

**MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
HELD AT
270 Washington St., S.W.
Atlanta, Georgia
March 13 and 14, 2001**

CALL TO ORDER

The Board of Regents of the University System of Georgia met on Tuesday, March 13 and Wednesday, March 14, 2001 in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent Glenn S. White, called the meeting to order at 1:00 p.m. on Tuesday, March 13. Present on Tuesday, in addition to Chair White, were Vice Chair Hilton H. Howell, Jr. and Regents Hugh A. Carter, Jr., Michael J. Coles, Joe Frank Harris, George M. D. (John) Hunt III, Donald M. Leebern, Jr., Allene H. Magill, Elridge W. McMillan, Martin W. NeSmith, J. Timothy Shelnut, Joel O. Wooten, Jr., and James D. Yancey.

Chair White noted that immediately after the Committee meetings, the Board would recess briefly for the Senate Higher Education Committee's confirmation hearing for Regents Carter, Coles, and Shelnut. Regent Magill was not able to attend the confirmation hearing due to a family medical emergency.

ATTENDANCE REPORT

The attendance report was read on Tuesday, March 13 by Secretary Gail S. Weber, who announced that Regent Connie Cater had asked for and been given permission to be absent that day and that Regent Juanita P. Baranco would be arriving shortly.

APPROVAL OF MINUTES

Motion properly made and duly seconded, the minutes of the Board of Regents meeting held on February 13 and 14, 2001 were unanimously approved as distributed.

SPECIAL RECOGNITIONS: REGENTS' AWARDS FOR ACADEMIC EXCELLENCE

Chair White called upon Chancellor Portch and Senior Vice Chancellor for Academics and Fiscal Affairs Daniel S. Papp to join him in recognizing several people and departments within the University System that bring honor and recognition to the System and their institutions. First, the Chancellor would give the Regents some background on the awards, and then, Dr. Papp would introduce the recipients.

Chancellor Portch explained that the Regents' Awards for Academic Excellence were created in 1996. As part of its strategic planning initiative, the Board wanted to show its appreciation and support for the University System's finest faculty, both those in the classrooms and those who linked their own research with undergraduates. The Board receives nominations from all System institutions. This year, there were eight award recipients. Some of them would receive the Regents' Teaching Excellence Award to reward superlative classroom teaching and commitment to students outside the classroom in advising, mentoring, recruiting, and helping students achieve. Others would receive the Regents' Research in Undergraduate Education Award, which was established this year to honor faculty and programs engaged in exemplary research connected with

undergraduate teaching and learning. The Chancellor remarked that he was pleased to honor the professionals who make the University System proud. He then called upon Dr. Papp to introduce the award recipients while he and Chair White presented the awards.

Dr. Papp stated that while the University System has excellent professors and departments at all of its institutions, the following eight represent the best of the best within the System. The winner of the Regents' Teaching Excellence Award at the two-year and state college level was Dr. Margaret S. Davis, Professor of Mathematics at Floyd College ("FC"). Dr. Davis has been a member of the mathematics faculty at FC since 1971, earning the rank of full professor in 1996. During her 30-year tenure at FC, she has served on virtually every faculty committee, coordinated all mathematics instruction, and mentored new faculty as well. In 1995, she completed her doctorate in biostatistics and now infuses her teaching with real-world problem solving from the field of health studies.

Ms. Jane T. Barnard, Associate Professor of Mathematics at Armstrong Atlantic State University ("AASU"), was the winner of the Regents' Teaching Excellence Award at the regional and state university level. Prior to joining the faculty of AASU in 1980, Ms. Barnard taught in public schools in Albany and Savannah, where her students voted her star teacher on four separate occasions. AASU students and alumni have been equally enthusiastic: the alumni association awarded her the Outstanding Faculty Award, and the student body awarded her the H. Dean Propst Award for Teaching Excellence.

Dr. Ronald D. Simpson, Professor of Higher Education and Science Education at the University of Georgia ("UGA"), was the winner of the Regents' Teaching Excellence Award at the research university level. Dr. Simpson obtained his doctorate from UGA in 1970 and joined the UGA faculty two years later. In 1981, he founded UGA's Office of Instructional Development, a unit which he directed for 15 years. Currently, he is Acting Director of UGA's Institute for Higher Education. He is also the editor of the widely read national journal *Innovative Higher Education*.

Dr. Papp explained that the next two awards honored programs for their excellence in teaching. One of the Regents' Teaching Excellence Awards at the regional and state university level was awarded to the Department of Political Science and International Affairs at Kennesaw State University ("KSU") for organizing the Model United Nations, Model Arab League, and Model Organization for African Unity Delegate Programs. Students on these teams prepare for competitions in which they simulate the activities and operations of these national delegations. Last year, the KSU Model United Nations team went to Rome, Italy, and took second place at the competition, finishing ahead of teams from Oxford University, Cambridge University, Harvard University, and Yale University. Even more significant has been the outreach of the KSU program to over 800 Georgia high school students who are organized and coached by student members of the KSU team. Professor Chien-pin Li accepted this award on behalf of the Department of Political Science and International Affairs.

The other program winner of the Regents' Teaching Excellence Award at the regional and state university level was the theatre program at Valdosta State University ("VSU"). Dr. Papp noted that more than 10,000 people each summer enjoy VSU student performances at the Jekyll Island Musical Theatre Festival. The theatre program has exacting academic standards and a rigorous curriculum. The bachelor of fine arts degree with a major in theatre at VSU is the only theatre program in Georgia to be accredited by the National Association of Schools of Theatre. Dr. Randy Wheeler, Theatre Area Chair; Mrs. Jacqueline Wheeler, Professor of Theatre; and Ms. Deborah Morgan, Assistant Professor of Theatre, accepted this award on behalf of the theatre program.

Dr. Papp next presented the Regents' Research in Undergraduate Education Awards to individuals and programs that have made concerted efforts to demonstrate their students' learning gains. The Regents' Research in Undergraduate Education Award at the regional and state university level was

awarded to Dr. Deborah Vess, Associate Professor of History and Geography and Director of Interdisciplinary Studies at Georgia College & State University (“GCSU”). Dr. Vess began her tenure in the University System at Georgia Perimeter College in 1992 and received several commendations for her teaching while at that institution. In 1997, she became Associate Professor of History and Geography at GCSU. In 1999, she was selected as a Carnegie Scholar by the Pew National Fellowship Program, and in fall 2000, she received a highly prestigious grant from the Carnegie Academy for the Scholarship of Teaching and Learning.

The Regents’ Research in Undergraduate Education Award at the research university level was awarded to Dr. Mark Guzdial, Associate Professor of Computing at the Georgia Institute of Technology (“GIT”). Dr. Guzdial, who joined the GIT faculty in 1993, specializes in developing computer-supported environments to facilitate project-based learning. His work to date has resulted in 12 journal articles, 3 books, and nearly \$1.5 million in federal and foundation grants. Dr. Guzdial also uses the entire GIT undergraduate student body as his virtual teaching laboratory.

The program winner of the Regents’ Research in Undergraduate Education Award was the Southeastern Conference on the Teaching of Psychology (“SETOP”). Teachers and scholars of the state and region come together each year for this conference, which is held at KSU. Over the past 12 years, over 600 psychology instructors from high schools and every type of public and private college and university have attended SETOP, which represents a model for disciplinary collaboration in the scholarship of teaching and learning. Conference Coordinator G. William Hill IV, Professor of Psychology and Assistant Vice President for Academic Affairs at KSU, accepted this award on behalf of SETOP.

After the presentation of the awards, Chair White congratulated all of the award recipients.

