explained, he got “hooked” on Atlanta. He appreciated the leadership of Governor Zell Miller and the savvy of Chancellor Portch as well as the kinds of activities in which the Board of Regents is engaged, coupled with the leadership of the new presidents in the System. Mr. Gerber asserted that Georgia is the place in America where higher education is really “hot” because of the dynamic growth that the institutions, both public and private, have seen during the 1990s. Moreover, he was compelled by the connection between higher education and the economy. So, when ARCHE was ready to hire its new president, Mr. Gerber took the position and began work in January 1998.

Since that time, ARCHE adopted his consulting report and has followed it, reported Mr. Gerber. The name of the consortium changed, its Web site address changed, and it examined all of its programs very strategically, jettisoning things that did not work and focusing on those that did with the intention of growing them. ARCHE streamlined its mission statement to focus on three areas, two of which are historical and one of which is new. Historically, the consortium has always been an organization dedicated to academic collaboration. It continues to do this through a program of cross-registration; any student in the Atlanta region at any one of ARCHE’s 19 member institutions who wants to take a course at another member institution that is not available at her own institution has that opportunity with no exchange of fees. This **INTRODUCTION OF MICHAEL GERBER, PRESIDENT OF ARCHE**

makes Atlanta a very powerful destination of choice for higher education in this country, stated Mr.

Gerber. There is also an inner-library lending program, which not only promotes collaboration, but also saves money. Students are able to borrow materials from other member institutions either by having them delivered within 24 hours or by getting a library card that gives them access to the other libraries. By having its own van service as opposed to using conventional insured delivery companies or mail, ARCHE saves about \$100,000 in the operating budgets of the member institutions. The consortium also has a new faculty grants program to help promote innovative collaboration between institutions that are multi-disciplinary. ARCHE also has programs which promote collaboration on the business side of the operation. Through a cooperative purchasing program, it provides approximately 20 different areas of commodities, such as discounted overnight delivery services. In 1998, this program saved the member institutions approximately \$1.2 million off the standard rates they would otherwise pay for overnight delivery services through this program. Now, even the Board of Regents Central Office is able to realize some of the savings through this program.

The newest part of ARCHE's mission is the part with the greatest focus, stated Mr. Gerber. It is the area of public advocacy on behalf of higher education. ARCHE is becoming a public information resource about the contributions that higher education, both public and private, makes to the region and the State. To begin with, ARCHE performed a survey of candidates in the recent governor and lieutenant governor race. ARCHE also performed research on the connections between educational attainment, earnings, and employment. This month, ARCHE will release new data showing this relationship for 1997. In many respects, the data is intuitive, but ARCHE is trying to document this to prove it is important in the future of any young person in the State to finish high school and go on to college. Mr. Gerber stressed that it is never too late for anyone to return to high school or college, because the returns are real and they are measurable. The last piece of research that Mr. Gerber mentioned is a study that will be released in April on the Atlanta region compared to the other 59 largest cities in the country in terms of higher education enrollment, degrees granted, and cumulative budget of all institutions taken together. He said that people in the Atlanta area will probably be surprised at how much of an engine higher education is in this region compared to the other places that might be thought of as higher education centers in the country. In closing, Mr. Gerber said that he spent a lot of time on legislatures and in politics and he subscribes wholly to the theory that all ships rise in the same water. While ARCHE may have a particular interest in institutions in the Atlanta area, it is much more broadly concerned with what is good for higher education in the State of Georgia. Whatever ARCHE does, he remarked, it will be advocacy on behalf of all higher education in Georgia. He then thanked the Board for its time, because ARCHE's future success depends on its ability to develop strategic partnerships and to align itself with partners who share a common interest. Certainly, the Board of Regents is an organization that falls into that category, he said, and ARCHE would like to work with the Board in any ways that may be helpful. Mr. Gerber also thanked Chancellor Portch and his staff for their kindness in the last year and the opportunities to talk with them about issues.

Chair Jenkins thanked Mr. Gerber for his presentation about ARCHE. He asked if the Regents had any questions, and they did not.

## **COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION, COMMITTEE OF THE WHOLE**

Chair Jenkins next convened the meeting of the Committee on Education, Research, and Extension as a Committee of the Whole and turned the chairmanship of the meeting over to Regent Rhodes. Motion made, seconded, and unanimously approved, Chair Rhodes began the meeting.

Chair Rhodes explained that this presentation was originally intended for the Committee on Education, Research, and Extension, but there was so much Regent interest, that it was decided the presentation should be made to the full Board. He then introduced Senior Vice Chancellor for Academic Affairs James L. Muyskens, who would be introducing the presentation, which comes from one of the earlier initiatives of the Board, Connecting Students & Services.

Dr. Muyskens thanked Chair Rhodes and explained that in the last few years, the University System has made significant progress in how it serves students. One of the major reasons for this progress is the initiative begun in fiscal year 1996 called Connecting Students & Services, which examines how the System can improve its delivery of services. At this meeting, the Board would be updated on this initiative. As with so many of the Board's initiatives, it is ambitious and has a great scope, remarked Dr. Muyskens. The initiative starts before a person is even a student in the System and continues into his first job. It focuses on providing students access to essential administrative information and services, such as admission, registration, financial aid, housing, transfer, E-mail, graduation audits, and career services. With this program, there are also Internet connections with all the high schools, making it possible for high school students to find out about System institutions. He reminded the Board of the March 1998 presentation to the Committee on Education, Research, and Extension on the Georgia Application and Electronic Advisement System ("GA EASY"), the electronic admissions system whereby a student can apply electronically for admission to multiple System institutions. Currently, GA EASY is a work in progress, but it will be available across the System in fall 1999. Dr. Muyskens also reminded the Board about the automated telephone system for registration. The initiative is also trying to make it easier for students to transfer through Core Curriculum Certification, another electronic means. The initiative also covers graduation certification and career services. So, it tries to enhance services for students from before they enter the System until after they leave. At this meeting, the Board would be hearing about the career services aspect of the initiative. Dr. Muyskens noted that this initiative ties into this year's focus of the Strategic Planning Committee, the technology initiative. While the focus of the technology initiative thus far has been on the impact of technology on the classroom, a more significant transformation is taking place in student services, and it involves computing. Dr. Muyskens reminded the Board that it wanted every student and faculty member to have E-mail access, and now, that is a reality. Moreover, there is electronic mentoring online. So, there are many components to the Connecting Students & Services initiative, but the focus at this meeting was on the career services part of the program, the Georgia Hiring Initiative for Recruiting Excellence ("GeorgiaHire"), a job-search tool for System graduates and alumni. As with so many things the System does, this is done in partnership. In this case, the System has been helped significantly by the Intellectual Capital Partnership Program ("ICAPP"), which is headed up by Assistant Vice Chancellor for Development & Economic Services Annie Hunt Burriss. When the Board focused on its workforce initiative, it asked whether the System is providing the kinds of courses and degrees necessary so its students will meet the workforce needs of business and industry in the State. The question that followed was whether the System is matching up those students who have those courses and degrees with the prospective employers who would want them. So, Ms. Burriss performed a study which created an inventory of how the System is performing in terms of placement services. The study showed that the System needed to improve, and the presentation at this meeting would demonstrate that the System is doing much better today than it has before. Dr. Muyskens explained that the traditional placement office does **COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION, COMMITTEE OF THE WHOLE**

not exist in today's high-tech college environment; now, there is a career services and cooperative education center in its place. He then introduced the masterminds behind GeorgiaHire. Ms. Diane Fennig is from Augusta State University ("AUSU"), Mr. Bruce Brewer is from the State University of West Georgia ("SUWG"), and Ms. Lesa Kerlin is from Columbus State University ("CSU"). Mr. Brewer would be operating the computer presentation while Ms. Fennig and Ms. Kerlin spoke to the Regents.

Ms. Kerlin greeted the Board. She asserted that an employed graduate is a happy graduate and a happy graduate is a giving graduate. She further asserted that there is nothing more important for students than to see them through to completion, and this program is a giant step forward in doing that. She explained that she is part of the University System Committee for Career Services and Cooperative Education ("USC-CACE"), a representative body of career services and cooperative education professionals within the University System operating as a standing committee of the Regents Administrative Committee for Student Affairs ("RACSA"), the chief student affairs officers. USC-CACE does what it can to create success for students after they graduate. While it does not find jobs for students, it does facilitate students' job searches. Employers do not come to campuses in the numbers that they did in the 1980s, and there is not much on-campus recruiting activity. Moreover, while institutions may be familiar with employers in their immediate geographic region, they may not know about other areas within or outside of Georgia where students may want to go. For example, at CSU, many students stay in the Columbus area, but there are also a fair number of students who do want to move on to other places. She is inhibited in trying to help them outside of the Columbus area. So, GeorgiaHire helps her make this connection for students. The desire was to create a shared Statewide resume database. While earlier attempts at this were made, they were met with limited success due to the technology available at the time. However, with advances in technology, this became more timely and feasible. So, in the spring of 1997, a number of USC-CACE members collaborated to write a proposal for this database to give all System students equal access to employment opportunities, and the Board approved. In October 1997, USC-CACE heard presentations from a variety of vendors about their proposals to provide the means by which GeorgiaHire could be delivered. After much consideration, USC-CACE chose JOBTRAK as the vendor for the program. Currently, 29 of the 34 System institutions are participating in the initial phase of the program. The remaining five, all two-year institutions, have concerns about providing the staff support for GeorgiaHire. In January 1998, USC-CACE submitted a proposal to the Office of Academic Affairs for 50% matching grant monies so that participating System institutions could obtain the hardware necessary to support the program. As a result, \$70,000 was awarded to 15 institutions. Additionally, \$30,000 was allotted for necessary start-up costs. This funding was a result of the Board's Connecting Students & Services initiative. Ms. Kerlin reiterated that GeorgiaHire is a cooperative effort between the Board, ICAPP, and USC-CACE.

Ms. Fennig explained to the Regents that currently, over 13,000 students are registered with GeorgiaHire and over 7,000 students have their resumes online. Two primary features of GeorgiaHire are sharing a resume database and job posting. The future development potential includes a mentor network with business professionals who are willing to share their time and talent with students, specific discussion groups with students as they have job search questions, virtual career fairs, and linking with other institutions. She stated that private institutions are very interested in linking with the System in this project. Ms. Fennig then demonstrated for the Board the Web page of GeorgiaHire. Currently, the Web pages of System institutions' career centers have links to this Web page, and it is anticipated that ultimately the local chambers of commerce Web pages may have links. Using GeorgiaHire's password-protected Web page, students can search for current job openings in their fields. They can then directly E-mail their resumes to potential employers. Employers also have the ability to search resumes of the participating students and graduates.

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Ms. Kerlin added that the resumes are E-mail resumes, rather than resumes formatted to be mailed to employers. She further stated that this is an excellent way to market students and recruit them with companies. She thanked the Board for the opportunity to share this information and said this is a significant development in the continuing process of providing career services to students and alumni.

Ms. Fennig concluded the presentation by asserting that this is great material for the Board's next initiative. She stated that Georgia is a "force to be reckoned with" in the Southeast, but the System is not done yet. GeorgiaHire is still in its initial state, but it is very important to students and alumni as well as employers. She reiterated that no other state is sharing its students' resumes in this way, and she said she now knows why: it is very tough to get collaboration among so many institutions. However, almost all System institutions are on board with this program. She noted that at many of the two-year institutions, the career services offices are one-person offices and those persons do not have time to share this program with their students. So, USC-CACE is working diligently to get all two-year institutions on board. Ms. Fennig stated that there is also a great opportunity to work with the Georgia Department of Industry, Trade, and Tourism. Moreover, the Commissioner of Labor has given the green light on this project. She projected that links to GeorgiaHire will be on all its partners' Web sites by the end of the year. The project aims to keep the intellectual capital within the State of Georgia. In closing, Ms. Fennig demonstrated for the Board a public service announcement designed by JOBTRAK to promote the program. She then asked whether the Regents had any questions.

Regent Jenkins asked how many years alumni can post their resumes on the Web page.

Ms. Fennig responded that it was the decision of the particular institution.

Regent Jenkins asked whether employers pay a fee to participate in this program.

Ms. Kerlin replied that while there is no charge to students for any of the services in the program and the employers can search the resumes free of charge, if an employer wants to post a position on the Web page, there is a charge of \$125 for 30 days. She noted that a Sunday ad in the *Atlanta Journal-Constitution* costs approximately \$700. Moreover, the Web page has the potential to reach 200,000 students; therefore, it is very cost-effective for potential employers.

Chair Rhodes asked whether there were any further questions, and seeing that there were none, he thanked the presenters on behalf of the Board for their presentation. 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.

Before convening the Committee on Real Estate and Facilities as a Committee of the Whole, Chair Jenkins recognized Senator Paul C. Broun (district 46) and Representative Louise McBee (district 88), who were present at this meeting.

## **COMMITTEE ON REAL ESTATE AND FACILITIES, “COMMITTEE OF THE WHOLE”**

Chair Jenkins next convened the meeting of the Committee on Real Estate and Facilities as a Committee of the Whole and turned the chairmanship of the meeting over to Regent Coleman. Motion made, seconded, and unanimously approved, Chair Coleman began the meeting.

Chair Coleman explained that this session of the Committee of the Whole was for the purpose of hearing the master plan presentation of the University of Georgia (“UGA”). He then called on Director of Facilities Planning Gita Hendessi to introduce this presentation.

Ms. Hendessi explained that like many of the other presentations on master planning, issues of traffic and parking planning, campus boundaries, adapting aging infrastructure and facilities to emerging technologies, and optimizing the use of technologies are among the key issues at UGA. Another key issue is the creation of open green space and academic quadrangles that help to connect and unify the campus. UGA has developed a physical master plan to guide its efforts as the campus continues to adapt and grow in its evolving context. Ms. Hendessi then introduced President Michael F. Adams.

UGA and the Office of Facilities proposed a physical master plan for future development of the campus, which President Adams presented to the Board of Regents. Consultants reviewed five-year enrollment targets, the institution’s mission statement, its strategic plan, academic programs, support programs, and other variables. They met with the administration, faculty, students, and community leaders to receive input and then presented five-year, ten-year, and long-term options for facilities, parking/traffic patterns, student/ pedestrian patterns, and campus beautification. Based on the consultants’ findings, UGA’s master plan recommendations included the following:

- Continue planning and construction of Board-approved student learning center, animal science arena, AGTEC facility, north campus parking deck, animal health bio resources facility/phase I, J. W. Fanning Leadership Center, performing and visual arts complex/ phase II, and alumni center complex
- Request funding to build a pharmacy building addition and the animal health bio resources facility/phase II and for infrastructure improvements
- Utilize effectively 605 acres of the main campus and consolidate some College of Agriculture properties
- Create some additional student housing
- Create and enhance common outdoor areas and academic quadrangles by primarily constructing parking deck structures and realigning existing roads
- Expand the UGA student shuttle system and create a loop system to serve the campus more effectively

After President Adams’ presentation to the Board, Chair Coleman asked whether the Regents had any questions.