PRESENTATION: INTELLECTUAL CAPITAL PARTNERSHIP PROGRAM (“ICAPP®”), THE UNIVERSITY SYSTEM OF GEORGIA, AND ECONOMIC DEVELOPMENT

Chair White next called upon Assistant Vice Chancellor for Development & Economic Services Annie Hunt Burriss to make a special presentation to the Board.

Ms. Burriss thanked Chair White and explained that the purpose of her presentation was to prepare the Regents for their strategic planning retreat in May 2001 and what she would share at this meeting was borne out of the Regents’ last strategic planning retreat. She thanked the Board for the opportunity to pioneer an economic development initiative that does not have much precedence across the country. At this meeting, she would focus her discussion on the principles, partners, products, and “puzzlings” of the economic development initiative. She then presented to the Regents their 1994 strategic plan’s thirty-first guiding principle:

[The University System of Georgia] “shall maintain and expand contacts with business and government leaders and organizations to assist them in accomplishing their goals in an increasingly international environment, to insure that its own non-credit and degree programs are current and flexible, to provide students with opportunities for involvement with business and government, and to bring System resources fully to bear on the state’s economic development.”

Ms. Burriss noted that the Board had directed the University System to connect with partners. There are three groups with whom the System partners most: government, business, and the academy. From a government perspective, the chief economic developer for the State of Georgia is Governor Roy Barnes. Ms. Burriss noted that the Governor is very supportive of the Board of Regents’ Intellectual Capital Partnership Program (“ICAPP®”) because it helps him create high-end

economic development. The legislature also likes ICAPP® because it produces a high return on investment and new revenues. Some of the state agency partners in economic development are the Georgia Department of Industry, Trade, and Tourism (“DITT”), the Department of Labor (“DOL”), and the Department of Technical and Adult Education (“DTAE”). Ms. Burriss said that just as all politics are local, so too all economic development is local. The ICAPP® staff are just beginning to explore economic development opportunities with the federal government. Their key partners in economic development in the business world are corporations in the state that have an enlightened self-interest in growing the economy of the state, including the utility companies, bankers, venture capitalists, etc. The Georgia Chamber of Commerce is a key ally, as is the Georgia Economic Developers Association. Likewise, business services such as car dealers, contractors, and “kings of consumables” will benefit from economic development.

Next, Ms. Burriss discussed the internal partners within academia. She noted that the Office of Development & Economic Services is housed in the Office of External Activities and is under the direction of Interim Senior Vice Chancellor for External Activities and Facilities Thomas E. Daniel. However, Ms. Burriss also works closely with Senior Vice Chancellor for Academics and Fiscal Affairs Daniel S. Papp to ensure that ICAPP® programs have high academic integrity. Additionally, Interim Senior Vice Chancellor for Support Services Corlis Cummings’ division assists with the contracts and legal issues of ICAPP®. Ms. Burriss noted that Dr. Dick Hudson at the University of Georgia (“UGA”) and Ms. Alissa G. Tuyahov at the Georgia Institute of Technology (“GIT”) are ICAPP® Advantage Program Managers with statewide responsibilities for ICAPP® Advantage, a direct economic development incentive that helps companies fill immediate human resources needs. Ms. Suzanne Fahlstrom, ICAPP® Fiscal Manager, manages all ICAPP® budget contracts and financial reports as well as the daily operations of the University System of Georgia Foundation, Inc. and continuing education reporting. Ms. Terry S. Durden, ICAPP® Information Program Manager, directs ICAPP® information and compliance, and Ms. Judy McConnell, Administrative Assistant II, coordinates the administrative functions of the Office of Development & Economic Services. Everyone in this office works diligently to find economic development opportunities, broker them, get the resources to the institutions, and then get out of the way. ICAPP® then acts in a compliance capacity to ensure that funds are being used appropriately and the institutions are producing results.

Next, Ms. Burriss thanked the Georgia Power Company for its help in funding a four-minute marketing video that shows that ICAPP® helps companies grow in Georgia. She then played the video for the Regents and recommended the Regents visit the ICAPP® Web site at www.icapp.org for additional information.

After the video, Ms. Burriss turned her attention to the results of ICAPP®. She explained that ICAPP® jobs are often high-end jobs that bring along support jobs with them. For example, Core Management is a third-party provider in Macon that needed 100 computer programmers. Macon State College (“MSC”) is producing those programmers for the company, but in addition, the programmers need 100 additional people to help support them. So, this effort represents the addition of 200 jobs in downtown Macon. Ms. Burriss noted that while the state funds ICAPP®, the program also asks private partners to contribute money and in-kind services. The ICAPP® Advantage corporate partners to date are Total System Services, Inc., Equifax E-Banking Solutions, AFLAC, CheckFree, Nortel Networks, Internet Security Systems, ComputerLogic, Monsanto, ISP Alliance, Med-Rite Technologies, Core Management Resources Group, and Lockheed Martin AERO. These ICAPP® Advantage projects have generated an estimated return on investment of greater than 15 to 1, not counting capital investment because of significantly increased incomes of ICAPP®, which are important to Georgia’s overall economy. While the ICAPP® Advantage projects have not been executed in all regions of the state, there are new funds coming into ICAPP® Advantage that will support new high-paying knowledge jobs and new direct investments in other regions of the state.

Next, Ms. Burriss discussed the Georgia Hiring Initiative for Recruiting Excellence ("GeorgiaHire"), an online resume database that posts Georgia job openings as well as resumes of almost 9,000 registered students and alumni of the University System. She recognized Dr. Diane Fennig, GeorgiaHire Director, who developed the concept while heading Augusta State University's career services office. Based in Augusta, Dr. Fennig has statewide responsibility for the GeorgiaHire program (www.georgiahire.com). Ms. Burriss noted that since the Board approved this program in February 1999, over 74,000 System students and alumni have registered their resumes on the database, approximately 6,200 employers have used the database to find employees, and over 19,000 jobs have been posted on the Web site. Moreover, Chancellor Portch is currently in discussions with Georgia's private colleges and universities, inviting them to participate with the University System in this program. When that occurs, the number of resumes in the database should significantly increase and Georgia will have a very unique economic development tool to make it easy for businesses to succeed in Georgia. She noted that in February, 16% of resumes in the database were those of University System alumni. She asserted that, considering the instability of the economy, alumni comprise a target group to whom the program should be marketed. In July 2000, the program began a partnership with the DOL to help GeorgiaHire connect with the 238,000 employers of the state. GeorgiaHire was officially rolled out in October 2000 in conjunction with the Georgia Technology Forum, in which the high-tech companies in Georgia come together. The staff distributed Starburst candies with notes reading, "The stars are bursting in the University System of Georgia." In addition, Ms. Burriss spoke to the Georgia Economic Developers Association and the Society of Human Resource Executives about this program. Marketing to these three organizations produced a significant increase in corporate use of the GeorgiaHire Web site.

Ms. Burriss stated that the Office of Development & Economic Services performs needs assessments in order to help the University System of Georgia play a strategic and catalytic role in the state's economy. For example, on Wednesday, the Board would hear about a supply and demand analysis regarding where University System graduates come from and where they go after graduation. The office also performs perception surveys and outlook studies. In fact, Chancellor Portch kicked off the Board of Regents' benchmarking and management review initiative with a perception survey of what chief executive officers feel they need from the University System. One outlook study examined what Georgia can do to beat out competition in e-commerce and how e-commerce impacts rural Georgia in particular. As an example of how an ICAPP® needs assessment makes an impact, Ms. Burriss reported that three years ago, ICAPP®'s supply and demand analysis revealed a shortfall in information technology workers and perception studies revealed that business leaders felt that the University System should address the issue. So, ICAPP® hired Dr. Papp at GIT and partnered him with a successful high-tech business leader to go to the institutions. System institutions wanted to make a difference and were trying to get the resources to do so, but the formula funding was not getting the funding to them quickly enough. The Board, the Governor, and the legislature agreed to put funding toward ICAPP®'s strategic response programs, and as a result, 12 institutions received about \$3.7 million, which created 22 new degree programs and certificates in information technology. As of July 2000, ICAPP® had expedited the production of an additional 1,200 information technology graduates.

Ms. Burriss next discussed the ICAPP® regional programs, which help the legislature target money to some of the poorest areas of the state. As an example, she noted that the most recent such program at East Georgia College ("EGC") was started because the legislature determined that it would be good to make EGC and Emanuel County a living laboratory of how higher education can address the needs of rural economic development, which is very different from urban economic development. The result was that last month, the Board approved the creation of a technology park in Swainsboro on land that was donated to the University System. Two weeks ago, Governor Barnes announced that ZCorum, Inc. was going to put 150 high-tech jobs in Swainsboro. Ms. Burriss noted that this is great for a town that has had 12% unemployment.

Ms. Burriss next turned to new ICAPP® possibilities. She explained that industries like to be clustered together, like the carpet industry of Dalton or the poultry industry in Gainesville. High-tech companies are no different, but their new infrastructure is talent and technology, and the University System is a key source for that infrastructure. Governor Barnes adopted that model when he began Yamacraw to create a broadband industry cluster in Georgia. Ms. Burriss said that she needed the Regents' feedback to determine the next emerging industry. She noted that the Board had already approved a biotechnology special initiative with GIT and Emory University and the special initiative between UGA and the Medical College of Georgia. She noted that the Governor had put \$10 million in the supplemental budget for a pharmaceutical research and development center at UGA in Athens. As a result of this long-term economic development project, Meril relocated its headquarters from New Jersey to Atlanta and its research and development function to Athens. Another possibility for ICAPP® is presented in the commercialization of research. Ms. Burriss noted that she had traveled with Governor Barnes on a high-tech trade mission to Israel. She explained that Israel has adverse economic conditions, but it is growing phenomenally because it is very good at taking its institutions' research and commercializing that research and getting it to market. Governor Barnes also took Ms. Burriss to Ottawa, which is a center of high-tech industry in Canada that is focusing on commercializing university research. She wondered what the opportunities and threats in improving the commercialization of University System research would be. Another possibility for ICAPP® lies in continuing education, which companies have indicated they very much need. She asked whether the University System is being effective in its continuing education efforts to make companies successful in Georgia.

In closing, Ms. Burriss asked the Regents to take their notepads and write down answers to the following three questions:

- 1) Do you believe that economic development is important to the Board's new strategic plan?
- 2) Is ICAPP® on the right track?
- 3) How can the University System improve its economic development efforts?

She then thanked the Regents and stepped down.

Chair White stated that, having been actively involved in economic development for the last 15 to 20 years through the Gwinnett County Chamber of Commerce, he has a deep appreciation for the work of Ms. Burriss. He stated that she and her office are a tremendous asset to the University System of Georgia and he appreciated their efforts. He asked whether the Regents had any questions or comments.

Regent Yancey thanked Ms. Burriss on behalf of Total System Services, Inc.. He stated that the company would not have a \$100 million business in Columbus had it not been for ICAPP®.

Chancellor Portch remarked that at the heart of ICAPP® are the human stories of people who were struggling to make ends meet who have been helped by these opportunities.

Regent Yancey agreed and noted that ICAPP® had made a great difference in the Columbus community.

Regent Coles stated that there are between 350,000 and 500,000 unfilled information technology jobs across the nation and many programs are being proposed to bring in people from other countries to fill those jobs. He asserted that if ICAPP® works, it should be scalable outside of Georgia or used to attract those companies to Georgia because the state has a resource to fill those open positions. If ICAPP® can target the companies with workforce needs, much can be accomplished.

Ms. Burriss responded that ICAPP® has not had sufficient marketing funds for such efforts, but it has partnered with companies such as Georgia's electric power utilities and agencies such as the DITT to market the program. She stated that Governor Barnes is trying to provide more marketing funding for ICAPP®.

Chair White asked whether there were any further questions or comments.

Ms. Burriss thanked the Board for its support of ICAPP®.

Chair White thanked Ms. Burriss for her energy and enthusiasm for Georgia's economic development.

Regent NeSmith noted that recently, a technology conference hosted by U.S. Senator Max Cleland was held in Statesboro. The vice president of one technology company told Regent NeSmith that the company was having to outsource many services to Ireland and Scotland. The vice president said it was very costly to do this, but there are not enough trained people in the United States to meet the technology industry demands.

Regent Yancey agreed. However, he stressed, ICAPP® had found the "raw materials" in Georgia and trained those individuals to fill the positions.

Regent NeSmith responded that the people are available, but they are not trained.

Ms. Burriss stated that the culture in Georgia has not always supported growth of intellectual capital. However, the new economy has a currency of knowledge, and if Georgia does not build its intellectual capital, it will be left behind. She noted that those industries would help to build Georgia's economy.

Chancellor Portch added that the shortages of information technology employees would disappear overnight if as many women as men pursued careers in technology and if as many African-Americans and other minorities pursued those careers. Also, if math and science are emphasized earlier in education, that would have an impact on the shortages in those fields. Current problems can be addressed by identifying underemployed people or supplementing degrees with second degrees. He asserted that race and gender equity and improved math and science education will improve the state in the long term.

Regent Carter asked how small companies access ICAPP®.

Ms. Burriss replied that the size requirement for an ICAPP® Advantage project is typically a company needing ten or more new employees, because it must be cost-effective for the University System to provide educational programs. However, ICAPP® encourages joint venture projects to share creation of ten new jobs among several small companies. For instance, ICAPP® and MSC are packaging a number of companies together in Middle Georgia to address their workforce needs. She noted that Otis White, former editor of *Georgia Trend*, was hired to interview ICAPP®'s customers, including chief executive officers, human resource executives, and System faculty, deans, and presidents. The interviews revealed that the companies are particularly pleased that they are able to hire people for attitude and aptitude and the University System will educate those people to their knowledge worker needs. The feedback also revealed that the attrition rate of ICAPP® Advantage graduates is incredibly low, indicating that they are staying with their companies. Another positive result of ICAPP® is that System institutions have become more relevant in their respective marketplaces and are able to help people in their markets, which improves their foundation fund-raising efforts and their budgets.

Chair White again thanked Ms. Burriss for her presentation. He then adjourned the Board into its regular Committee meetings.

CALL TO ORDER

The Board of Regents of the University System of Georgia met again on Wednesday, March 14, 2001 in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent Glenn S. White, called the meeting to order at 9:00 a.m. Present on Wednesday, in addition to Chair White, were Vice Chair Hilton H. Howell, Jr. and Regents Juanita P. Baranco, Hugh A. Carter, Jr., Michael J. Coles, Joe Frank Harris, Donald M. Leebern, Jr., Elridge W. McMillan, Martin W. NeSmith, J. Timothy Shelnut, Joel O. Wooten, Jr., and James D. Yancey.

INVOCATION

The invocation was given on Wednesday, March 14 by Secretary Gail S. Weber.

ATTENDANCE REPORT

The attendance report was read on Wednesday, March 14 by Secretary Gail S. Weber, who announced that Regents Connie Cater, George M. D. (John) Hunt III, Allene H. Magill had asked for and been given permission to be absent on that day.