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Regent Rhodes asked whether President Adams supports the College of Agriculture’s concept to centralize most field activities into one location. He noted that this would likely result in some surplus



property. He then asked whether UGA would need any of the parcels of land that are declared surplus.

President Adams responded that he does support the college's plan and that the dean knows that he supports it. He said that there are some parcels of land that could be considered surplus and sold that are on the periphery of the property. However, there are other parcels of land that President Adams said he would not want to sell because they are in the direct line of growth in which the university would need to expand if it grows beyond 32,500 students. He said that it is sensible in the changing environment to leave a small amount of agricultural land for teaching purposes adjacent to the Athens campus but to move other uses, such as experimentation and herds, further away from what is adjacent to the Paul Broun freeway. The traffic patterns, congestion, and apartment development on that side of town are so different from how the land use was originally envisioned that he felt the change recommended would ultimately be a wise thing to do.

Regent Jones asked whether it would be desirable to have another bridge over the river to the east campus.

President Adams responded that the real question is where. There is some land across the river that UGA would like to own that could have particular use for residential patterns, perhaps to address some of the fraternity and sorority issues. If that land became available at a fair price, UGA would want to purchase it, and its use would probably require an additional bridge from the east campus. President Adams noted that this is currently part of the master plan.

Regent Jones asked whether the commissary from the east side of the river would move to the main part of the campus.

President Adams replied that under the master plan, it would remain in its current location.

Chair Coleman asked if there were any further questions, and seeing that there were none, he thanked President Adams for his presentation to the Board. 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.

There being no further business to come before the Board, Chair Jenkins adjourned the Board into its regular Committee meetings at approximately 2:15 p.m.

### **CALL TO ORDER**

The Board of Regents of the University System of Georgia met again on Wednesday, February 10, 1999 in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent Edgar L. Jenkins, called the meeting to order at approximately 9:00 a.m. Present on Wednesday, in addition to Chair Jenkins, were Vice Chair Kenneth W. Cannestra and Regents Thomas F. Allgood, Sr., David H. (Hal) Averitt, S. William Clark, Jr., J. Tom Coleman, Jr., Hilton H. Howell, Jr., George M. D. (John) Hunt III, Warren Y. Jobe, 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 10, 1999 by Regent Leebern.

### **ATTENDANCE REPORT**

The attendance report was read on Wednesday, February 10 by Secretary Gail S. Weber, who announced that Regent Juanita P. Baranco had asked for and been given permission to be absent on that day.

## **AUDIT COMMITTEE**

The Audit Committee met on Tuesday, February 9, 1999 at approximately 10:25 a.m. in room 7005. Committee members in attendance were Chair George M. D. (John) Hunt III, Vice Chair Hilton H. Howell, Jr., and Regents J. Tom Coleman, Jr. and Warren Y. Jobe. Chair Hunt reported to the full Board on Wednesday that the Committee had reviewed five items, one of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

### **1. Procedure on Audit Responses**

Assistant Vice Chancellor for Internal Audit Ron Stark began this discussion, which was a follow-up to the discussion on audit follow-up processes at the January 1999 meeting. Mr. Stark presented a proposed change to page 2 bullet 2 of the Internal Audit Charter regarding the duties of the Assistant Vice Chancellor for Internal Audit, which the Committee voted unanimously to adopt. The change is as follows:

- Reviewing audit results from all internal campus and State audits and monitoring the implementation of recommendations System-wide. Chief Business Officers will report the status of all audit recommendations implementation to the Assistant Vice Chancellor quarterly. Implementation status of all audit recommendations will be reported quarterly to the Audit Committee.

### **2. Information Item: Status of Fiscal Year 1999 Audit Plan**

Mr. Stark reported that the fiscal year 1999 audit plan was 50% complete, which means that it is on schedule.

### **3. Information Item: Summary of Year-to-Date State Department of Audits Findings**

Mr. Stark reported that of the two audit reports issued since the January Board meeting, one institution was rated Code 1, and one was rated Code 3. Code 1 indicates that there were few or no notable findings and that there are strong internal controls as well as adherence to laws, regulations, and policies. Code 3 means that there were few notable findings, few notable control weaknesses or many insignificant weaknesses, few minor violations or many insignificant violations of policy, and/or minor violations of regulations. Code 3 also indicates that there were no violations of laws.

### **4. Information Item: Overview of Audits — State Department of Audits**

State Auditor Claude Vickers spoke to the Committee about the State Department of Audits' financial audits of System institutions. He was accompanied by Ronald A. Mesimer, Director of Financial Audit Operations, and Larry Whitaker, Deputy Director of Financial Audit Operations. Mr. Vickers reported that all audit reports on System institutions by his office will be issued before the March 1999 Board meeting and that, while there are always institutions which need improvement, overall the System is in good shape with regard to audits.

### **5. Discussion Item: New Business**

The Committee voted by unanimous consent to add a walk-on item to the agenda, an Executive Session to discuss personnel matters. Committee members in attendance for the Executive Session were as follows: Chair George M. D. (John) Hunt III, Vice Chair Hilton H. Howell, Jr., and Regents J. Tom Coleman, Jr. and Warren Y. Jobe. No actions were taken in Executive Session.

## **OVERSIGHT COMMITTEE**

The Oversight Committee met on Tuesday, February 9, 1999 at approximately 11:25 a.m. in room 7005. Committee members in attendance were Chair Charles H. Jones and Regents Kenneth W. Cannestra, George M. D. (John) Hunt III, and Edgar L. Rhodes. Chair Jones reported to the full Board on Wednesday that the Committee had reviewed one item, which did not require action. That item was as follows:

### **1. Preliminary Report on In-State and Out-of-State Students in Selected Graduate Programs at the University of Georgia and the Medical College of Georgia**

Senior Vice Chancellor for Academic Affairs James L. Muyskens introduced this topic to the Committee, explaining that the issues are complex and stressing that the report is only preliminary. Associate Vice Chancellor for Planning and Policy Analysis Cathie Mayes Hudson presented the report on the master of business administration (“M.B.A.”) and veterinary medicine (“D.V.M.”) programs at the University of Georgia (“UGA”) and the medicine program at the Medical College of Georgia. The report included extensive data on these three programs concerning admissions, enrollees, tuition, and placements, as well as other data.

The Committee requested that the staff invite the business school’s dean, admissions officer, and finance officer from the UGA MBA program to its next meeting and that representatives of each of the programs be invited in subsequent months.

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

The Committee on Education, Research, and Extension met on Tuesday, February 9, 1999 at approximately 2:20 p.m. in room 7014, the Education Committee Room. Committee members in attendance were Chair Edgar L. Rhodes, Vice Chair George M. D. (John) Hunt III, and Regents Thomas F. Allgood, Sr., S. William Clark, Jr., and Elridge W. McMillan. Chair Rhodes reported to the Board that the Committee had reviewed ten items, six of which required action. Additionally, 101 regular faculty appointments were reviewed and recommended for approval. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

### **1. Presentation Item: GeorgiaHire: Marketing the Intellectual Capital of Georgia**

This item was presented to the full Board as a Committee of the Whole on Tuesday, February 9, 1999. (See pages 5 to 7.)

Background: GeorgiaHire is a Systemwide job listing database and resume referral service for students and alumni. GeorgiaHire provides University System students equal access to employment opportunities throughout the State of Georgia. The program is funded through the Board of Regents Connecting Students & Services Initiative.

Using the latest Internet technology and database software (JOBTRAK), students in the University System of Georgia can search job openings and enter their resumes into the GeorgiaHire system. Employers can also research resumes of students and alumni to identify persons possessing the skills and experience their companies are seeking. Students and alumni can post their resumes and search for positions at no cost. Companies pay a fee to post job openings and company profiles.

The JOBTRAK database software is the most comprehensive and cost-effective resource available.

GeorgiaHire is offered through institutional Career Services and Cooperative Education Program Offices.

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**2. 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>		Physical Therapy	2
Allied Health	1, 1R	Radiologic Sciences	1
Kinesiology and Health	1		
Nursing	5	<b>Augusta State University</b>	
Physical Therapy	2R	Psychology	3
Psychology	1	Sociology	2
Psychology & Ed. Psych.	1		
		<b>Georgia College &amp; State University</b>	
<b>Medical College of Georgia</b>		Health Sciences	3
Allied Health	7, 5R		
Dentistry	1R		
Hospital and Clinics	1, 3R	<b>Kennesaw State University</b>	
Medicine	15, 7R	Nursing	13, 1R
<b>University of Georgia</b>		<b>North Georgia College &amp; State Univ.</b>	
Counseling and Human Dev.	3	Nursing	11, 4R
Food and Nutrition	1	Physical Therapy	6R
Pharmacy	7		
Recreation and Leisure	3	<b>State University of West Georgia</b>	
Social Work	1	Nursing	3, 4R
<b>Georgia Southern University</b>		<b>Darton College</b>	
Family & Consumer Services	2	Human Services Technology	1
Health & Kinesiology	8		
Leadership Technology	5	<b>Georgia Perimeter College</b>	
Nursing	16	Nursing	1R
Psychology	2		
Recreation & Sport Mngmt.	4		
Sociology & Anthropology	7	<b>Total</b>	<b>170</b>
<b>Armstrong Atlantic State University</b>			
Nursing	5	R = Renewal	

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

**3. Information Item: Service Agreements**

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

Purpose	Agency	Duration	Amount
Georgia State University			

Assist with health care legislation for General Assembly	Office of Lieutenant Governor	1/15/98 - 9/1/98	\$4,600
<b>University of Georgia</b>			
Provide salary support for research assistant	Georgia Commodity Comm. for Peanuts	7/1/98 - 6/30/99	\$10,686
Produce 1999 Georgia Tobacco Growers' Guide	Georgia Commodity Comm. for Tobacco	7/1/98 - 6/30/99	\$4,000
Prepare 1998 Georgia tobacco extension report	Georgia Commodity Comm. for Tobacco	7/1/98 - 6/30/99	\$750
Develop entrepreneurial skills program	Georgia Dept. of Community Affairs	9/28/98 - 6/30/99	\$14,541
Develop safe and drug-free schools survey	Georgia Dept. of Education	9/15/98 - 6/30/99	\$29,000
Conduct Horizon Institute and Conference	Georgia Dept. of Human Resources	11/1/98 - 8/31/99	\$70,427
Conduct Adopted Teen Empowerment and Mentoring program	Georgia Dept. of Human Resources	11/1/98 - 8/31/99	\$50,000
Conduct program: A Gift of Time, Respite for Families	Georgia Dept. of Human Resources	11/1/98 - 8/31/99	\$100,000
Assist at Garnett Ridge Family Support Center	Georgia Dept. of Human Resources	10/1/98 - 9/15/99	\$75,000
Conduct adult literacy staff training	Georgia DTAE	10/1/98 - 9/30/99	\$207,699
Conduct source water assessment program	Georgia Environmental Facilities Authority	8/19/98 - 1/02/99	\$9,500
<b>Purpose</b>	<b>Agency</b>	<b>Duration</b>	<b>Amount</b>
<b>University of Georgia (Continued)</b>			
Conduct program in energy conservation	Georgia Office of Energy Resources	10/1/97 - 9/30/99	\$50,000
Conduct NE Georgia Police Academy	Georgia Public Safety Training Center	7/1/98 - 6/30/99	\$21,995
Conduct "With These Hands" program	Georgia Humanities Council	11/15/98 - 6/30/99	\$3,000
Conduct Georgia Comprehensive Passenger Safety Education Program	Governor's Office of Highway Safety	10/1/98 - 9/30/99	\$537,400
<b>Georgia Southern University</b>			
Conduct Citizens Guide Project in Coastal Resources	Georgia Dept. of Natural Resources	10/1/98 - 9/30/99	\$25,000
<b>Armstrong Atlantic State University</b>			
Prepare concept papers for funding	Chatham/Chatham Youth Futures Auth.	11/30/98	\$750

<b>Fort Valley State University</b>			
Instruct in software usage	Peach Co. Dvlpmt. of Family & Child. Svcs	12/2/98 - 6/30/99	\$375
<b>Floyd College</b>			
Conduct course in law enforcement in cyberspace	City of Rome Police Dept.	one day	\$1,300

<b>TOTAL AMOUNT THIS MONTH</b>	<b>\$ 1,216,023</b>
<b>TOTAL AMOUNT FY 99 To DATE</b>	<b>\$24,127,199</b>
<b>TOTAL AMOUNT FY 98 (TO FEBRUARY)</b>	<b>\$82,651,932</b>
<b>TOTAL AMOUNT FY 98</b>	<b>\$86,491,530</b>



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

### **4. Information Item: Report on the Review Process for Campus Requests to Revise Statutes**

Institutional statutes are intended to serve as a general guide for the faculty of each University System institution. Institutional statutes contain provisions regarding the conduct of college and/or university business in general and of the college and/or university Council in particular. The statutes delineate the internal governance of the institution in such areas as administrative responsibilities, the university faculty, administrative council, and colleges, departments, and programs. The Office of Legal Affairs reviews the statutes in order to ensure that there is consistency with Board of Regents policies and State law. The Office of Academic Affairs reviews the statutes in order to ensure adherence to and compliance with Board of Regents Policy and academic affairs guidelines. Upon Board approval, these statutes remain on file in the Central Office.

### **5. Revised Statutes, Armstrong Atlantic State University**

Approved: The Board approved the request of President Robert A. Burnett that Armstrong Atlantic State University be authorized to revise the institutional statutes, effective February 10, 1999.

The Faculty Senate at Armstrong Atlantic State University approved the revised statutes at the January 1999 faculty meeting. Compared to the previous statutes, the following changes have been accepted on the campus:

- The Committee on Patents and Copyright is now the Committee on Intellectual Property Policy.
- The reference to the dismissal of faculty members now states: "Procedures adopted by the Board of Regents shall govern the dismissal of faculty members."
- The position descriptions have been reordered so that all vice presidents precede deans.

The revisions have been carefully reviewed by the Office of Legal Affairs and the Office of Academic Affairs and were found consistent with the current organization and administrative structure at Armstrong Atlantic State University. A copy of the revised statutes is on file in the Office of Academic Affairs at the Board of Regents.

### **6. Revised Statutory Academic Council Membership, Georgia College & State University**

Approved: The Board approved the request of President Rosemary DePaolo that Georgia College & State University be authorized to revise its statutory Academic Council membership, effective February 10, 1999.

The Faculty Senate at Georgia College & State University reviewed the membership of the statutory Academic Council. The Faculty Senate sponsored a motion to change this membership, which was later approved by the faculty. The changes in Academic Council membership result in a streamlined committee that does not include associate vice presidents and increases the representation of arts and sciences faculty. The following is a comparison of the council's membership:

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

### **6. Revised Statutory Academic Council Membership, Georgia College & State University** (Continued)

Academic Council (Previous)

Vice President/Dean of Faculties  
Assoc. VP/Academic Affairs  
Assoc. VP/Academic Services  
Assoc. VP/Enrollment Services  
Asst. VP/Distance Education  
Executive Dir. Of Information Services  
Dean, College of Arts & Sciences  
Dean, School of Business  
Dean, School of Education  
Dean, School of Health Sciences  
Dean, School of Graduate Studies  
Dean, Continuing Ed. & Public Svcs.

Academic Council (Revised)

Vice President/Dean of Faculties  
Dean, College of Arts & Sciences  
Dean, School of Business  
Dean, School of Education  
Dean, School of Health Sciences  
Dean, School of Graduate Studies

Faculty

Arts & Sciences: 2 members  
Business: 2 members  
Education: 2 members  
Health Sciences: 2 members

Faculty

Arts & Sciences: 5 members  
Business: 2 members  
Education: 2 members  
Health Sciences: 2 members

Students

Arts & Sciences: 1 member  
Business: 1 member  
Education: 1 member  
Health Sciences: 1 member

Students

Arts & Sciences: 1 member  
Business: 1 member  
Education: 1 member  
Health Sciences: 1 member

The revisions have been carefully reviewed by the Office of Legal Affairs and the Office of Academic Affairs and were found consistent with the current organization and administrative structure at Armstrong Atlantic State University. A copy of the revised statutory Academic Council membership is on file in the Office of Academic Affairs at the Board of Regents.

**7. Nomination for Membership on the Peabody Board, University of Georgia**

Approved: The Board approved the request of President Michael F. Adams that Ms. Marlene Sanders be named to the membership of the Peabody Board for the term of July 1, 1998 (retroactive) through June 30, 2001.

Background: Ms. Marlene Sanders is a three-time Emmy award-winning correspondent, producer, writer and former news executive. While a correspondent at ABC News, she was the first woman to anchor a prime time network newscast in 1964. In 1966, she was the first television newswoman to report from Vietnam, and in 1976, she became the first woman news vice president at the networks in her role as Vice **COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION**

**7. Nomination for Membership on the Peabody Board, University of Georgia** (Continued)

President and Director of Documentaries. Ms. Sanders worked at ABC for 14 years, at CBS for almost 10 years, and at PBS in New York at WNET-TV. She has taught at Columbia University's Graduate School of Journalism and at New York University. She is a professional in residence at the Media Studies Center and narrates both HBO and public television documentaries. Ms. Sanders is coauthor

with Marcia Rock of *Waiting for Prime Time: The Women of Television News*. The vacancy on the board occurred because of the expiration of the term of Mr. Bruce DuMont.

The University of Georgia is the administrative agent for the Peabody Board. The Peabody Board receives, screens, and selects individuals or entities deserving recognition for their radio and/or television programs. The awards are considered the highest accomplishment of the broadcast world and the “goal of every writer, producer, and performer in radio and television.” The Board consists of the Chancellor of the University System and 12 other outstanding American citizens who have demonstrated in a notable degree their interest in public affairs and are prepared to evaluate, in an impartial and detached manner, the contributions of radio stations and chains in connection with the awards.

#### **8. Termination of the Major in Plant Pathology Under the Existing Bachelor of Science in Agriculture Degree, University of Georgia**

Approved: The Board approved the request of President Michael F. Adams that the University of Georgia be authorized to terminate the major in plant pathology under the existing bachelor of science in agriculture (“BSA”) degree, effective February 10, 1999.

Currently, undergraduate students in the Department of Plant Pathology may major in either plant pathology or plant protection & pest management. Although the total number of undergraduate students has declined slightly over the past ten years, there has been an increasing interest in the plant protection & pest management major and a corresponding decrease in the number of students interested in the Plant Pathology major. Since 1990, out of a total of 19 students who received the BSA degree in plant pathology, only three graduated under the plant pathology major. The institution expects this trend to continue. The decision to terminate the plant pathology major was made by the department faculty after careful review of the undergraduate program. The current plant protection & pest management degree program is flexible and broad enough in scope to accommodate the interests of all undergraduate students in the department. The impact of terminating the plant pathology major on faculty and the undergraduate program should be minimal or nonexistent. Termination of the plant pathology degree will not have a negative impact on the Department or the College of Agricultural and Environmental Sciences. However, it will simplify the institution’s tracking of students and allow administrators and faculty to focus their planned undergraduate recruitment activities upon the remaining plant protection and pest management degree programs offered by the department.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

### 9. Termination of the Major in Home Economics Under the Existing Master of Science Degree, University of Georgia

Approved: The Board approved the request of President Michael F. Adams that the University of Georgia be authorized to terminate the major in home economics under the existing master of science degree, effective February 10, 1999.

The College of Family and Consumer Sciences requests Board approval to terminate the master of science with a major in home economics. Currently, there are no students in the program. None have been admitted in the last several years. Students who would have majored in home economics now obtain degrees in such specialized areas as child and family development, foods and nutrition, housing, consumer economics, and textiles, and merchandising and interiors. There are no faculty directly impacted by the termination of this degree.

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

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

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

#### (A) GEORGIA STATE UNIVERSITY

ALEXANDRIDES, COSTAS G.: PROFESSOR EMERITUS OF MANAGEMENT, DEPARTMENT OF MANAGEMENT, COLLEGE OF BUSINESS ADMINISTRATION, EFFECTIVE MAR 1, 1999.

CARN, NEIL G.: ASSOCIATE PROFESSOR EMERITUS OF REAL ESTATE, DEPARTMENT OF REAL ESTATE, COLLEGE OF BUSINESS ADMINISTRATION, EFFECTIVE MAR 1, 1999.

LONG, CHARLES R.: ASSOCIATE PROFESSOR EMERITUS OF ECONOMICS, EFF 3/1/99 (RETIREE APPT EFF 1/1/99), DEPARTMENT OF ECONOMICS, SCHOOL OF POLICY STUDIES, EFFECTIVE JAN 1, 1999.

RAY, BARBARA J.: ASSOCIATE PROFESSOR EMERITA OF PUBLIC ADMINISTRATION AND URBAN STUDIES, DEPARTMENT OF PUBLIC ADMINISTRATION & URBAN STUDIES, SCHOOL OF POLICY STUDIES, EFFECTIVE MAR 1, 1999.

RUE, LESLIE W.: PROFESSOR EMERITUS OF MANAGEMENT, DEPARTMENT OF MANAGEMENT, COLLEGE OF BUSINESS ADMINISTRATION, EFFECTIVE MAR 1, 1999.

SCHREIBER, ARTHUR F.: ASSOCIATE DEAN EMERITUS AND PROFESSOR EMERITUS OF MANAGEMENT AND ECONOMICS, COLLEGE OF BUSINESS ADMINISTRATION, EFFECTIVE MAR 1, 1999.

STABLER, HENRY F.: PROFESSOR EMERITUS OF ACCOUNTANCY, SCHOOL OF ACCOUNTANCY, COLLEGE OF BUSINESS ADMINISTRATION, EFFECTIVE MAR 1, 1999.

#### (B) MEDICAL COLLEGE OF GEORGIA

SCHUMAN, BERNARD M.: PROFESSOR EMERITUS OF MEDICINE, DEPARTMENT OF MEDICINE, SCHOOL OF MEDICINE, EFFECTIVE FEB 11, 1999.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

CONFERRING OF EMERITUS STATUS (CONTINUED):

(C) UNIVERSITY OF GEORGIA

DAVIS, EDWARD J.: PROFESSOR EMERITUS, SCH OF TEACHER EDUC - DEPT OF MATHEMATICS EDUC, COLLEGE OF EDUCATION, EFFECTIVE FEB 1, 1999.

DICKIE, MARGARET: HELEN S. LANIER DISTINGUISHED PROFESSOR OF ENGLISH EMERITA, DEPARTMENT OF ENGLISH, FRANKLIN COLLEGE OF ARTS AND SCIENCES, EFFECTIVE FEB 1, 1999.

JOHNSON, COATES RICHARD: ASSOCIATE PROFESSOR EMERITUS, DEPARTMENT OF PHYSICS & ASTRONOMY, FRANKLIN COLLEGE OF ARTS AND SCIENCES, EFFECTIVE FEB 1, 1999.

WOOD, ROBERT MANNING: PROFESSOR EMERITUS, DEPARTMENT OF PHYSICS & ASTRONOMY, FRANKLIN COLLEGE OF ARTS AND SCIENCES, EFFECTIVE JUN 1, 1999.

(D) GEORGIA SOUTHWESTERN STATE UNIVERSITY

TIETJEN, WILLIAM L.: PROFESSOR EMERITUS, DEPARTMENT OF BIOLOGY, SCHOOL OF ARTS & SCIENCES, EFFECTIVE FEB 10, 1999.

(E) STATE UNIVERSITY OF WEST GEORGIA

POINDEXTER, EUGENE ORAL: PROFESSOR OF FINANCE EMERITUS, DEPARTMENT OF ACCOUNTING & FINANCE, ROY RICHARDS, SR. COLLEGE OF BUSINESS, EFFECTIVE JAN 5, 1999.

(F) GEORGIA PERIMETER COLLEGE

SHARP, ELEANOR G.: ASSOCIATE PROFESSOR EMERITA, DEPARTMENT OF FOREIGN LANGUAGES (CLARKSTON), DIVISION OF HUMANITIES (CLARKSTON), EFFECTIVE MAR 1, 1999.

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

(A) GEORGIA INSTITUTE OF TECHNOLOGY

AMMAR, MOSTAFA H.: PROFESSOR, COLLEGE OF COMPUTING, LEAVE FROM JAN 4, 1999 TO DEC 18, 1999, WITH PAY.

BALSAMO, ANNE: ASSOCIATE PROFESSOR, DEPARTMENT OF LITERATURE, COMMUNICATION & CULTURE, IVAN ALLEN COLLEGE, LEAVE FROM JAN 28, 1999 TO DEC 31, 1999, WITHOUT PAY.

RAM, ASHWIN: ASSOCIATE PROFESSOR, COLLEGE OF COMPUTING, LEAVE FROM JAN 4, 1999 TO DEC 18, 1999, WITH PAY.

TSUI, KWOK-LEUNG: ASSOCIATE PROFESSOR, SCHOOL OF INDUSTRIAL & SYSTEMS ENGINEERING, COLLEGE OF ENGINEERING, LEAVE FROM JAN 4, 1999 TO DEC 31, 1999, WITHOUT PAY.

(B) GEORGIA STATE UNIVERSITY

GRAHAM, MARY E.: ASSISTANT PROFESSOR, DEPARTMENT OF MANAGEMENT, COLLEGE OF BUSINESS ADMINISTRATION, LEAVE FROM AUG 17, 1998 TO JUN 8, 1999, WITHOUT PAY.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

APPROVAL OF LEAVES OF ABSENCE (CONTINUED):

(C) UNIVERSITY OF GEORGIA

DIRR, MICHAEL ALBERT: PROFESSOR, DEPARTMENT OF HORTICULTURE, COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES, LEAVE FROM FEB 1, 1999 TO JUL 30, 1999, WITH PAY.

(D) GEORGIA SOUTHERN UNIVERSITY

WILLIAMS, LEIGH ANN: TEMPORARY INSTRUCTOR, DEPARTMENT OF LEARNING SUPPORT, LEAVE FROM DEC 9, 1998 TO MAY 31, 1999, WITHOUT PAY.

(E) VALDOSTA STATE UNIVERSITY

CARTER, J RICHARD: PROFESSOR, DEPARTMENT OF BIOLOGY, COLLEGE OF ARTS & SCIENCES,

LEAVE FROM JAN 1, 1999 TO MAY 31, 1999, WITH PAY.

(F) COLUMBUS STATE UNIVERSITY

GOYNE, JUNE S.: ASSOCIATE PROFESSOR, DEPARTMENT OF NURSING, COLLEGE OF SCIENCE, LEAVE FROM JAN 11, 1999 TO MAY 31, 1999, WITH PAY.

(G) GEORGIA COLLEGE & STATE UNIVERSITY

MCCOY, BRENDA: ASSISTANT PROFESSOR, DEPARTMENT OF SPECIAL EDUCATION AND ADMINISTRATION, JOHN H. LOUNSBURY SCHOOL OF EDUCATION, LEAVE FROM AUG 15, 1999 TO MAY 6, 2000, WITH PAY.

MUSCHELL, DAVID E.: ASSISTANT PROFESSOR, DEPARTMENT OF ENGLISH, SPEECH AND JOURNALISM, COLLEGE OF ARTS & SCIENCES, LEAVE FROM AUG 17, 1999 TO MAY 6, 2000, WITH PAY.

(H) KENNESAW STATE UNIVERSITY

JEFFREY, CHRISTINA F.: ASSOCIATE PROFESSOR, DEPARTMENT OF POLITICAL SCIENCE AND INTERNATIONAL AFFAIRS, COLLEGE HUMANITIES & SOCIAL SCIENCES, LEAVE FROM JAN 1, 1999 TO FEB 23, 1999, WITHOUT PAY.

(I) STATE UNIVERSITY OF WEST GEORGIA

GASKIN, LYNNE P.: PROFESSOR, DEPARTMENT OF PHYSICAL EDUCATION & RECREATION, COLLEGE OF EDUCATION, LEAVE FROM JAN 10, 2000 TO MAY 10, 2000, WITH PAY.

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

(A) GEORGIA SOUTHERN UNIVERSITY

MOLLER, PAUL C.: INSTRUCTOR, DEPARTMENT OF EARLY CHILDHOOD EDUCATION & READING, COLLEGE OF EDUCATION, FROM TENURE TRACK TO NONTENURE TRACK, EFFECTIVE JAN 1, 1999.

(B) VALDOSTA STATE UNIVERSITY

BAUN, MICHAEL J.: ASSOCIATE PROFESSOR, DEPARTMENT OF POLITICAL SCIENCE, COLLEGE OF ARTS & SCIENCES, TWO YEARS PROBATIONARY CREDIT TOWARDS TENURE, EFFECTIVE DEC 8, 1998.

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

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

(Continued)

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

ALEYA, FRED N.: PRIN RESEARCH SCI, SCHOOL OF EARTH & ATMOSPHERIC SCIENCES, COLLEGE OF SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 4, 1999 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

CRIBBS, JOHN A., JR.: PRIN RESEARCH ENGINEER, SYSTEMS DEVELOPMENT LABORATORY, GEORGIA TECH RESEARCH INSTITUTE, AS NEEDED FOR PERIOD BEGINNING MAR 1, 1999 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

GAMBLE, WILLIAM J. JR.: ADMIN SPECIALIST-ADMIN, COLLEGE OF ENGINEERING, AS NEEDED FOR PERIOD BEGINNING NOV 16, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

SHEPPARD, DUANE J.: SR RESEARCH ENGINEER, (NTT) SENSORS & ELECTROMAGNETIC APPLICATIONS LABORATORY, GEORGIA TECH RESEARCH INSTITUTE, AS NEEDED FOR PERIOD BEGINNING MAR 2, 1999 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

(B) GEORGIA STATE UNIVERSITY

LONG, CHARLES R.: ASSOC PROFESSOR EMERITUS (ASOP EMERITUS EFF 3/1/99), DEPARTMENT OF ECONOMICS, SCHOOL OF POLICY STUDIES, AS NEEDED FOR PERIOD BEGINNING JAN 1, 1999 AND ENDING JUN 12, 1999, AT LESS THAN HALF TIME.