AUDIT COMMITTEE

The Audit Committee met on Tuesday, March 13, 2001 at approximately 10:15 a.m. in room 7005. Committee members in attendance were Chair Joel O. Wooten, Jr. and Regents Hugh A. Carter, Jr. and Martin W. NeSmith. Ex-officio Committee member and Board Chair Glenn S. White and Regent George M. D. (John) Hunt were also in attendance. Chair Wooten reported to the full Board on Wednesday that the Committee had reviewed two items, neither of which required action. One item was withdrawn from the agenda prior to the Committee meeting. The agenda items were as follows:

1. Information Item: Internal Audit Process at University of Georgia

This item was withdrawn from the Committee agenda prior to the meeting.

2. Information Item: Status of Internal Audit Activity January Year-to-Date

A year-to-date status report of all audit departments in the University System of Georgia was presented by Assistant Vice Chancellor for Internal Audit Ronald B. Stark. He reported that all high-risk audits would be completed this year, but not every audit would be completed due to the implementations of PeopleSoft and the latest Government Accounting Standards Board ("GASB") financial reporting requirements. Mr. Stark reported that 20% of year-to-date audit recommendations have been implemented and that actions have already been planned to implement another 50%.

3. Information Item: Review of State Department of Audits and Accounts Reports for Fiscal Year 2000

The State Department of Audits and Accounts financial reports were summarized and presented to the Committee by Assistant Vice Chancellor for Internal Audit Ronald B. Stark. Audits were rated and compared to prior year reports. Mr. Stark discussed the audit findings at four institutions whose rankings were of particular concern; one institution had been ranked code 4, and three had

been ranked code 5. Code 4 indicates that there were several notable findings or few significant findings but no major findings, while code 5 indicates that there were several significant findings or one or more major findings. Each of the institutions ranked code 4 or 5 would receive a letter from Interim Senior Vice Chancellor for Support Services Corlis Cummings or Chancellor Portch, respectively, concerning the audit findings. Board Chair Glenn S. White requested that the Committee members receive copies of those letters. Additionally, the Committee charged that the position of chief business officer at Savannah State University should be filled promptly.

COMMITTEE ON INFORMATION AND INSTRUCTIONAL TECHNOLOGY

The Committee on Information and Instructional Technology met on Tuesday, March 13, 2001 at approximately 11:00 a.m. in the Training Room, room 6041. Committee members in attendance were Chair Martin W. NeSmith, Vice Chair Hugh A. Carter, Jr., and Regents Michael J. Coles and James D. Yancey. Also in attendance were Regents Hunt and Wooten of the Committee on Real Estate and Facilities, as well as ex-officio Committee member and Board Chair Glenn S. White. Chair NeSmith reported to the full Board on Wednesday that the Committee had reviewed three items, one of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Approval of the Membership of the Information and Instructional Technology Advisory Committee

Approved: The Board approved candidates for membership on the Information and Instructional Technology Advisory Committee (the "Advisory Committee"). Those members are as follows:

- Ron Barden, Executive Director, Office of Information Technology & Services, Clayton College & State University; Chair-Elect, University System of Georgia Administrative Committee on Information Technology ("ACIT")
- Gary Betty, Chief Executive Officer, EarthLink
- Rick Goddard, Executive Director of Technology Applications, Mercer University (former Commander, Robins Air Force Base)
- J. B. Mathews, Senior Technology Policy Advisor, Southern Regional Education Board (former Chief Information Officer, Board of Regents of the University System of Georgia)
- Terry McLeod, Chief Information Officer, North Georgia College & State University; Chair, ACIT
- Bailey Mitchell, Executive Director of Technology Services, Forsyth County Schools
- Dan Nale, Vice President - Engineering, Gulfstream Aerospace
- Tom Noonan, President and Chief Executive Officer, Internet Security Systems, Inc.
- Ken Tye, Executive Vice President and Chief Information Officer, Total System Services, Inc.

Background: The Committee on Information and Instructional Technology (the "Committee") recommended and the Board of Regents approved at its February 2001 meeting the creation and the role, responsibilities, and organization of the Advisory Committee to advise the Committee on issues related to information technology. At that time, the Committee requested that the Central Office staff coordinate preparation of a list of candidates for membership on the Advisory Committee consistent with the approved organizational requirements; members are to represent business, government, and educational communities.

2. Update on Proposed New Facility in Athens, Georgia, for the Office of Information and Instructional Technology

Progress continues on the proposal for the development of a new facility in Athens, Georgia, for the Office of Information and Instructional Technology ("OIIT") in conjunction with the UGA Real Estate Foundation, Inc. (the "Real Estate Foundation"). Mr. Henry M. Huckaby, Senior Vice President for Finance and Administration at the university, provided a status report to the Committee. He explained that the Real Estate Foundation was proposing to build a facility to suit OIIT's needs and lease it to the Board of Regents. He discussed the details of the discussions to date, the proposed location of the facility, and the synergy that can be created by housing OIIT adjacent to the University of Georgia technology staff. A final recommendation for this proposal will be brought before the Board at its May 2001 meeting via the Committee on Real Estate and Facilities. The Committee on Real Estate and Facilities was represented at this meeting by Chair Hunt and Regent Wooten.

3. Presentation on the Technical and Functional Organization and Support of the GeorgiaFIRST (PeopleSoft) Project

An overview of the organization and support of the GeorgiaFIRST project was presented by Interim Vice Chancellor for Fiscal Affairs William R. Bowes and Assistant Vice Chancellor for Enterprise Systems and Services Beth P. Brigdon. The GeorgiaFIRST project involves the replacement of both legacy payroll and accounting systems for the institutions of the University System and for the Central Office. The PeopleSoft suite of software modules for the Human Resources Management System ("HRMS") and Financials were purchased in June 1997 for use by System institutions to manage their human resources, payroll, and accounting information and processing.

The HRMS implementation that began in January 1998 is complete with all 30 participating institutions in production. The remaining four System institutions are in various stages of implementing the PeopleSoft products independently. It is expected that all institutions will have the critical human resources, payroll, and financial systems operational by May 2002.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

The Committee on Finance and Business Operations met on Tuesday, March 13, 2001 at approximately 2:00 p.m. in the Board Room. Committee members in attendance were Chair James D. Yancey and Regents Michael J. Coles, Hilton H. Howell, Jr., George M. D. (John) Hunt III, Donald M. Leebern, Jr., and Joel O. Wooten, Jr. Ex-officio member and Board Chair Glenn S. White was also in attendance. Chair Yancey reported to the Board on Wednesday that the Committee had reviewed three items, two of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Approval of the Physicians Practice Group Revenue Distribution Plan

Approved: The Board approved the Physicians Practice Group (the "PPG") revenue distribution plan (Phase II as a pilot implementation only) to become effective July 1, 2001. An executive summary of the plan is as follows:

**Executive Summary of the
Physicians Practice Group Foundation
Proposed Revenue Distribution Plan**

This plan is designed to address income distribution issues created by the Medical College of

Georgia Health, Inc. (“MCGHI”) transaction and to motivate Medical College Georgia (“MCG”) clinical faculty to be more productive by allowing variable compensation derived from patient revenues to supplement faculty salaries. The plan is separated into two distinct parts or phases.

I. PHASE ONE:

Phase one of the plan requires the Board of Regents to approve a revision to the Physician Practice Group’s (the “PPG”) 12-year-old revenue distribution plan (the “current plan”). The PPG wants sections I, II, III, IV, and VI of the proposed revenue distribution plan (“RDP”) to be implemented on July 1, 2001. The RDP addresses omissions and weaknesses in the current plan that have been created or exacerbated by the MCGHI transition. The PPG has four areas of major concern: 1) distribution of payments from MCGHI to the PPG for indigent care services, 2) payment for medical administrative services, 3) distribution of clinical care revenues derived from contracts with other entities, and 4) clarification of fund balances.

A. Brief Summary of Proposal:

The PPG’s proposed RDP has six sections. Section I - income, Section II - expenses, Section III - fund balances, and Section IV - the traditional distribution of PPG supplemental income.

1. The PPG’s income is derived from payments for clinical services and investment returns. The PPG categorizes its clinical income into four sub-types based on the source of funds: professional services, group contractual services, indigent care revenue, and medical administrative service income. The PPG’s investment income is generated from returns on invested assets and is distributed proportionately to each clinical department.
2. The PPG’s expenses are comprehensively analyzed and categorized in Section II. The PPG has business office expenses, general expenses of the group, deans support, PPG supplemental salary and fringes (traditional faculty salary component from PPG), core group benefits, additional departmental benefits, and department expenses.
3. Section III allocates all of the PPG’s revenues into funded accounts called “balances.” All balances are invested as part of the PPG’s total investments. There is the department (“D”) fund balance, the deans fund, the reserve fund, the reserve for retirees balances, the professional liability reserve, the life insurance deductible reserve, and the administrative support funds.
4. Section IV establishes an accounting system to systematically track and calculate PPG’s income distribution to the various balances. Section IV also lists the distribution of funds from the various balances for PPG’s expenses. The proposed RDP advocates the creation of a revenue and expense tracking system for each department. All funds will be maintained at the departmental level. Under the departmental account, a memo account will be established for each PPG faculty member. The memo account will track each faculty member’s revenue and expenses. The departmental account contains the sum of all individual memo accounts plus other

departmental “D” fund balances.

5. Section VI details the annual reporting and review procedures. The PPG must prepare an annual report for its board. In addition, the Regents, the PPG’s board, and MCG’s president or Medical School dean may request a review of the RDP policy.

II. PHASE TWO:

Phase two of the RDP proposes that the Board of Regents approve an incentive pay process on a one-year pilot basis. The incentive pay pilot would become effective July 1, 2001. During the pilot year, the PPG would implement all of the internal structures so that it could start tracking income and expenses as outlined in the RDP. Implementation of the actual incentive pay component will require Board of Regents approval.

A. Brief Summary of Proposal:

The Incentive Distribution section revolutionizes the compensation of clinical faculty at MCG.

1. The RDP provides for the payment of incentive revenue to faculty if there are any funds available after the payment of all expenses and obligations.
2. Before any individual faculty member receives incentive pay, the department generally must have accrued at least four months of funds to cover all expenses.
3. The RDP allows the department chair with oversight from the Medical and Dental School deans to “front load,” or allocate dollars, from the departmental “D” fund and investment accounts for the incentive pay.
4. Finally, if a faculty member’s account expenses exceed his or her income, he or she would not receive incentive pay. However, PPG would use PPG funds to cover the individual’s expenses and “zero out” the account.

Faculty must be motivated to expand the patient care business. There are concerns that the incentive pay plan will hurt the institution’s teaching and research missions. However, an increase in the number of patients should support MCG's other two missions of teaching and research, both by expanding clinical opportunities for students and by increasing the margin allocation returned to MCG.

While MCGHI is demonstrating significant success in reducing costs through improved efficiency, it probably will not be possible for the hospital to achieve and hold a strong financial position through these measures alone. Ultimately, the financial success of the hospital and clinics depends on increased volume. The RDP: 1) allows high income producers to retain more of their earnings, which enables MCG to keep them as faculty, 2) creates more attractive and competitive salaries, which help

recruit and retain new faculty, 3) creates a mechanism for MCG Health, Inc. incentive payments to reach the individual faculty member, and 4) results in increased patient volume, which results in more patient care, teaching, and research.

Background: The PPG is organized as a cooperative organization under Section 1907 of the Board of Regents' policies. The faculty of the clinical departments of the Medical College of Georgia ("MCG") School of Medicine care for patients and perform other professional services for which fees are charged. The PPG is responsible for the collection and distribution of income generated by faculty from these fees to be used for the benefit of MCG.

As part of the creation of MCG Health, Inc., the Board of Regents is requested to approve a revision to the PPG's 12-year-old revenue distribution plan. Phase I of the proposed plan addresses omissions and weaknesses in the existing plan that have been created or exacerbated by the MCG Health, Inc. transition. There are four major areas of concern outlined in the summary: 1) distribution of payments from MCG Health, Inc. to the PPG for indigent care, 2) distribution of payments from MCG Health, Inc. to the PPG for administrative services, 3) distribution of clinical care revenues derived from contracts with other entities, and 4) clarification of fund balances.

Phase II of the plan establishes an incentive pay process which would become effective July 1, 2002 pending Board of Regents approval. Under Phase II, faculty would be eligible to receive incentive pay after all other expenses and obligations were met, the department in which the faculty member is employed had accrued at least four months of funds to cover expenses, and the faculty member's expenses did not exceed his or her income. The purpose of this phase of the plan is to expand the patient care business for the benefit of MCG without harming the teaching and research mission of the institution.

The Board is asked to approve a pilot implementation of the plan to be effective July 1, 2001. Under the pilot implementation, the PPG would create the internal structures necessary to start tracking income and expenses to test the outcomes of the incentive pay plan. However, faculty would not actually receive incentive pay.

2. Approval of Amendments to the Bylaws of MCG Health, Inc.

Approved: The Board of Regents approved amendments to the bylaws of MCG Health, Inc. in accordance with Article 3 of the Master Affiliation Agreement, as indicated below:

Changes to MCG Health, Inc. Bylaws Requiring Approval of the Board of Regents

The Master Affiliation Agreement between the Board of Regents of the University System of Georgia and MCG Health, Inc. ("MCGHI"), Article 3, Section 3.3.2 provides that:

Without the prior approval of Regents, MCGHI shall not amend, alter, repeal or otherwise modify any provisions of the Bylaws or Articles of Incorporation of MCGHI which relate in any manner to any of the following: (a) the composition of the MCGHI Board (including, without limitation, the number, classification, election, appointment, designation, term, removal, or resignation of members of the MCGHI Board, and provisions relating to ex officio members of the MCGHI Board); (b) the MCGHI Mission; (c) the authority and responsibility of the MCGHI Board; or (d) voting rights or procedures of the MCGHI Board (including, without limitation,

chairmanship, the definition of a quorum, supermajority voting requirements or other provisions relating to the vote required for approval of MCGHI corporate action).

On January 24, 2001, the MCGHI board adopted the attached resolution to amend the bylaws of MCG Health, Inc. The amendments included in the Resolution which require approval of the Board of Regents are found in Section 4 on page 4 of the Resolution, Section 5 on page 5, and Section 6 beginning on page 5. The changes provide as follows:

- **Section 4 amends the bylaws to include among the responsibilities of the MCGHI board the responsibility to provide for the risk management functions of the corporation and appropriate insurance.**
- **Section 5 amends the bylaws to set out definitions of “Director’s Conflicting Interest Transaction” and “Conflicting Interest.” Both of these terms are defined to correspond to the requirements of O.C.G.A. Section 14-3-860 regarding conflicting interests of directors of corporations.**
- Section 6 amends the Bylaws to add the senior vice president of medical affairs/chief medical officer of MCGHI as an ex officio member of the board and to clarify that the total membership consists of 14 voting members plus the ex officio nonvoting members.