SAULS, JOYCE B.: ADMINISTRATIVE ASSISTANT, COUNSELING CENTER, AS NEEDED FOR

PERIOD BEGINNING NOV 1, 1998 AND ENDING DEC 31, 1999, AT LESS THAN HALF TIME.

STURGEON, JOSEPH S.: SR SYSTEMS SUPPORT SPEC, VICE PRESIDENT FOR ACADEMIC AFFAIRS, AS NEEDED FOR PERIOD BEGINNING MAR 1, 1999 AND ENDING DEC 31, 1999, AT LESS THAN HALF TIME.

(C) MEDICAL COLLEGE OF GEORGIA

BRANDSMA, JEFFREY M.: PROFESSOR EMERITUS, DEPARTMENT OF PSYCHIATRY & HEALTH BEHAVIOR, SCHOOL OF MEDICINE, AS NEEDED FOR PERIOD BEGINNING FEB 11, 1999 AND ENDING DEC 31, 1999, AT LESS THAN HALF TIME.

SMITH, HAROLD G.: ASSOC PROFESSOR EMERITUS, DEPARTMENT OF PHYSICAL THERAPY, SCHOOL OF ALLIED HEALTH SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 18, 1999 AND ENDING JUL 16, 1999, AT LESS THAN HALF TIME.

WEBSTER, PAUL D., III: PROFESSOR EMERITUS, DEPARTMENT OF MEDICINE, SCHOOL OF MEDICINE, AS NEEDED FOR PERIOD BEGINNING FEB 11, 1999 AND ENDING DEC 31, 1999, AT LESS THAN HALF TIME.

(D) UNIVERSITY OF GEORGIA

BECKWITH, JULIAN RUFFIN II: ASSOC PROFESSOR EMERITUS, COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING FEB 16, 1999 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

BRETSCHER, ANN SMITH: ASTP EMERITA, (NTT) GEORGIA CENTER FOR CONTINUING EDUCATION, VICE PRESIDENT FOR SERVICE, AS NEEDED FOR PERIOD BEGINNING JAN 26, 1999 AND ENDING FEB 16, 1999, AT LESS THAN HALF TIME.

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

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

(Continued)

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

(D) UNIVERSITY OF GEORGIA (CONTINUED)

FLOYD, CHARLES FREDERICK: PART-TIME PROFESSOR, DEPARTMENT OF INSURANCE/LEGAL STUDIES/REAL ESTATE, COLLEGE OF BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING FEB 1, 1999 AND ENDING AUG 5, 1999, AT LESS THAN HALF TIME.

FREE, WILLIAM JOSEPH: PART-TIME ASSOC PROFESSOR, DEPARTMENT OF ENGLISH, FRANKLIN COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 6, 1999 AND ENDING MAY 7, 1999, AT LESS THAN HALF TIME.

JOHNSTON, MARGARET MIMS: PART-TIME INSTRUCTOR, GEORGIA CENTER FOR CONTINUING EDUCATION, VICE PRESIDENT FOR SERVICE, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

ROGERS, LINDSEY SWANSON JR: ASSOC PROFESSOR EMERITUS, DEPARTMENT OF GERMANIC & SLAVIC LANGUAGES, FRANKLIN COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING AUG 20, 1998 AND ENDING MAY 7, 1999, AT LESS THAN HALF TIME.

SANSING, NORMAN GLENN: ASSOC PROFESSOR EMERITUS, GEORGIA CENTER FOR CONTINUING EDUCATION, VICE PRESIDENT FOR SERVICE, AS NEEDED FOR PERIOD BEGINNING JAN 12, 1999 AND ENDING MAR 30, 1999, AT LESS THAN HALF TIME.

WASHBURN, KENNETH WAYNE: PART-TIME PROFESSOR, DEPARTMENT OF POULTRY SCIENCE, COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING FEB 11, 1999 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

WISE, ALFRED PAUL: ASOP EMERITUS, DEPARTMENT OF TELECOMMUNICATIONS, COLLEGE OF JOURNALISM & MASS COMMUNICATIONS, AS NEEDED FOR PERIOD BEGINNING JUL 14, 1998 AND ENDING MAY 25, 1999, AT LESS THAN HALF TIME.

WOODRUFF, JOHN MEREDITH: PROFESSOR EMERITUS, DEPARTMENT OF CROP & SOIL SCIENCES, COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING MAR 1, 1999 AND ENDING APR 10, 1999, AT LESS THAN HALF TIME.

(E) GEORGIA SOUTHWESTERN STATE UNIVERSITY

DEJOURNETT, NED R.: PROFESSOR EMERITUS, DEPARTMENT OF FINE ARTS, SCHOOL OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 11, 1999 AND ENDING JUL 30, 1999, AT LESS THAN HALF TIME.

MOATES, HUGH LAMON: PROFESSOR EMERITUS, DEPARTMENT OF PSYCHOLOGY & SOCIOLOGY, SCHOOL OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 6, 1999 AND

ENDING MAY 15, 1999, AT LESS THAN HALF TIME.

(F) NORTH GEORGIA COLLEGE & STATE UNIVERSITY

DENNIS, LAWRENCE H.: PROFESSOR EMERITUS, DEPARTMENT OF BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING JAN 1, 1999 AND ENDING MAY 31, 1999, AT LESS THAN HALF TIME.

HAMMOND, LYMAN L.: ASST PROFESSOR EMERITUS, DEPARTMENT OF FINE ARTS, AS NEEDED FOR PERIOD BEGINNING JAN 1, 1999 AND ENDING MAY 31, 1999, AT LESS THAN HALF TIME.

OWENS, ROBERT L.: PROFESSOR EMERITUS, DEPARTMENT OF TEACHER EDUCATION, AS NEEDED FOR PERIOD BEGINNING JAN 1, 1999 AND ENDING MAY 31, 1999, AT LESS THAN HALF TIME.

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

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

(Continued)

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

(F) NORTH GEORGIA COLLEGE & STATE UNIVERSITY (CONTINUED)

SOROHAN, LAWRENCE JOSEPH: PROFESSOR EMERITUS, DEPARTMENT OF TEACHER EDUCATION, AS NEEDED FOR PERIOD BEGINNING JAN 1, 1999 AND ENDING MAY 31, 1999, AT LESS THAN HALF TIME.

(G) STATE UNIVERSITY OF WEST GEORGIA

HARTHERN, ALVIS T.: ACTING DEPT HEAD-PROF (INTERIM CHAIR), DEPARTMENT OF SPECIAL EDUCATION AND SPEECH LANGUAGE PATHOLOGY, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JAN 5, 1999 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

(H) COASTAL GEORGIA COMMUNITY COLLEGE

CARVER, CAROLYN: ASSISTANT PROFESSOR, DEPARTMENT OF NURSING, DIVISION OF ALLIED HEALTH AND NURSING, AS NEEDED FOR PERIOD BEGINNING JAN 6, 1999 AND ENDING MAY 15, 1999, AT LESS THAN HALF TIME.

(I) GEORGIA PERIMETER COLLEGE

BRADFORD, JAMES S.: PART-TIME ASST PROFESSOR, DEPARTMENT OF SPEECH (DUNWOODY), DIVISION OF HUMANITIES (DUNWOODY), AS NEEDED FOR PERIOD BEGINNING JAN 6, 1999 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

(J) FLOYD COLLEGE

TRIMBLE, RICHARD W.: PART-TIME PROFESSOR, DIVISION OF NATURAL SCIENCES, MATHEMATICS & PHYSICAL EDUCATION, AS NEEDED FOR PERIOD BEGINNING JAN 5, 1999 AND ENDING MAY 15, 1999, AT LESS THAN HALF TIME.

(K) GAINESVILLE COLLEGE

TAYLOR, BILLY JOEL: ASTP EMERITUS, DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING MAY 7, 1999, AT LESS THAN HALF TIME.

(L) GORDON COLLEGE

HENDERSON, HAROLD: PART-TIME INSTRUCTOR, DIVISION OF BUSINESS AND SOCIAL SCIENCE, AS NEEDED FOR PERIOD BEGINNING JAN 4, 1999 AND ENDING MAY 4, 1999, AT LESS THAN HALF TIME.

LEE, ROLAND V.: PART-TIME INSTRUCTOR, DIVISION OF BUSINESS AND SOCIAL SCIENCE, AS NEEDED FOR PERIOD BEGINNING AUG 17, 1998 AND ENDING MAY 8, 1999, AT LESS THAN HALF TIME.

(M) SOUTH GEORGIA COLLEGE

MATHIS, CLAYTON W.: PART-TIME INSTRUCTOR, DIVISION OF HEALTH, PHYSICAL EDUCATION & RECREATION, AS NEEDED FOR PERIOD BEGINNING JAN 8, 1999 AND ENDING MAY 6, 1999, AT LESS THAN HALF TIME.



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

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

(Continued)

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 STATE UNIVERSITY

FALLIS, CHARLES L.: ASSOC PROFESSOR EMERITUS, DEPARTMENT OF EDUCATIONAL POLICY  
STUDIES, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JAN 11, 1999 AND  
ENDING JUN 8, 1999, AT LESS THAN HALF TIME.

JOHNSON, EVERETT A.: DIRECTOR EMERITUS ADMIN & PROFESSOR, INSTITUTE OF HEALTH  
ADMINISTRATION, COLLEGE OF BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD  
BEGINNING MAR 1, 1999 AND ENDING JUN 8, 1999, AT LESS THAN HALF TIME.

MALLARD, WILLIAM C.: PROFESSOR EMERITUS, DEPARTMENT OF PHYSICS & ASTRONOMY,  
COLLEGE OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 11, 1999 AND  
ENDING JUN 8, 1999, AT LESS THAN HALF TIME.

(B) UNIVERSITY OF GEORGIA

AGEE, WARREN KENDALL: PROFESSOR EMERITUS, COLLEGE OF JOURNALISM & MASS  
COMMUNICATIONS, AS NEEDED FOR PERIOD BEGINNING JAN 25, 1999 AND ENDING MAR 5,  
1999, AT LESS THAN HALF TIME.

HILL, RICHARD KEITH: TRAINING COORDINATOR, GEORGIA CENTER FOR CONTINUING  
EDUCATION, VICE PRESIDENT FOR SERVICE, AS NEEDED FOR PERIOD BEGINNING FEB 9,  
1999 AND ENDING FEB 20, 1999, AT LESS THAN HALF TIME.

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

GEORGIA INSTITUTE OF TECHNOLOGY	5
GEORGIA STATE UNIVERSITY	1
UNIVERSITY OF GEORGIA	2

## **COMMITTEE ON ORGANIZATION AND LAW**

The Committee on Organization and Law met on Tuesday, February 9, 1999 at approximately 3:20 p.m. in room 7019, the Chancellor's Conference Room. Committee members in attendance were Vice Chair Thomas F. Allgood, Sr. and Regents S. William Clark, Jr., George M. D. (John) Hunt III, Elridge W. McMillan, and Edgar L. Rhodes. Vice Chair Allgood reported to the Board on Wednesday that the Committee had 11 applications for review, six of which were denied, four of which were continued, and one of which was granted in part and denied in part. There was also a consent item related to the election of presidents. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

### **1. Applications for Review**

- a. In the matter of Theodore Hill at the Georgia Institute of Technology, concerning grievances, that the application for review be granted in part and denied in part, and an expression of thanks be made to Dr. Hill for bringing to the Board's attention certain violations of Board policies.
2. In the matter of Yoofi E. F. Dowell at University of Georgia, concerning disciplinary expulsion, that the application for review be denied with instructions to the Chancellor's office staff to be proactive in assisting the student with admission to another University System institution.
- c. In the matter of Christine Eberhart at University of Georgia, concerning her grievance, that the application for review be denied.
- d. In the matter of Christus Powell at Fort Valley State University, concerning post-tenure review, that the application for review be denied.
- e. In the matter of Syed Rahman at Fort Valley State University, concerning unsatisfactory post tenure review, that the application for review be denied.
- f. In the matter of Marva O. Banks at Albany State University, concerning a merit increase, that the application for review be denied.
- g. In the matter of William Pollard at Valdosta State University, concerning his 1997 performance evaluation, that the application for review be denied.
- h. In the matter of Hyland Chen at Georgia Institute of Technology, concerning termination of employment, that the application for review be continued pending consultation with the Attorney General's office.
- i. In the matter of Adam Shull at North Georgia College & State University, concerning disciplinary suspension, that the application for review be denied.
- j. In the matter of Ronald M. Angus at University of Georgia, concerning elimination of his position, that the application for review be continued for further information.
- k. In the matter of Leticia Stinson at Georgia State University, concerning academic suspension, that the application for review be continued for further information.

## **COMMITTEE ON ORGANIZATION AND LAW**

### **1. Amendment to Board Policy Regarding Presidential Elections**

Approved: The first sentence of Section 201(A) of the Policy Manual was amended by striking the word “March” and substituting the word “April,” as follows:

### **201 ELECTION OF PRESIDENTS BY THE BOARD**

A. The Board shall elect the presidents of institutions at the ~~March~~ April monthly meeting. Presidents shall not hold tenure at the institution but may hold, retain, or receive academic rank. They shall be elected each year for a term of one year. The Chancellor shall notify them of their appointment but such Presidents shall not be entitled to a written employment contract. All such appointments will be made expressly subject to the Policies of the Board of Regents.

Further approved: The first sentence of Section 203(A) of the Policy Manual was also amended by striking the words “not later than April 1” and substituting the words “immediately following the April monthly Board meeting,” as follows:

### **203 REMOVAL AND RESIGNATIONS OF PRESIDENTS**

A. The President of each institution shall give the Board, through the Chancellor, three months' notice of his/her intention to resign; the Board, through the Chancellor, shall notify the President ~~not later than April 1~~ immediately following the April monthly Board meeting of its decision not to re-elect him/her for the ensuing fiscal year. The Board may at any time remove the President of any institution for cause without giving notice; but upon request made within 10 days thereafter, any President so removed shall be furnished a statement of charges against him/her, and should he/she demand it within 10 days after receipt of the charges, he/she shall be given a hearing before the Board, or a committee of the Board, as the Board may determine. The action of the Board shall be final. Presidents terminated for cause shall not be eligible for reappointment as employees of the University System.