These changes are in keeping with the Affiliation Agreement, and the approval of the Board of Regents is recommended.

Background: The Master Affiliation Agreement between the Board of Regents and MCGHI requires that MCGHI cannot amend, alter, repeal, or otherwise modify any provisions in its bylaws or articles of incorporation without prior approval of the Board of Regents where changes relate to the composition of the MCGHI board, the MCGHI mission, the authority or responsibility of the board, or the voting rights or procedures of the MCGHI board. The approved amendments provide for the following:

- Add to the MCGHI board’s responsibilities the requirement to provide for the risk management functions of the corporation and appropriate insurance,
- Set out definitions of “Director’s Conflicting Interest Transaction” and “Conflicting Interest” to comply with O.C.G.A. 14-3-860, and
- Add the senior vice president of medical affairs/chief medical officer as an ex officio member of the MCGHI board.

3. Report on Second Quarter Financial Report, Fiscal Year 2001

Interim Vice Chancellor for Fiscal Affairs William R. Bowes presented to the Committee the fourth quarter financial report for the University System of Georgia for the period ending December 31, 2000, which is on file with the Office of Capital Resources. The report provides tables which

compare actual and budgeted revenues and expenditures through December 31, 2000 for educational and general funds, auxiliary enterprise funds, and student activity funds. In addition, the report contains charts which compare December 2000 financial data with data of December 1999 and of previous fiscal years.

COMMITTEE ON REAL ESTATE AND FACILITIES

The Committee on Real Estate and Facilities met on Tuesday, February 13, 2001 at approximately 2:10 p.m. in the Board Room. Committee members in attendance were Chair George M. D. (John) Hunt III, Vice Chair Hilton H. Howell, Jr., and Regents Michael J. Coles, Donald M. Leebern, Jr., Joel O. Wooten, Jr., and James D. Yancey. Vice Chair Howell reported to the Board on Wednesday that the Committee had reviewed eight items, six of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Rental Agreement, 251-287 West Broad Street, University of Georgia

Approved: The Board authorized the execution of a rental agreement between the UGA Real Estate Foundation, Inc., Landlord, and the Board of Regents of the University System of Georgia, Tenant, covering approximately 30,200 square feet of studio/classroom space located at 251-287 West Broad Street, Athens, Georgia, for the period June 1, 2001 through June 30, 2002, at a monthly rental of \$33,975 (\$407,700 per calendar year/\$13.50 per square foot per year), with option to renew on a year-to-year basis for nine consecutive one-year periods with rent increasing 4% per year for the use of the University of Georgia ("UGA").

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

- The UGA Real Estate Foundation, Inc. purchased this property in 1999. The buildings have been renovated to provide suitable studio/classroom space for the School of Environmental Design and the Lamar Dodd School of Art. No suitable space is available on campus.
- The School of Environmental Design has outgrown its facilities on campus and requires additional space. The Lamar Dodd School of Art will vacate leased property at the B&L Warehouse, which is less suitable than the proposed leased space. The B & L Warehouse space will be used for storage.
- Operating expenses are estimated at \$92,800 for utilities, maintenance, repairs, janitorial services, and trash removal services.
- Rent and operating expenses will be funded from the School of Environmental Design and Lamar Dodd School of Art operating budget.

2. Rental Agreement, Poultry Research Center, University of Georgia

Approved: The Board declared approximately 24,328 square feet of space located at the Poultry Research Center, South Milledge Avenue, Athens, Georgia, no longer advantageously useful to the University of Georgia ("UGA") or other units of the University System of Georgia, but only to the extent and for the purpose of allowing this space to be rented to AviGenics, Inc. for the benefit of UGA.

The Board also authorized the execution of a rental agreement between the Board of Regents, Landlord, and AviGenics, Inc, Tenant, covering approximately 24,328 square feet of space located at the Poultry Research Center, South Milledge Avenue (a.k.a. Transgenic Poultry Building), Athens, Georgia, for the period March 15, 2001, through June 30, 2001, at a monthly rental of \$1,150 (\$13,800 per year/\$0.57 per square foot per year) with option to renew on a year- to-year basis for four years. As additional rent the tenant shall provide \$243,408 to install non-removable equipment.

The terms of this rental agreement are subject to review by the Office of the Attorney General.

- The Transgenic Poultry Building is a Georgia Research Alliance-funded project for the purpose of attracting incubator companies in the field of biotechnology, such as AviGenics.
- Research conducted by AviGenics primarily involves hatching and raising chickens in a specific pathogen-free environment. This facility was specifically constructed with all equipment necessary to incubate and hatch eggs, brood chicks, and breed adult chickens in the conduct of this research.
- Rental of this space by AviGenics will permit AviGenics to vacate 1028 square feet of space in the Animal and Dairy Science Complex and 1460 square feet in the Complex Carbohydrate Research Center.
- The use of the property is in compliance with the University of Georgia Physical Master Plan.

3. Authorization of Project, “Biomedical Engineering Building,” Georgia Institute of Technology

Approved: The Board authorized Project No. BR-30-0105, “Biomedical Engineering Building” (“BME Building”), with a total project budget of approximately \$23,000,000. The design and construction of the project will be paid for by private funding. The estimated construction cost is \$18,200,000.

The Board also granted a site license to Georgia Tech Facilities, Inc. for the purpose of constructing the BME Building.

The terms of the above-referenced agreement are subject to review and legal approval of the Office of the Attorney General.

- In October 1996, the Board approved Phase I, Institute of Bioengineering and Bioscience Building (“IBB Building”), of the development of the BEM Complex. In June 1997, the Board approved Phase II, Environmental Sciences and Technology Building (“ES&T Building”), of the development of the BEM Complex. In September 1997, the Board received information on the bioengineering/bioscience program plan and development of the BEM Complex.
- This proposed project for the BME Building is Phase III of the BEM Complex. The project will be located on the south side of the BEM Complex, fronting Ferst Drive, between the existing IBB Building and the ES&T Building, which is currently under construction and planned for completion in July 2002.
- The design and scale of this approximately 90,000-gross-square-foot new building (three stories and a basement/garden level) will be compatible with the buildings

that comprise the first two phases of the BEM Complex.

- This proposed building will meet the needs of the Biomedical Engineering Department, a joint Georgia Institute of Technology (“GIT”) and Emory University multi-discipline research and instructional program. The building will provide laboratory, office, instructional, and shared building support spaces.
- This project is consistent with the Georgia Institute of Technology Campus Master Plan presented to the Board in December 1997 and the bioengineering/bioscience program plan presented to the Board in September 1997.
- Granting the site license is subject to GIT’s ensuring that the Board of Regents possesses fee simple title to the real property.
- Design and construction funding for the BME Building will utilize private funds. Purchase of equipment may utilize up to \$2,000,000 in GIT discretionary funds.

4. Ground Lease Agreement, University of Georgia

Approved: The Board declared approximately 4.85 acres of land located on the campus of the University of Georgia (“UGA”), Athens, Georgia, no longer advantageously useful to UGA or other units of the University System, but only to the extent and for the purpose of allowing this land to be leased for the benefit of UGA.

The Board also authorized the execution of a ground lease agreement between the Board of Regents, Lessor, and the UGA Real Estate Foundation, Inc. as Lessee, covering the above approximately 4.85 acres located on the UGA campus for a period of up to 30 years beginning April 2001 for the purpose of providing a parking deck located adjacent to the site of the proposed Paul Coverdell Research Building.

The Board also authorized leasing the facility on a year-to-year basis for up to 30 years from the UGA Real Estate Foundation, Inc. Terms of the lease will be a not to exceed amount of \$959,058 per year.