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

The Committee on Finance and Business Operations met on Tuesday, February 9, 1999 at approximately 2:20 p.m. in the Board Room. Committee members in attendance were Chair Glenn S. White, Vice Chair Hilton H. Howell, Jr., and Regents David H. (Hal) Averitt, Kenneth W. Cannestra, J. Tom Coleman, Jr., Charles H. Jones, and Donald M. Leebern, Jr. Chair White reported to the Board on Wednesday that the Committee had reviewed three items, none of which required action. Those items were as follows:

### **1. Information Item: Report on Pooled Investment Funds by Trusco Capital Management**

The Committee heard a report on the performance of the University System's pooled investment funds through the last quarter of 1998 and in prior years. These funds are managed by Trusco Capital Management, which was represented at this meeting by First Vice President James R. Dillon, Jr., CFA and Vice President Garrett P. Smith. They reported that although 1998 was a volatile year, it ended on a high note and was an overall good year for bonds, stocks, and pooled funds.

### **2. Information Item: Report on Health Insurance Premium Investments by Peachtree Asset Management**

The Committee heard a report on the performance of the University System's health insurance reserve investments through the last quarter of 1998 and in prior years. These investments are managed by Peachtree Asset Management, which was represented at this meeting by Mr. Dennis Johnson, President and Chief Executive Officer. Mr. Johnson reported that the two objectives of these funds are to provide necessary liquidity and to produce investment return and that this was an overall good year for these investments.

### **3. Information Item: Report on Plans to Conduct Performance Evaluations of the Investment Management Firms**

Senior Vice Chancellor for Capital Resources Lindsay Desrochers introduced this report, which was then presented by Associate Vice Chancellor for Fiscal Affairs William R. Bowes. Mr. Bowes reported that both Trusco Capital Management ("Trusco") and Peachtree Asset Management had been doing a very good job, particularly Trusco. However, he felt that it was important to evaluate both firms' performance as a matter of due diligence.

The Committee expressed its satisfaction with the performance of both firms and recommended that an informal review focusing on key contractual elements be undertaken.

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

The Committee on Real Estate and Facilities met on Tuesday, February 9, 1999 at approximately 3:20 p.m. in the Board Room. Committee members in attendance were Chair J. Tom Coleman, Jr., Vice Chair David H. (Hal) Averitt, and Regents Kenneth W. Cannestra, Hilton H. Howell, Jr., Charles H. Jones, Donald M. Leebern, Jr., and Glenn S. White. Chair Coleman reported to the Board on Wednesday that the Committee had reviewed four items, one of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

### **1. Naming of Facility, Georgia Southern University**

Approved: The Board approved the transfer of the name of Marvin Pittman from the elementary school to the administration building at Georgia Southern University to be known as the “Marvin Pittman Administration Building” in honor of Marvin Pittman.

A biography of the life and contributions of Marvin Summers Pittman is as follows:

- President of South Georgia Teachers College-Georgia Teachers College 1934-1941 and 1943-1947. As president, he organized teacher training offerings and arranged cooperative agreements with several counties beyond Bulloch County to conduct demonstration classes and seminars in rural education. During this period, the college took on the status as the teacher training center in the state for this speciality. The development of the lab school formed the impetus for the president’s request to the Board of Regents to approve the name “Georgia Teachers College” in 1939.
- Pittman created the Office of Public Relations in 1947. Prior to becoming president, he had served as an advisor for rural education to Mexico and Cuba. Following his retirement as president, Pittman led a war department task force of educators to Germany and Korea to advise those countries in rebuilding their public education systems. In Costa Rica, he organized the UNESCO teacher training program. Between these travels and during his time on campus as president emeritus, he served as an alumni counselor.
- Marvin Pittman died February 27, 1954.

### **2. Information Item: Master Plan, University of Georgia**

President Michael F. Adams presented the physical master plan for the University of Georgia to the full Board as a Committee of the Whole on Tuesday, February 9, 1999. (See pages 8 to 9.)

### **3. Information Item: Campus Student Housing, Savannah State University**

President Carlton E. Brown reported to the Committee on the status of student housing on the campus of Savannah State University (“SSU”). He was accompanied by Mrs. Dawn Rhodes, Vice President for Business and Finance; Dr. Valda Slack, Vice President for Student Affairs; Mr. Lamar Rhodes, President of SSU’s Student Government Association; and Ms. Tracy Saxton, Miss Savannah State University.

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

### **3. Information Item: Campus Student Housing, Savannah State University (Continued)**

The panel of speakers explained the background of this issue. They noted that this issue is a source of student dissatisfaction and a major impediment to enrollment increases. Compliance with the Americans With Disabilities Act was also addressed. SSU's housing master plan has been completed, submitted, and accepted by the Board. The concept of privatization was endorsed by the Committee.

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

The Savannah State University plan is a five-year phased plan which consists of three new housing facilities, demolition of the oldest four of the existing seven housing facilities, and renovation of the remaining buildings. According to the plan, the net result is 1,173-bed capacity which will be an increase of 89 beds, or 8% over current capacity. Currently, the campus operates 1084 student housing beds with a 91 % occupancy rate. Approximately 40% of the students are housed on campus. With the proposed housing plan, this percentage should not change significantly. It should also be noted that the enrollment assumptions in the housing plan are consistent with the Board-approved enrollment target of 11% growth by 2002.

Phasing of the housing plan is anticipated. While a combination State-funded and payback project is on the major capital list, the campus would like to commence planning for construction of housing on campus property through a partnership with private industry.

Staff will work with the Office of the Attorney General to prepare a request for proposals ("RFP") for public/private housing at Savannah State University modeled after Southern Polytechnic State University but modified to respond to specific campus needs. A summary of the RFP will be presented to Chair of the Committee on Real Estate and Facilities, Regent Coleman, prior to advertisement based on the Board's support for this concept.

### **4. Information Item: Update on Historic Preservation**

Vice Chancellor for Facilities William K. Chatham updated the Committee on historic preservation legislation (also known as the Historic Stewardship Program). He reported that the University System met the December 1998 filing deadline with the Department of Natural Resources. In February 1999, State agencies are to provide preliminary cost estimates for their respective programs, which Mr. Chatham reported at this meeting. In May 1999, agencies must adopt a formal process to develop the preservation program. In July 1999, agencies must commence formulation of the preservation program. In July 2000, agencies must establish and implement a program to add historic properties to the Georgia Register of Historic Places and to assist in their preservation and protection.

## COMMITTEE ON REAL ESTATE AND FACILITIES

### **4. Information Item: Update on Historic Preservation** (Continued)

Mr. Chatham explained that the options for dealing with buildings that meet the “historic properties” designation include preservation, rehabilitation, restoration, reconstruction, and demolition. The University System owns at least 340 such buildings, and each year, more buildings qualify as they reach the 50-year mark. The estimated cost to deal with the identified 340 buildings without the additional impacts imposed by the new legislation would be approximately \$400 million to \$600 million; however, adding the historic context would place the cost at more than \$1 billion.

#### Background: Historic Stewardship Legislation - A Brief Chronology of the Legislation

House Resolution 425 of the 1997 Session of the General Assembly created a Joint Study Committee whose purpose was to develop recommendations for legislation, funding and other strategies to strengthen preservation in Georgia. The resolution identified a broad slate of preservation topics for examination, including community revitalization, economic development, technological and computerization needs, existing infrastructure, urban sprawl, regional preservation planning services, archaeology, financial assistance, the Georgia Heritage 2000 Program, **stewardship of historic properties**, delivery of community services, and heritage tourism. [Emphasis added]

The Joint Study Committee’s final report was issued in December 1997 and included a series of recommendations, one of which dealt with “Legislation for the 1998 Session of the General Assembly.” A component of the recommended legislative package was entitled, “Stewardship of State-Owned Property” and read as follows:

Enact new state legislation requiring improved state agency heritage stewardship activities. Requirements call for each state agency and department to develop a historic preservation plan, with technical assistance from the Historic Preservation Division, to preserve and protect historic buildings and archaeological sites under their control.

Consistent with this recommendation, Senate Bill (SB) 446 was introduced to amend Part 1 of Article 3 of Chapter 3 of Title 12 of the Official Code of Georgia Annotated. The bill was passed into law and became effective on July 1, 1998.

## **CHANCELLOR'S REPORT TO THE BOARD**

After the Committee meeting reports, Chancellor Portch gave his report to the Board, which was as follows:

Thank you, Mr. Chairman.

Since we last met, the legislative session has progressed, and today we are at day 18 of the 40-day legislative session. The pace will undoubtedly pick up from here. Over the next ten days or so, we can expect a great deal of attention to the supplemental budget. Since the Governor recommended a significant number of capital projects for us, totaling \$154.73 million, all in the supplemental budget, this will be a significant period for the Board. I will try to keep you fully informed and may need to call on you for assistance.

Once the supplemental budget has been passed (following a House version, then a Senate version, then a Conference Committee version, action by the House, Senate, and signature from the Governor), attention will turn to the year 2000 budget (often, for good reason, called the "big budget"). Since our salary increases, formula funding, and much of our special initiative funding is included in the "big budget," this period will command our attention, too.

So far, the session has been going well. Our Joint Appropriations Committee presentation was particularly well-received. I was joined in the presentation by Regent Jenkins and three students (Benjamin Carter Harris, Orinthal McIntyre, and Beth Shapiro). This shared approach reaffirmed the continuity of our request from the Board who made it to the students who will benefit from it.

I used the quiz technique for my portion of the presentation. I am pleased to report all members of Joint Appropriations passed with flying colors!

We have been busy dealing with a myriad of other issues and constituent service to legislators. While some of these have been controversial, we have sought to respond promptly and honestly. We are well served by Tom Daniel (Vice Chancellor for External Affairs) in all of this. Undoubtedly, there are surprises yet to come and difficulties to deal with, but the overall response to what we're trying to accomplish has been very positive.

This should come as no real surprise when you consider what our campuses continue to accomplish. Clayton State, for example, continues to excel in its response to the information technology demand for workers. As you will recall, it wasn't that long ago — about nine months ago, actually — that you approved Clayton's innovative ladder program. In fall semester, they enrolled 243 students in the new majors. This spring they added another 212 for a total of 445 in one academic year. Spectacular!

A couple of other points are worth making here. One: many of these majors chose the certificate program, meaning they'll be in the workforce relatively soon, while still being able to continue towards their baccalaureate degree. Two: Clayton has found a market niche; they know their role. When Yamacraw came into being, which is an extremely high-

## **CHANCELLOR'S REPORT TO THE BOARD**

end, narrowly focused information technology program, President Skinner wisely chose



not to get involved — recognizing that to do so would dilute their focus on something that's working. I hope other campuses will recognize the importance of focus and niche, especially as it relates to Yamacraw, where accountability requirements for the production of highly-specialized graduates will be intense.

GALILEO (Georgia Library Learning Online) continues to earn praise. Unsolicited, we received a great testimony from a school board member from a rural county: "This is fantastic... I can't begin to list all the advantages. It's great to work at my own schedule, I don't have to drive, I can go through so much beginning research so that when I do go to the library my time is better spent and much more profitable...it is faster...it's like finding a 'gold mine' in your own backyard. Perhaps best of all, it didn't take long at all to become oriented to the system and understand how to use it effectively — it is very friendly, even to the inexperienced novice. Thank you, whoever are the masterminds behind such a practical and amazing system. I no longer feel 'out of the loop' just because we live in a small rural town with limited access to large collections of resources. Now, I am also a player." GALILEO now includes all our institutions, 8 system residence centers, the Central Office, 38 private higher educational institutions, 34 DTAE (Department of Technical and Adult Education) institutions (including their central office), 192 K-12 schools, the Governor's office, 3 legislative research offices, and 159 public libraries. Since October of 1995, it has received well over 9 million logins.

There is a budget issue related to GALILEO. Last year, we embarked on a three-year upgrade, requiring \$2 million State dollars per year and \$1 million redirected System funds. It was funded last year but not included — we think probably by accident — this year. We anticipate librarians from around the State will help remedy this situation.

Our facilities continue to get applauded. The Georgia chapter of the American Concrete Institute recognized a number of our projects during a recent awards ceremony. Of special note was the first place award for the university bridge and pedestrian mall at Albany State University — which you undoubtedly recall from our meeting there last year. First place award in the university facilities category went to the Children's Medical Center at the Medical College of Georgia.

Gainesville College won the GEDA T.E.R.R.I.F.I.C. Education award for its geographic information science program. Chris Semerjian accepted the award at a November meeting.

MCG's telemedicine program will be highlighted this year by *Telehealth Magazine*. It was dubbed one of the top ten programs in the nation and will be inducted into the "Hall of Fame" this December.

The Columbus State String Trio won first place in the Music Teachers National Association competition's Regional Division performing works by Schubert, Beethoven, and Dohnanyi. Next they will travel to Los Angeles for the national finals held in March.

### **CHANCELLOR'S REPORT TO THE BOARD**

At Kennesaw, President Siegel was recognized yet again. This time, the Georgia chapter of the Public Relations Society of America presented its 1998 Distinguished Public Relations Award to her.

Our very own Lisa Striplin served as the Central Office coordinator for the State Charitable Contributions Program. Several of our institutions were recognized at an awards luncheon. Armstrong Atlantic State University was recognized for giving at an institution of 501-1000 employees; Atlanta Metropolitan won three Governor's Awards for highest overall percent of employee population participating, highest per-capita contribution, and highest increase in percent of participation; University of Georgia won for the largest increase in total dollars raised; and Skidaway Institute of Oceanography won the Governor's Cup for the third consecutive year.

I am proud of these and many other accomplishments. This is the time of year that I get to meet many groups from many communities as they visit the Capitol; they, too, are well pleased with our progress.

Speaking of progressiveness, I am appointing a Day Care Task Force to assess our responsiveness to needs for childcare facilities for students, faculty, and staff. The Task Force will be charged with inventorying our current services and studying issues, best practices, and ideas for campus childcare services.

Once in a while, for a special purpose or person, I slip out of town. Last week, I gave the keynote on economic development and education to the Biloxi/Gulfport annual chamber meeting. The occasion was the passing of the gavel to its new chair, your former colleague Dwight Evans. He sends his fondest greetings. It was a good reminder to me that the issues are the same from state to state and that the competitive advantage will go to the states with a coordinated and concerted effort.

So let me conclude by thanking you for providing the leadership for that coordinated and concerted effort.

## **UPDATE FROM PRESIDENT, STUDENT ADVISORY COUNCIL**

After his report to the Board, Chancellor Portch introduced Mr. Brian Winston, President of the Student Advisory Committee ("SAC").

Mr. Winston greeted the Board and reminded the Regents that he last spoke to them at the October 1998 meeting. Since that time, most of SAC's efforts have been concentrated in preparing for the winter conference, which was held January 29 through February 1, 1999 at Gainesville College. One of the goals of SAC this year was to improve the leadership abilities and performance of the student leaders at the System institutions. Therefore, SAC created and continues its certified leadership program and leadership development seminars. Mr. Winston explained that the certified leadership program is a three-part program which began in the summer, continued at the fall conference, and concluded at the winter conference. It included seminars that focused on key leadership issues, such as components of a student leader, leadership situations, stress management for student leaders, birth order and characteristics of a leader, and leadership ethics. This wide variety of topics exposed the students to an array of issues that they may face as student leaders and working adults. Mr. Winston remarked that SAC was privileged to have various System administrators serve as the presenters of these seminars.

Mr. Winston reported that the SAC Committee on Student Life has been considering the need for childcare at System campuses. The committee has put together a packet for students providing basic information about the legal and administrative issues in establishing childcare on campuses. Mr. Winston noted that the Chancellor had also addressed this issue in his report to the Board and commented that SAC would be happy to work with the Chancellor on this issue. The SAC Committee on Student Life has created an extensive document to present to the Board, which is in the final editing stages and will be ready for presentation soon.

Another issue SAC is considering is textbook sales tax exemption for System students. Mr. Winston explained that textbooks are very expensive, and most schools only have one bookstore. Moreover, because most students are now taking five courses at a time on the semester system, students are spending more on textbooks at one time. Mr. Winston reported that some students have spent over \$500 for textbooks for two classes. He asserted that some action must be taken on this issue, and he cited that the states of Michigan and New York have already passed legislation on this matter providing a sales tax exemption for students. The SAC Legislative Affairs Committee and Academic Affairs Committee are in the process of reviewing this legislation, and SAC is in the process of developing a resolution on this matter. Mr. Winston said that SAC hopes to present the resolution with the Board's support to the local legislators for consideration by the House of Representatives.

As the University System rapidly changes, SAC needs to follow suit, stated Mr. Winston. A group of enterprising SAC members saw the need to realize this change and decided to draft a new constitution for the organization. Although the presentation of this constitution met extreme criticism due to the manner in which the delegates presented it, it was forwarded to the SAC Internal Affairs Committee for review. Mr. Winston felt confident that the constitution will be passed in the spring and submitted to the Board for approval. There are currently four committees of SAC: Academic Affairs, Student Life, Internal Affairs, and Legislative Affairs. The new constitution proposes a reorganization into the following committees: Academic Affairs, Student Services, and External Affairs. This is part of a concerted effort for SAC to align itself with the structure of the Central Office. Also, the new constitution will create task forces corresponding to issues that the Board of Regents is considering, for example, a technology task force to **UPDATE FROM PRESIDENT, STUDENT ADVISORY COUNCIL**

coincide with the Board's technology initiative. The new constitution would also implement grade point

average requirements for officers of SAC. Mr. Winston noted that many student governments across the State already have such requirements. Mr. Winston reiterated that this constitution has been submitted to the SAC Committee on Internal Affairs for review and that he hoped to bring it to the Board for approval this spring.

Mr. Winston reported that SAC's final conference of the academic year will be held April 9 through 11 at Fort Valley State University ("FVSU"). SAC and FVSU are planning a rather large community service project for Saturday, April 10, a walk-a-thon with proceeds benefitting a local children's charity in the Peach County area. This is an effort to show that the current System students care about the interests and well-being of future System students. Mr. Winston invited everyone to participate in this function and said that SAC would be sending all of the Regents formal invitations in the upcoming weeks.

In closing, Mr. Winston stressed that SAC is driven toward progress. However, some SAC members do not see the need for SAC to progress, and this could lead to a loss of focus. Despite this consistent problem, Mr. Winston assured the Board that the majority will press on to see that this success is attained. He commented that the Board's patience with SAC is greatly appreciated.

Chair Jenkins thanked Mr. Winston and SAC for the outstanding work they have done, particularly in touching on issues that also concern the Board. He noted that Regent White had already brought up the issue of textbook prices with him that morning, and he agreed that this is something the Board may want to examine more closely. Chair Jenkins thanked Mr. Winston again for working with the Central Office on issues that are of particular interest to all of the student body. He then asked whether the Regents had any questions.

Vice Chair Cannestra also thanked Mr. Winston for his report. He then asked whether the textbooks are available at a savings on the Internet.

Mr. Winston responded that to his knowledge, this was not being done. Currently, students have to go to their respective school bookstores.

Vice Chair Cannestra commented that this might be worth further inquiry. He noted that his sons had bought their textbooks for their master of business administration programs over the Internet.

Mr. Winston agreed that this possibility should be examined. He added that on occasion, a student may be able to find a particular book in a library.

Chair Jenkins remarked that he was shocked by the costs of textbooks.

Mr. Winston stated that an accounting book costs \$80.

Chair Jenkins asked whether the royalty fees on textbooks are high.

Regent McMillan responded that many professors compile their own course materials and require that the students buy them as a way around this issue. He added that there are also electronic journals available on the Internet. So, there are other options.

#### **UPDATE FROM PRESIDENT, STUDENT ADVISORY COUNCIL**

Vice Chair Cannestra added that the Internet can be used for resale of used textbooks.

Regent Clark asked whether there was a component of the HOPE Scholarship covering the cost of books.

Chancellor Portch replied that there is a \$150 per semester book stipend. However, as Mr. Winston said,

that is not necessarily enough. He added that in the engineering fields and other highly technical areas, book costs are very high. Many publishers are considering creating electronic textbooks, but the business model is still a problem. So, the Chancellor did not feel that would present a big savings.

Chair Jenkins stated that this was another matter that the Oversight Committee should examine.

Regent Leebern referred back to Regent McMillan's comments and asked whether professors have to have prior approval of their textbook selections.

Regent McMillan responded that professors can select any textbooks they want.

Regent Leebern asked whether professors have to report the income they earn from the sale of textbooks.

The Chancellor remarked that Regent McMillan was referring to courseware packages created by professors for their individual classes. He noted that publishers have put very tight copyright restrictions and that Kinkos was sued for the production of these types of packages. The professors are doing this for the students' best interest, because they are only using a certain number of chapters out of each book. Rather than have the students buy multiple textbooks, they compile the sections the students will need and have the students purchase the copies. He stressed that there are many copyright restrictions imposed by textbook publishers.

Chair Jenkins once again thanked Mr. Winston for his report to the Board.

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

Chair Jenkins next convened the meeting of the Strategic Planning Committee as a Committee of the Whole and turned the chairmanship of the meeting over to Regent Leebern.

Chair Leebern explained that this meeting was the fifth session of the year-long technology initiative. He then introduced Senior Vice Chancellor for Academic Affairs James L. Muyskens.

Dr. Muyskens thanked Chair Leebern and stated that this meeting represented a crucial point in the technology initiative, since the Board was moving beyond the learning phase into the next phase. He noted that Regent Baranco had asked some very probing questions at the last meeting of the Strategic Planning Committee, questioning whether the University System is headed in the right direction with this initiative and whether the System is benefitting from the experience of others going through the same processes. Dr. Muyskens said that the first part of the initiative attempted to examine these questions. While television and video did not fundamentally change learning, he felt that new technologies would. He reminded the Regents that in September 1998, they took a field trip to the Georgia Institute of Technology to experience how technology is used in a classroom setting. He said that one of the most impressive elements of that presentation was the power of technology to enhance visualization. In October, the Board examined how distance education is affecting the System. He noted the difference between the old correspondence courses and the new types of distance education possible today. Technology brings learning to the learner anytime and anywhere, synchronously or asynchronously, which is making a major difference in higher education. In November, the Regents saw a video of student participants in various distance learning programs and heard from a panel of those students. The students emphasized how valuable it was to them as adults with responsibilities to have degree programs available to them that they can take on their own schedules. Dr. Muyskens asserted that it would also be valuable to students who have completed some college course work but do not have a degree, making it possible to reach a very important market. Also at the November meeting, the Board heard from Vice Chancellor for Information/Instructional Technology E. Michael Staman, who discussed how rapidly technology is changing. Dr. Muyskens said that this makes the Board's task very difficult, because what seems to be state-of-the-art technology today will not be state-of-the-art in 18 months. Dr. Staman also discussed the many technological assets of the University System, including PeachNet, Georgia Library Learning Online (“GALILEO”); the Georgia Statewide Academic and Medical System (“GSAMS”), faculty development workshops, and various initiatives, such as Connecting Teachers & Technology, Connecting Students & Services, and the statewide desktop learning initiative. In January 1999, Dr. Chris Dede from George Mason University discussed how learning will change with the changes in technology. So, all of these meetings have tried to address the issues that Regent Baranco raised at the January meeting, to learn from the experience of others and to determine whether the System is in fact faced with a technological revolution. Again, at this meeting, the Board would be hearing from an expert, one who has been working extensively on state policy in this area. Dr. Muyskens remarked that this meeting would begin the development phase of the technology initiative, in which the Board will determine what kinds of policies need to be made, what the costs are, how technology can be managed, and how to do business. He noted that the current measure of higher education is credit hours, but that does not make as much sense in the world of technology. The System will need updated policies for technology infrastructure investments, distance education, student costs and fees, residency, electronic student services, faculty training and utilization, and course accounting.

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In March 1999, the staff will bring to the Board a first reading of principles created from the technology initiative, which is something that Dr. Staman and Assistant Vice Chancellor for Distance Education & Academic Innovation Kris Biesinger have been working on with groups across the System. In April, Sir John Daniel from the British Open University (the “Open University”) will speak to the Board as someone who has been involved in distance education for some time and the Board will examine different models for distance education. Then, in May, the Board will examine the action items that follow from the principles. Finally, in June, the technology initiative will be concluded with the adoption of the principles and action items. Dr. Muyskens remarked that at this midpoint, it was useful to look back on where the initiative has been and where it is going. He showed the Regents the worksheet that has developed from the discussions at these meetings and explained how the presentation at this meeting would address some of the fiscal issues posed by technology. Dr. Muyskens then introduced Dr. Dewayne Matthews, a senior program director at the Western Interstate Commission for Higher Education (“WICHE”), which is similar to the Southern Regional Education Board. WICHE addresses state policy on all manner of educational matters. Dr. Matthews has been working with WICHE on the kinds of issues that the Board has been addressing in its technology initiative.

Dr. Matthews thanked Dr. Muyskens and greeted the Regents. He invited them to ask questions or make comments as he spoke and remarked that no one really knows where things are going with regard to technology. He had reviewed some of the materials on the Board’s Web site and various materials that the Central Office staff had provided to him about where the Board is headed, and he was impressed and interested in the task the Board is undertaking. He explained that WICHE is a state-based organization and three commissioners from each of the 15 member states are appointed by their respective governors and confirmed by their senates. They are often chancellors of their states’ higher education systems, many are regents or trustees, many are legislators, and some are just public figures appointed to serve on the commission. So, the commissioners are broadly representative of the public as well as the higher education community with a particular interest in higher education and the opportunity to look at how to work regionally to improve higher education, share resources, etc. The issue of technology has been one of the major issues that the Western states have been concerned about for a long time. However, the issue has changed quite a bit over time. The Western states share a lot of characteristics, but there are differences across the region. Many Western states are growing extremely rapidly and are therefore facing enormous enrollment pressures. Nevada is one of the fastest-growing states in the nation; a 200% increase in the number of students graduating from high school is projected over the next ten years. California is also experiencing phenomenal enrollment growth. Statistics suggest that if California wants to serve its projected growth of traditional students over the next decade, assuming no change in college participation rates, it would have to open one new campus of the University of California or California State University every year for the next ten years. The second big change has been in the economy. In Oregon, the forest products industry is no longer the largest employer; it is now Intel. While California and Washington have been involved in technology for some time, South Dakota has recently become a significant high-tech player with Gateway Computers. So, its economy is also becoming based on information technology.

Dr. Matthews stated that the Western Governors University (“WGU”) is an initiative of several Western governors to create a Western regional virtual university. This university has focused the attention of higher education boards, commissions, and state legislatures in the West on technology. What drove the development of the university was the contention of the governor of Utah that the state could not continue

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to invest in buildings and wanted to look at a different approach to higher education. Understanding these issues is where WICHE has become involved. Dr. Matthews asserted that finance is one of the main ways in which states should examine policy issues, especially the issue of distance learning. In WICHE’s large geographical area with many underserved areas, especially rural areas, distance education is a major issue. As WICHE has discovered, the issue is not really distance education as much as it is how instructional technology is really changing higher education finance models and the organization of the enterprise across the board. Examining how distance learning is different in the way it is organized, the way it is funded, and the way it is structured is a good way to get into that.

“Is this a revolutionary change... or not?,” asked Dr. Matthews. He noted that there is a lot of difference of opinion on the matter, and he presented to the Board the following quote from Peter Drucker, which appeared in the March 10, 1997 issue of *Forbes*:

Thirty years from now the big university campuses will be relics. Universities won’t survive. It’s as large a change as when we first got the printed book.... Already we are beginning to deliver more lectures and classes off-campus via satellite or two-way video at a fraction of the cost. The college won’t survive as a residential institution. Today’s buildings are hopelessly unsuited and totally unneeded.

Dr. Matthews remarked that Mr. Drucker has a solid reputation and his statements get a great deal of attention, but his is only one view of the future of higher education. Dr. Matthews doubted that many of the Regents would agree to the extent of Mr. Drucker’s remarks, but many people believe that this is in fact the case. There are other views, however, and Dr. Matthews next presented the more accepted view on university campuses, the following quote from D. Bruce Johnstone, a respected higher education researcher, which appeared in the spring 1998 issue of *The Review of Higher Education*:

That there are problems or dissatisfactions with the current patterns of higher education finance, or that radical alternatives are conceivable and technically feasible, does not make them likely. My best prediction is that there will be no revolutionary change in the financial patterns of mainstream American higher education, although there may well be radical changes on the peripheries, such as continuing professional education, or learning for strictly recreational purposes.

Dr. Matthews commented that these quotes represent two very incompatible views about the future of higher education. One implies that the days of college campuses are numbered and colleges will move into a radically different way of doing things, and the other suggests that higher education will not see that much change at all. The reality undoubtedly is somewhere between the two, he said, though he tends to side a bit more with the views of Mr. Drucker. Dr. Matthews asserted that higher education is indeed moving into a much different environment, and one of the main things that is changing is that higher education is becoming a truly competitive environment. Now, all institutions are seeing the ability to have other providers come in and serve markets that could previously be relied upon as core markets for public higher education institutions. The University of Phoenix is an extremely successful for-profit accredited university making lots of money and growing very rapidly. The Open University has just announced that it will establish a U.S. operation and is seeking accreditation in the United States. Stanford University, which is highly respected, now offers an online master of business administration program. The Southern Regional Electronic Campus (an initiative of SREB), Washington State University, and WGU are all major players in delivering distance education. System institutions will have to find ways to survive and thrive in this competitive environment.