The terms of these agreements are subject to review and legal approval by the Office of the Attorney General.

- The proposed Paul Coverdell Research Building will be located on current surface parking that needs to be replaced and increased prior to initiating construction of the building. This five-level parking deck for approximately 850 cars will be built on a fast-track by the UGA Real Estate Foundation, Inc. in order to provide parking for the full term.
- At the end of the term of the ground lease, improvements will become the property of the Board of Regents for continued use by UGA parking services.

5. Ground Lease Agreement, Armstrong Atlantic State University

Approved: The Board declared approximately six acres of land located at Armstrong Atlantic State University (“AASU”), Savannah, Georgia, no longer advantageously useful to AASU or other units of the University System, but only to the extent and for the purpose of allowing this land to be leased for the benefit of AASU.

The Board also approved the first-named developer/operator listed below to provide student

housing at AASU and authorized the execution of a ground lease agreement and contracts with this firm to provide student housing. Should negotiations with the top-ranked firm be unsuccessful, negotiations would proceed with the next-ranked firms in the order listed.

- University Housing Services, Inc., St. Petersburg, Florida
- Capstone Development Corporation, Birmingham, Alabama
- Place Collegiate Properties, LP, Atlanta, Georgia

The Board also authorized the execution of a ground lease agreement between the Board of Regents, Lessor, and the selected firm, as Lessee, covering approximately six acres located at AASU, Savannah, Georgia, for a period not to exceed 35 years, beginning in summer 2001, in consideration of providing and operating student housing.

The terms of this ground lease agreement and contracts are subject to review and legal approval by the Office of the Attorney General.

- 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.
- In accordance with the Board's housing policy, in March 1998, President Robert Burnett presented the AASU housing plan to the Board of Regents as an information item, concerning development of a Request For Proposals to provide financing, design, construction, operation, and maintenance of student housing.
- The AASU housing plan will provide housing for up to 5% of AASU's student body to serve a specific, targeted segment of the student body. "The 5% component to be composed of: students in the Regional Health Professions Education Center (degrees in physical therapy, public health, healthcare administration, health science, radiologic technology, respiratory therapy, dental hygiene, and nonduplicated tracts in nursing and nurse practitioner programs), international students, student athletes, and honor students."
- Upon execution of the ground lease, facilities for approximately 300 beds and support space will be constructed.
- Traditionally, housing projects approved by the Board have been constructed using brick and concrete construction. However, the anticipated construction will be similar to commercially constructed apartments.
- Following a two-stage process that was developed with the assistance of the Attorney General, the RFP was issued in November 2000. Four proposals were received and evaluated in February 2001. This request is a result of that evaluation.
- This housing, when constructed, will permit the termination of the lease of apartment-type residential units at the current cost of \$281,030. These apartments currently house approximately 175 students.

6. Purchase of Property, North Georgia College & State University

Approved: The Board authorized the purchase of approximately 2.19 acres of real property located along Morrison Moore Parkway, Dahlonega, Georgia, from United Community Bank for \$230,333 for the use and benefit of North Georgia College & State University.

The legal details involved with this purchase of property will be handled by the Office of the Attorney General.

Three independent appraisals of the property are as follows:

<u>Appraiser</u>	<u>Appraised Value</u>	<u>Average</u>
Pendley & Associates, Cumming	\$220,000	
Robert Jaeger, MAI, Gainesville	\$230,000	\$230,333
Kendall Appraisal Service, Dahlonga	\$241,000	

- The property consists of vacant, unimproved land with primarily hardwood forest and is contiguous to the campus on the north side of Morrison Moore Parkway.
- A Phase I Environmental Assessment has been completed and indicates that there are no significant adverse environmental issues.
- There are no restrictions on the purchase, and there are no known easements or restrictions on the property.
- The purchase of this property will protect the campus from commercial encroachment, which is consistent with the North Georgia College & State University Campus Master Plan.
- The plan for the property is to provide green space amenities for the residence halls and some limited parking.
- The funding for this purchase is being provided from available auxiliary services reserve funds.
- The property is vacant, and therefore, there are no anticipated operating expenses associated with this acquisition.

7. Information Item: Master Plan, Gainesville College

Gainesville College ("GC") and the Office of Facilities proposed a physical master plan for future development of the institution. President Martha T. Nesbit and Ms. Roberta Unger, President of the architectural firm of The Architecture Group, presented the plan to the Committee. The consultants reviewed GC's enrollment targets, mission statement, strategic plan, academic and support programs, and other variables. They met with the administration, faculty, senate, students, and community leaders to receive input and then presented options for facilities, parking/traffic patterns, student/ pedestrian circulation patterns, and campus beautification. Based on the consultants' findings, GC's master plan recommendations included the following:

- In response to the Department of Transportation's proposed new exit road alignment at I-985, create a new campus entrance and replace the auditorium effected by traffic noise
- Create appropriate future facilities for the growing academic needs, community outreach activities, and economic development needs
- Renovate several existing buildings to provide modern facilities
- Upgrade campus utility infrastructure
- Relocate campus roads and parking to create a more pedestrian oriented campus core
- Continue to preserve and enhance the campus environment and landscaping

8. Information Item: Agricultural Master Plan, University of Georgia

The University of Georgia (“UGA”) and the Office of Facilities proposed a physical master plan for agricultural properties of UGA. Vice President for Finance and Administration Henry M. Huckaby, Dean of Agricultural and Environmental Sciences Gale A. Buchanan, and consultant Robert Snyder of the architectural firm of The Urban Design Group, Inc. presented the plan to the Committee. The consultants reviewed UGA’s enrollment targets, mission statement, strategic plan, academic and support programs, and other variables. They met with the administration, faculty, senate, students, and community leaders to receive input and then presented options for future planning. Based on the consultants’ findings, the master plan recommendations included the following:

- Set up a process that provides focus and help in assessing property transactions requests
- Create a university office to better manage the real property database

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

The Committee on Education, Research, and Extension met on Tuesday, March 13, 2001 at approximately 2:00 p.m. in room 6041, the Training Room. Committee members in attendance were Chair Joe Frank Harris, Vice Chair Elridge W. McMillan, and Regents Juanita P. Baranco, Hugh A. Carter, Jr., Allene H. Magill, Martin W. NeSmith, and J. Timothy Shelnut. Chair Harris reported to the Board that the Committee had reviewed 16 items, 14 of which required action. Additionally, 105 regular faculty appointments were reviewed and recommended for approval. After Chair Harris’s report, Regent Coles requested information on the eminent scholars program, which the Chancellor said he would provide. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Amendment to Regents’ Policy 304: Calendar of Academic Activities

Approved: The Board approved the request of the Committee on Education, Research, and Extension to modify Board Policy 304: Calendar of Academic Activities.

Background: The Uniform Academic Calendar Committee, an ad hoc committee of the Board, and the Senior Vice Chancellor for Academics and Fiscal Affairs endorsed the following revisions and editorial changes to Board of Regents Policy 304: Calendar of Academic Activities. The revisions 1) eliminate ambiguity regarding the starting and ending dates for each semester and 2) specify the number of instructional minutes that are required for one semester hour of credit.