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Dr. Matthews next addressed how these changes are affecting higher education finance. Traditional higher education finance is based on unit costs, and those units are generally full-time equivalent students or other headcounts. Technology-mediated higher education changes the cost basis. Dr. Matthews presented to the Board a graph from a book by Sir Daniel depicting the differences in the cost basis. Traditionally, as an institution serves additional numbers of students, it adds faculty, driving up costs in a linear progression. The new model of technology-mediated instruction starts with zero students at a relatively high cost base, because there are up-front costs for the development of instructional programs and those costs can be considerable. However, once a program is in place, it can serve increasing numbers of students at a relatively lower per student cost. The “holy grail” from the finance standpoint is finding the point at which it becomes cost-effective to move to a different model of delivery. While this is a very valid question, Dr. Matthews noted it is not the only question, because there are many differences in what can be done with the different approaches. Nonetheless, this is basically how the cost basis of higher education is changing in response to the introduction of information and instructional technology, and it will require a real rethinking of how to calculate costs. As an example, Dr. Matthews recounted that he gave a presentation with someone from the Open University at a WICHE meeting a few months ago. The person from the Open University explained how the institution had just finished developing a new undergraduate science program which is basically four courses (equivalent to approximately 12 semester hours) and is an introduction to science that will be used in many of the institution’s baccalaureate degree programs as the core science requirements. He noted that the Open University’s student base is counted in the hundreds of thousands of students, so it will distribute this program over a very large enrollment base. While the budget for the development of the program was \$6 million, the Open University expects to make a great deal of money from this \$6 million investment.

Next, Dr. Matthews addressed the “new realities” of how technology fundamentally changes higher education. The first one, and he felt one of the most important, is that programs can be structured around asynchronous learning. Because institutions no longer have to coordinate faculty and students at the same place at the same time, which drives costs, and because they can deliver courses to students asynchronously, there can be many differences in how to organize programs, how to access programs, who can participate, what they learn, and how long it takes. He stressed that this does not mean that the new kinds of programs are less interactive among faculty and students or among students and other students than traditional programs. In fact, they can be highly interactive using video, the Internet, E-mail, etc. The communication simply does not have to take place at the same time in the same place, and this is a big change. It makes it possible for people to benefit from higher education who previously could not fit it into their schedules. It also makes it possible for people to learn at their own pace. Asynchronous learning, then, is one of the most fundamental changes of technology-enhanced education. Another change is that distance is no longer the issue it used to be, and distance education is now becoming a mainstream activity. He noted that this is not new, because correspondence courses have been available since the nineteenth century, but the scale is different. Technology allows institutions to get many more students involved in these activities. Course content is no longer the major factor in defining a program, the quality of the program, or the mission of the institution. Content is simply a commodity; it does not add value to programs. However, how content is packaged to be delivered to a group of learners is where the value is derived. Delivery then is key to the quality of a program, and it will be customized to the needs and schedules of the students. As a result, most programs will become learner outcome-based. Dr. Matthews remarked that this is clearly a trend and that many new models are based around this line of thinking. This means that there will be a gradual move away from systems of counting units based on seat time, contact hours, credit hours, and other process-**STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”**

oriented measurements and a move toward outcome-based measurements. WGU has really pushed this agenda in the West because one of the major factors the governors wanted to have happen when they

created the institution was to make it possible for a student anywhere in the Western United States to go to WGU, demonstrate what he knows through some sort of assessment and get credit for it, and apply that knowledge toward some sort of degree or program to learn the additional things he needs to know to do whatever it is he wants to do. This is a very different way of thinking about higher education, and one of the first things WGU will put online is a competency-based, assessment-based, two-year associate of arts degree. The final way in which technology impacts higher education is that the structure of technology-mediated education is inherently collaborative in both its development and delivery. This is a big change because there has historically been inherent competition among institutions and among individual departments and faculty members.

Dr. Matthews explained that there are implications of these new realities for higher education finance. First of all, technology costs must be built into the enterprise rather than added on. He explained that technology investments have driven higher education budgets, particularly one-time capital budget allocations. There has been the sense that systems of higher education must move beyond this. The issue presents the question of what is a capital expense versus an operational expense. Unfortunately, states and institutions are still trying to figure out how to pay for technology. Dr. Matthews asserted that the real question should be what are they trying to do with technology and how to build that into what they are doing at the institutions. He asserted that states must develop new funding models that encourage investment in productivity-enhancing course and program development. The models must be based in enabling the institutions to make strategic investments in the development of the networks and programs that are necessary and then distributing them to a much wider potential population base to get the maximum possible return on that investment. He stressed that these investments are tied to real gains in productivity, and he explained that productivity does not mean just lowering cost, but also improving quality.

Another implication is that learning-centered education requires new systems of course accounting and finance. Dr. Matthews referred again to the \$6 million science program at the Open University. He noted that the program was not created by a single faculty member in isolation, but rather by a team chaired by a faculty member. The team included people in student services, technologists, learning experts, designers, etc. That collaboration is necessary to get the resources necessary to design the programs, he stated. However, when courses and programs are developed and delivered by teams, standard expenditure categories are no longer appropriate. The distinction between operational and capital expenditures is blurring, he explained. In this environment, the capital expenditures, such as computers and networks, are becoming almost consumables. A multimedia-capable computer can cost less than a desk and chair in an office, and computers get replaced more often. On the other hand, there is the question of how to account for a tenured faculty member in whom an institution has invested a great deal of money for education and professional development and who will likely be a member of the faculty for 30 years.

Collaboration is the key issue, reiterated Dr. Matthews. In addition to team collaboration in the development of educational programs, collaboration also needs to take place across institutions, stressed Dr. Matthews, and distance education is driving this need. Distance education allows institutions to share programs and collaborate in joint programs, and he asserted that this is the real potential impact on changing the way things are organized. Institutions can collaborate on the development and delivery of programs and share resources to the maximum advantage and serving the maximum number of students in the best **STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"**

possible way. However, state and institutional program review and approval processes can be a barrier to such collaboration. Dr. Matthews stated that he would be remiss if he did not comment that residency policies and nonresident tuition have become counter-productive to state higher education systems. He was not suggesting that systems stop charging nonresident tuition or start treating everyone as residents,

because he recognized that this could be an economic disaster. However, the cost basis necessitates that if an institution is spending \$6 million to develop a program, it must deliver that program to the largest possible base to recover the investment. Policies that make it impossible to deliver programs across state lines become problematic in allowing this to happen. It is increasingly in a state's economic self-interest to encourage institutions to collaborate with institutions regardless of their locations. This kind of collaboration increasingly makes sense for similar institutions with similar missions and programs as opposed to the kind of vertical collaboration that states have had to emphasize around such things as articulation between two-year and four-year institutions. The kind of collaboration Dr. Matthews was suggesting is the kind where institutions of the same kind from different states collaborate together, and certain policies that make this difficult.

There are areas other than instruction where technology has tremendous potential both to improve quality of services to students and to potentially lower costs, stated Dr. Matthews. One such area is student services. High-speed, high-bandwidth telecommunications permit more pooling of administrative functions, and many states are moving in this direction. Rather than duplicating administrative functions across institutions, there may be ways those institutions can work together to share those resources. Additionally, information resources, such as libraries and databases, are already being shared to benefit the entire System.

Finally, states and public colleges and universities need a new governance relationship, explained Dr. Matthews. State policies have traditionally relied upon eliminating duplication at all cost by defining institutional missions and specializing functions as much as possible. He remarked that this has been good policy for many decades. However, in this new environment, expertise can be shared across a set of institutions and learners everywhere can use technology to access programs. So, institutions should be encouraged to direct the resources of the entire System into their communities. He stated that competition in this environment will likely lead to deregulation. This includes the obvious regulations, such as personnel and purchasing, as well as less obvious forms of regulation, such as accreditation, which will have to be reviewed and updated to reflect these changes. Dr. Matthews stressed that states must be able to make strategic investments across their higher education systems. It is not enough to determine what needs to happen, divide the money and give it out to the institutions, and expect a systemwide result. That simply will not work, he asserted, and there are many examples across the country to prove it. Instead, there are certain investments and decisions that must be made at the state level, and the state needs to have the financial capacity to make those kinds of investments. Higher education is moving into an environment where that kind of systemwide investment decision making is becoming increasingly important. Therefore, finding the balance between centralization and decentralization of decision making will be a real challenge. Moreover, the role of faculty is becoming a key question for state policy, and the utilization of faculty across the System is one of the most strategic investment decisions the Board faces. For some states, faculty issues have never been policy considerations at the state level. Defining the role of faculty and how the State can support the effective utilization of faculty across the System without interfering with academic freedom and the institutions' traditional relationship with faculty is a very touchy issue, but one the Board will have to address. The key issues include faculty training and intellectual property rights. Dr. **STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"**

Matthews asserted that intellectual property rights are at the heart of the faculty's relations with their respective institutions and may be a key lever for dealing with these issues. If the faculty own the programs and the institutions do not, then the faculty are basically contractors and can sell their products to whomever will buy them. This raises questions about tenure and faculty-institution relationships. On the other hand, if the faculty are part of the institution and the institution is based around the faculty, who owns the programs? This is an issue that is important not only in itself, but also as a window into other important issues.

In closing, Dr. Matthews presented the Board with the following quote from Sir Daniel in the July/August 1997 issue of *Change*: "... the U.S. system is peculiarly wedded to the technologies of real-time teaching and to the outmoded idea that quality in education is necessarily linked to exclusivity of access and extravagance of resource." He explained that information technology is transforming higher education both on and off campus by eliminating the requirement for synchronicity in the delivery of course content. The System can use its resources to create a system where institutions can use technology to package programs in very different ways than they have traditionally and restructure how they respond to enormous challenges, such as a changing world economy, rapid population growth, underserved populations, etc. To do that, the System must move away from thinking about higher education as necessarily being organized the way it has traditionally been organized.

Chair Leebern thanked Dr. Matthews and recognized Regent Jones, who had a question.

Regent Jones commended Dr. Matthews' presentation. He noted that in the 1960s and 1970s, when a person went to the doctor for a physical, he would spend a night or two in the hospital. This was customary and what people expected. Now, 600-bed hospitals only need 450 beds. Using this analogy, Regent Jones asked what Dr. Matthews sees down the road with regard to the need for buildings.

Dr. Matthews remarked that this is a very interesting comment about healthcare. He had heard a wonderful analysis about education that was made by the same analogy to the changes that have occurred in the healthcare system over the last 10 to 20 years. The question focuses a great deal of attention on traditional higher education. Legislative committees are discussing that higher education is not just about distance learning, job training, and professional development. There is also the role of traditional service to traditional students. People value that and want to see it continue. Dr. Matthews said that he has come to the conclusion that this role is not going to go anywhere. He asserted that to that extent, he believes Peter Drucker is wrong. Dr. Matthews predicted an endless market for traditional campus experiences, because people want this for their children and it will be an important rite of passage in our society for a long time to come. He noted that there seems to be a limitless supply of families wanting to send their children to the University of Colorado, Boulder ("UCB"), and he did not foresee this changing. However, the organization of what happens to those students when they are on that campus is going to be very different and has already changed a great deal. They will be doing things very differently. On the previous day, Dr. Matthews had spoken to the Southern Regional Education Board ("SREB") about the Southern Regional Electronic Campus. One of the things SREB reported was that part of the early market for the first courses offered electronically was students living in dormitories on campuses. A student at the University of Georgia ("UGA") may be taking a course at the University of North Carolina because, although she could take that course at UGA, she might not want to get up at 7:00 a.m. to take it. So, even in the traditional college environment, there are going to be a lot of changes.

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Returning to the hospital analogy, Dr. Matthews remarked that when you look at a hospital or go in a hospital, it still looks like a hospital, but its whole system of organization is completely changed, and that is a good analogy for higher education. With regard to how many buildings universities need, he remarked that this is a tough issue. People at UCB say technology will not affect things. The university can still fill up with many traditional students willing to pay to go there. On the other hand, on the Boulder-Denver turnpike at 10:00 p.m., there are a lot of people driving back to Denver who came into Boulder to take classes at night. Dr. Matthews asserted that every one of those students is potentially a market for a new type of program.

Regent Coleman noted that Dr. Matthews had discussed the “capital of the mind.” He asked how long it will take to answer this question, because certainly collaboration and teamwork are not going to start until this question is settled. He asked not only how long this will take, but also how it will happen. He also commented that before this team could be put together, the Board would have to request funding from the legislature and he said this would take gaining a lot of faith.

Dr. Matthews agreed that this is a “tough sell.” He commented that one of the biggest problems in higher education right now is that the utilization of faculty has already changed tremendously and is continuing to change tremendously and no one is talking about it at the state level. He was referring specifically to the enormous increase in the use of part-time adjunct faculty as opposed to full-time faculty. Dr. Matthews remarked that he is not opposed to this, but it is an enormous change of which we need to be aware. Statistics say that the number of student credit hours nationwide that are taught by part-time instructors has doubled in the last five or six years. His concern is that there has been an abdication of the responsibility to serve new students and to add new programs, and a lot of that is being “farmed out.” This is happening within the institutions themselves, and it opens institutions to criticism about the quality of what they are doing as well as the cost of what they are doing. When a part-time instructor is hired to teach a course, the cost basis is totally different from what the state is putting in to support that program.

Chair Leebern asked if it were lower.

Dr. Matthews replied, “You bet it is.”

Chair Leebern asked whether the finished product is any better or whether it is flawed.

Dr. Matthews responded that this has not yet been determined.

Chair Leebern asked about the content of the course.

Dr. Matthews replied that the content of the course could be identical, which is why he asserted the content has been “commoditized.” He reiterated that this is a tough issue.

Regent Jenkins asked how outcomes are measured and what impact this has on research. He also questioned how site locations will change if we are building more dorms rather than classrooms.

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Dr. Matthews responded that he had not seen any development of the kind of outcomes measure to the extent it will need to be developed. There are certain areas that have completely moved to an outcomes-based approach, such as healthcare professions, which are competency-based, and education, which is certification-based. This is not something then that is completely new, he noted. There are those who believe we will see the model of the Novell-certified network engineer (“CNE”) as a model, where a person takes an examination and gets a credential that gets him a job. Even institutions of education, when they hire someone to run their computer networks, do not care if she has a degree or not; they want someone who is a CNE. That is the credential that matters, and there are those who believe that those kinds of credentials are going to continue to emerge and develop and take over things. Dr. Matthews conceded that there will probably be more and more of that. He also stated that the developing, researching, and experimenting with the question of assessment and developing outcome measures and outcome-based programs would be a fruitful area for a state to put its limited incentive and investment funds into to promote innovations across the system. That is something we just need to know more about, he stressed.

With regard to Regent Jenkins’ question on buildings, Dr. Matthews remarked that he tends to think that looking at the kinds of buildings to build is a more productive effort than looking at whether or not to build buildings. The kinds of facilities needed are probably changing, and many states are already seeing this in requests for instructional media-centric facilities of various types. One of the big issues that many states are dealing with and has a lot of promise is the concept of learning centers. It is a question of whether we can provide service to a community that does not have its own higher education institutions and whether we can use our existing institutions to expand their role in their communities by turning them into learning centers. Moreover, can the learning center concept be defined well enough to get support for the mission and channel resources in that direction? Dr. Matthews stated that the state of Oklahoma is looking at dealing with its distance education funding, which is expanding at a tremendous rate, by dividing its money between the instructional side, which will be going to program development money which has to be invested, and money which goes to the site where the program is being delivered, which may be a community college, a local learning center, or an existing four-year institution, for ensuring that students get high-quality student services, high-quality resources and physical facilities that are well taken care of, but also providing that community-based institution with the resources and an incentive to find programs to bring in. Most states have been putting all of their money into the delivery of programs and have the deliverers out there looking for markets while no one in the communities has an incentive to bring the programs in. So, changing that might be helpful, he said.

To address Regent Jenkins’ second question, Dr. Matthews referred back to the healthcare analogy and noted that research used to be built into the base through patient reimbursements and that is what has been the case in higher education too. That has now been taken out. However, that does not mean that there is necessarily less research taking place. Rather, the research that does take place is more explicitly supported, identifiable, and funded in a particular way. Dr. Matthews stated that institutions like the University of Phoenix (“Phoenix”) are going to be charging for their courses and programs at rates which cover their direct costs, not the costs for supporting the institution where the programs are coming from, because they do not have that kind of infrastructure to support. Rather, they will be charging based on the cost of the direct instruction. So, there will be no way to avoid unbundling those costs and understanding what the instructional delivery costs are as opposed to the research costs for supporting a faculty member and the cost for her public service and the other things she is involved in. Dr. Matthews does not project that there will be an erosion in the support of the public or of research. He recognized that there is a lot of concern about that, but he asserted that there is a great deal of support for the research mission of universities. That will have to be separated out, though, because right now it is somewhat hidden.

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Regent Cannestra remarked that we need to be careful not to mix up different problems. He suggested that part-time faculty is probably driven by the cost and the fact that there is a low unemployment rate as well as a desire to bring people with real world experience to the institutions. So, he asserted that this is a separate problem. He also asserted that there is a need to examine and differentiate the market. He stated that employers would be hard-pressed to take a high school graduate who needs fundamental training to enter the workplace, so there will always be a need for the traditional higher education institutions. The way students are taught might be different, but they will have to be on campus, exposed to being independent from the family. He asserted that there is a growing market of people who need to upgrade their skills, etc., who do not want to go to a campus if they can help it, and that is the marketplace that distance learning will have to serve. He felt that mixing all of these elements together would prevent the Board from zeroing in on the real issues.

Dr. Matthews agreed with Regent Cannestra’s comments and noted that sorting through questions to define the ones on which there can actually strategically be an impact is central to the effectiveness of organizations like his and the Board. Referring back to the issue of part-time faculty, he remarked that if you look at the Open University of Great Britain, Phoenix, and some of these other new models, their lower cost structures are based on the use of part-time adjunct faculty. Technology is not the real difference in cost; it is part-time faculty. Phoenix, for example, teaches in a traditional way. It has classrooms, buildings, etc. However, it uses its faculty in a very different way. The core faculty on the main campus develop the programs, but they do not teach. The people who are actually teaching are hired only to teach. So, Phoenix has unbundled the function of program/curriculum development from instruction. It pays some people to do one function and some to do the other, and the people who are teaching make a lot less than the people developing the programs. Dr. Matthews clarified that this was the point he was trying to make about what is happening on a de facto basis on all American university campuses. While no one has explicitly made this decision, this is what is taking place. He asserted that since this is occurring, a discussion can be opened about taking the full-time faculty and treating them as the resource that the universities have invested in over a long period of time, perhaps steer some resources to them for training, staff support, and technology support, and start using them more explicitly as a resource to develop courses and programs that can then be delivered through different mechanisms to a much larger potential audience of students.

Regent Jobe asked if this meant a reduction in the requirements for teaching professors as a result of technology.

Dr. Matthews responded that there would be more instructors, but they would be contracted out and they will be hired to do the teaching. He said there are a couple of ways this could happen. Part-time adjunct instructors could be hired, or there could be differential workloads at the institutions, which he noted has always been a taboo subject. This means that some people’s workloads reflect the fact that they are expected to be teaching and they are not being paid to do research as much, while other people are paid to do research and their teaching workloads reflect that. However, the institutions must be able to make those kinds of distinctions, which he noted is a real cultural change on campuses.

Chancellor Portch commented that Dr. Matthews had laid out the issues and the problems, but he asked whether Dr. Matthews could point to any existing example of a successful business model for the implementation of distance education.

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Dr. Matthews responded that he could not, although there is a lot of distance education taking place and there are a lot of higher education institutions and certain states that seem to be ahead of others,

including Oklahoma and Washington, and the University System can learn from those examples. The business models are struggling with an inadequate understanding of cost, which is a particular problem.

The Chancellor interjected, asking if the central issue then is not the same issue as for most start-up businesses: undercapitalization at the outset.

Dr. Matthews replied, “Absolutely.”

Chancellor Portch continued, asking if that is not what most distance education programs are struggling with.

Dr. Matthews agreed and remarked that he is convinced that a lot of the problem is about needing to shift the funding approach toward an investment model. He said this is perhaps analogous to the software industry. You can spend millions to develop a computer game, and it costs pennies to make the additional copies of it. He said that is one extreme, but it illustrates the shift. He asked, “How do you get a handle then on being able to make those kinds of investment decisions? How do you know that you should be spending \$6 million to develop a new program?” Then, Dr. Matthews answered that you have to have a business plan that tells you who will be using it, how many people will be taking the program, and how long it will take to pay it back, because you also have to figure in costs of renewal and updating of that material. He asserted that this can be done, but without having these kinds of policies and understandings in place that allow it to take place, you cannot make the decision to make the investment up-front. So, it is a circular issue.

Chancellor Portch asked whether it is inevitable that state funding alone will not cover the costs, but rather there will have to be public-private partnerships and corporate strategic partnerships.

Dr. Matthews remarked that this is interesting, because one might notice that there is so much movement in the corporate sector toward strategic partnerships. If we think about how institutions make decisions in this environment, it becomes clear that they do it by seeking partnerships to spread the risk around and maximize potential return. For institutions, it is in their own self-interest to look for those kinds of partnerships. That is a big cultural change, because it has traditionally been in the campus’s self-interest to put up a wall around the campus and protect the base, and those potential partners are not just other public higher education institutions.

Regent McMillan remarked that Dr. Matthews had talked a great deal about the need for collaboration among the institutions. He asserted that unless some policy decisions are made early on about which institutions are going to be the providers, then collaboration is going to be difficult, because every institution seems to think that unless it is involved in distant education, it is going to be obsolete. So, there seems to be a need for early policy decisions about which institutions will be the principal providers of distance learning in the State.



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Dr. Matthews said that this is an excellent point. Some states are beginning to see some real benefits to opening the discussion on the service areas, a traditional tool used by states to keep a handle on what institutions are doing. Mostly, those have been defined as geographical service areas, but now, a number of states have moved away from geographical service areas toward program-based or mission-defined service areas, where an institution is responsible for a certain area that can be delivered anywhere in the state where there is a need as opposed to giving an institution a monopoly over a particular geographical region.

Chair Leebern asked how to accelerate the student use so that it breaks even with the capital expenditures. He asked what has been Dr. Matthews’ experience with regard to narrowing the cost to recapture the investment.

Dr. Matthews responded that none of this is going to work if there is not a market for this type of education. We tend to think of this from the standpoint of the provider: Who gets to do this? How do we put the money in the hands of the institutions so that they can do this? How many students are we going to get, and will this be a good investment?

Chair Leebern asked if this is market-driven.

Dr. Matthews replied that it is market-driven ultimately, but there is not a free market for higher education in this country.

Chair Leebern asked if he were a student at Western State College (“Western State”) in Gunnison whether he could log on to a course in Boulder.

Dr. Matthews responded that he could not take a UCB program through Western State in Gunnison.

Chair Leebern asked why.

Dr. Matthews replied that Western State would want him to take its program.

Chair Leebern asked if he were in Globe whether he could key into Nogales to Arizona State University.

Dr. Matthews responded that he could probably do so, just as he could probably key into UGA.

Chair Leebern asked whether the customer is there to have the front-end low for the capital expenditure.

Dr. Matthews responded that his opinion is that the ultimate market for on-line Internet-based courses is relatively small. It is large in total, but in terms of percentages, it is relatively small. He asserted that there is a market, but it is not going to take over the enterprise. However, Dr. Matthews felt there is a large market for what he called “hybrid” programs, where the student is part of a cohort of students which is identified and there is interaction among that group and with a faculty member, but there is also a lot of interaction happening on-line and over computer networks. The group meets, but they do not sit and listen to a lecture. In 1999, there is no longer a need for lectures at all, asserted Dr. Matthews. The content can be put on a CD-ROM or on a network and given to the students. The quality of a program comes from the **STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”**

quality of whether it is part of a learning system that allows an individual student to integrate this information with what she already knows and apply it to what she needs to know. This synthesis does

not happen from being passive, but rather from working with other students on projects and from lively discussions that can be face to face or by E-mail and from this interaction guided and mentored by a skilled faculty member. That is what students want, and that is what they will be willing to pay for, he asserted. It is a different way of organizing courses, but it is not just on-line. While he reaffirmed there is a market for on-line courses, he stressed that “hybrid” programs are where the real potential is and he felt that all courses and all programs will be moving in that direction.

Regent Jones asked how the most successful states are handling the rapid developments in information technology from the perspective of a similar type of governing body. He asked if they have a committee or another board or how else they might handle the issue.

Dr. Matthews replied that this is an issue at the level of the state boards. One of the things that he has seen done with great success is the conversation is taking place at the institutions. They have created a structure to do that by creating a network of people around these issues to talk about them, think about them, and come up with ideas for what needs to happen. Because this is such a fundamental change in the way things are done, it is not going to be solved at the highest level. So, creating this kind of structure then is key. In terms of policies, some states clearly have done a better job than others at protecting the ability to have some resources available to make investments. There are also a few states that have made some very fundamental structural changes. A good example is South Dakota, which has abandoned the enrollment-based funding formula and has replaced it with a “cost plus” formula, where it has guaranteed institutions their existing base and has shifted new money as well as some of the base into the pursuit of state incentives. The state has tried to consciously create an incentive structure around state priorities by identifying explicitly those priorities and getting the legislature to agree to them. South Dakota accomplished this through a roundtable process involving its board of regents and key members of its legislature in discussions about where they wanted to go. Dr. Matthews noted that the reason South Dakota was able to get that done was because it was looking at population decline and there was therefore a powerful physical incentive at the campus level to develop a new way of doing things.

Chair Leebern asked whether there were any further questions, and seeing that there were none, he thanked Dr. Matthews and Dr. Muyskens for their informative presentations to the Board. He then asked for a motion to recess the meeting of the Committee of the Whole. With motion properly made, variously seconded, and unanimously adopted, the Board was reconvened in its regular session.

## **UNFINISHED BUSINESS**

There was no unfinished business at this meeting.

## **NEW BUSINESS**

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

Dr. Dunning thanked Chair Jenkins and explained that the first nomination was for Mr. John Pope by Georgia Southwestern State University (“GSSU”). Mr. Pope is a longtime resident of Americus, Georgia. He has served on the Georgia Department of Industry, Trade, and Tourism Board, the Georgia World Congress Center Authority, and the American Battle Monuments Commission. He is a founder of Sumter Bank & Trust, American Family Life Assurance Company in Columbus, and the Carter Presidential Center in Atlanta. He currently serves as an emeritus member of the AFLAC Board of Directors and the Sumter Bank & Trust Board of Directors. In addition to supporting a variety of local civic and charitable organizations, Mr. Pope and his wife have provided considerable personal and financial support to the Rosalynn Carter Institute on the campus of GSSU.

The second nomination was for Mrs. Emma Kelly by Georgia Southern University (“GSOU”). Mrs. Emma Kelly is a well-known and respected member of the Statesboro community. She has played the piano professionally and charitably in the Savannah area for many years. She has performed for three U.S. Presidents, was inducted into the Georgia Music Hall of Fame, and was honored for her service by the Georgia State Senate. Mrs. Kelly has played piano for the Lions Club for over 40 years, for the Rotary Club for over 38 years, and for the Kiwanis Club since it began. Mrs. Kelly has received a number of awards in recognition of her community service, including the Kappa Delta Pi Living Treasure Award and the Rotary Club’s Citizen of the Year Award. Nine of Mrs. Kelly’s ten children graduated from GSOU. She was recognized for her dedication to music with a recital in her honor at GSOU in 1998, which help raised funds to establish the Emma Kelly Piano Scholarship.

The third nomination was for Mr. William A. Freeman also by GSOU. Mr. Freeman is a 1957 graduate of GSOU. He is president, director, and stockholder of Watkins Associated Industries, Inc., a holding company in Atlanta, Georgia, and president and managing general partner in Wilwat Properties, which owns and operates over 5,000 apartment units and 1.8 million square feet of commercial shopping centers. Mr. Freeman serves on the executive committee of the board of trustees of Mercer University and the advisory board of the Atlanta Chamber of Commerce. Since, 1990, he has provided eight full scholarships to GSOU College of Business Administration students and has funded the College of Business Administration Professor of the Year award annually. Mr. Freeman was named the College of Business Alumnus of the Year in 1991.

On behalf of President Michael L. Hanes and Acting President Harry S. Carter, Dr. Dunning submitted these nominations for the Board’s approval. With motion properly made, seconded, and unanimously

adopted, the Board approved the honorary degrees.

## **PETITIONS AND COMMUNICATIONS**

Secretary Gail S. Weber announced that the next Board meeting would take place on Tuesday, March 9 and Wednesday, March 10, 1999 in the Board Room in Atlanta, Georgia.

At approximately 11:30 a.m., the Board took a brief recess.

## **EXECUTIVE SESSION**

At approximately 11:40 a.m., Chair Jenkins called for an Executive Session for the purpose of discussing legal matters. With motion made, variously seconded, and unanimously adopted, the Board closed its regular session. The Regents who voted to go into Executive Session were all Regents present for the Executive Session, as follows: Chair Jenkins, Vice Chair Kenneth W. Canestra, and Regents David H. (Hal) Averitt, S. William Clark, Jr., J. Tom Coleman, Jr., Hilton H. Howell, Jr., Warren Y. Jobe, Charles H. Jones, Donald M. Leebern, Jr., Elridge W. McMillan, Edgar L. Rhodes, and Glenn S. White.

At approximately 12:05 p.m., Chair Jenkins reconvened the Board meeting in its regular session and announced that no actions were taken in the Executive Session.

## **ADJOURNMENT**

There being no further business to come before the Board, the meeting was adjourned at approximately 12:06 p.m. on February 10, 1999.

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

s/  
Edgar L. Jenkins  
Chair, Board of Regents  
University System of Georgia