1. Amendment to Regents' Policy 304: Calendar of Academic Activities
(Continued)

<i>Previous Policy</i>	<i>Revised Policy</i>
<p>SECTION 300 --- ACADEMIC AFFAIRS 304 CALENDAR OF ACADEMIC ACTIVITIES</p> <p>304.01 SEMESTER SYSTEM Two regular semesters are not to be less than fifteen calendar weeks (minimum of 150 class days per year excluding registration and final examination periods) in length. All institutions shall begin classes during the same week, with the exception of the medical school component of Medical College of Georgia. However, each institution will determine all other necessary dates for the semester, including the possibility of flexible scheduling within and between semesters.</p>	<p>SECTION 300 --- ACADEMIC AFFAIRS 304 CALENDAR OF ACADEMIC ACTIVITIES</p> <p>304.01 SEMESTER SYSTEM Semester System: All institutions in the University System of Georgia shall be on the semester system.</p> <p>The academic year shall consist of two regular semesters, each not to be less than 15 calendar weeks in length (minimum of 75 class days per semester, excluding registration and final examination periods).</p> <p>A minimum of 750 minutes of instruction or equivalent is required for each semester credit hour.</p>
<p>304.02 UNIFORM ACADEMIC CALENDAR The earliest beginning and latest ending dates for each semester shall be determined by the Chancellor and observed by all institutions in the System.</p>	<p>304.02 UNIFORM ACADEMIC CALENDAR The starting and ending dates for each semester shall be determined by the Chancellor and observed by all institutions.</p> <p>All institutions (with the exception of the Medical School at the Medical College of Georgia) shall begin and end classes during prescribed periods.</p>
	<p>304.02.01 Each semester shall have an earliest starting date and a latest starting date.</p>

	<p>304.02.02 Each semester shall have an earliest ending date and a latest ending date.</p> <p>Each institution will determine all other necessary dates for the semester, including the possibility of flexible scheduling within and between semesters.</p>
<p>304.03 RELIGIOUS HOLIDAY SCHEDULE</p> <p>Institutions in the System shall not schedule registration or the first day of classes on dates which conflict with major religious holidays (BR Minutes, August 26, 1977, p. 4)</p>	<p>304.03 RELIGIOUS HOLIDAY SCHEDULE</p> <p>Institutions in the System shall not schedule semester registration or the first day of classes on dates that conflict with major religious holidays.</p>
	<p>304.04 EXCEPTIONS</p> <p>Requests for exceptions to this policy must be submitted in writing to and approved in writing by the Senior Vice Chancellor for Academics and Fiscal Affairs.</p>

2. Establishment of the Master of Science in Nursing, State University of West Georgia

Approved: The Board approved the request of President Beheruz N. Sethna that State University of West Georgia (“SUWG”) be authorized to establish a master of science in nursing, effective March 14, 2001.

Abstract: The purpose of the master of science in nursing is to prepare registered nurses for advanced practice in the areas of health systems leadership and education. Students targeted for the program will be registered nurses who have completed a bachelor of science in nursing and desire a master of science in nursing. The graduate program is designed to meet the need for increased numbers of skilled nurses in a changing healthcare system. The program will provide graduates who can assume leadership roles in patient care management and in nursing education.

Need: The February 2001 presentation to the Committee on Education, Research, and Extension concerning “The State of Healthcare in Georgia: A Preliminary Summary of Workforce Needs and Projections for the Future” provided a context for nursing preparation and workforce needs. According to the U.S. Department of Labor 1999 Occupational Outlook Handbook, “Registered nurses currently represent the largest segment of health care professionals, and the employment of nurses is expected to grow faster than the average for all occupations through the year 2006.” An internal study conducted by SUWG’s nursing faculty indicates that the state will experience a shortage of nursing educators within the next five to ten years. The Tri-Council for Nursing, which consists of the American Association of Colleges of Nursing, American Nurses Association, American Organization of Nurse Executives, and the National League for Nursing, indicated in a January 2001 policy statement and news release that “. . . citing a troubling combination of factors including the aging nursing population, the heightened age of nurse educators, the declining number of nursing students in the academic pipeline and the need for more accommodating working conditions for nurses, the nation is in danger of experiencing serious

breakdowns in the health care system without measures to reverse these trends.” The Medical College of Georgia provided a supplementary review of the proposal and found that the aging academic population in the discipline of nursing exacerbates the need for graduates of such a program to become nurse educators. The Georgia Board of Nursing has also cited the demand for nurse educators due to the increased retirements experienced in many schools of nursing.

Objectives: Specific objectives of the program are to prepare nurses at the graduate level to 1) demonstrate the ability to utilize theoretical models in the management of health systems and the implementation of educational curricula and teaching strategies, 2) examine influences on nursing practice and education, including social, economic, ethical, legal, and cultural diversity issues, 3) participate in research and research utilization related to improving nursing practice and education, 4) demonstrate critical thinking skills in implementing changes in the delivery of healthcare and in nursing education, and 5) develop and implement leadership, management, and teaching strategies for the improvement of healthcare and nursing education.

Curriculum: The degree will prepare graduates in two tracks: 1) health systems leadership, a program of study designed to increase knowledge and skills needed to succeed in a variety of nursing leadership positions, and 2) nursing education, a program of study that will address innovations in curriculum, instructional skills and strategies, the development and use of educational technology, and educational assessment and evaluation. Courses will be designed to develop expertise in the educational practice of health education and promotion of patient teaching as a professional development specialist or college/university instructor.

Projected Enrollment: The institution anticipates enrollments of 20, 20, and 20 for the first three years of the program.

Funding: The institution will redirect resources to establish and implement the program. The new Health and Wellness building, recently placed on the major capital outlay project list by the Board of Regents, is projected for construction in 2006 or 2007 and will provide an enriched setting for this program.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2005, this program will be evaluated by the institution and the Central Office to determine the success of the program’s implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness goals, as indicated in the proposal.

3. Establishment of the Master of Public Health With a Major in Environmental Health, Fort Valley State University

Approved: The Board approved the request of President Oscar L. Prater that Fort Valley State University (“FVSU”) be authorized to establish a master of public health with a major in environmental health, effective March 14, 2001.

Abstract: FVSU proposes to offer a master of public health with a major in environmental health in response to the environmental health concerns and opportunities for residents of the Fort Valley community and the growing demand for trained professionals in environmental public health. The interdisciplinary degree, which relies upon the collaborative curricular offerings of faculties in chemistry, biology, and health and physical education, will prepare environmental health practitioners and researchers to implement broad public health policies. As a land-grant institution, FVSU participates in the Environmental Justice Research Initiative as part of the Southern Food Systems Education Consortium. The institution also sponsors an annual rural health conference through its cooperative extension program and is being considered as a possible seventh

Occupational Safety and Health Administration site. Using Title III funding sources, the institution established a Regional Environmental Health Center that will support the proposed program through its research activities. The Regional Environmental Health Center's research activities focus on establishing baseline data on soil and water contaminants in Peach County and other surrounding areas.

Need: In October 2000, the Agency for Toxic Substance and Disease Registry released results of a public health study of Fort Valley which found elevated mortality rates for the period from 1980 to 1994 among both African-American and Caucasian residents of Fort Valley. "Rates were elevated for all causes of death, all cancers, total cardiovascular disease, lung cancer, hypertension, and cerebrovascular disease." These rates were significantly elevated in Peach County, Georgia, when compared with the rest of the United States. As a result, FVSU has obtained funding from the Department of Education to analyze soil and water samples to determine the presence of contaminants such as lead and arsenic. Following heart disease, cancer has been identified as the second leading cause of death in Georgia. Consistent with statewide trends in mortality rates in Georgia, the 1998 Vital Statistics for Peach County identify cancer as the second leading cause of death for its citizens at 23%. According to the Centers for Disease Control, cancer mortality rates for Peach County exceed the state rates for breast cancer by 12%, for lung/bronchus cancer in males by 15% and in females by 12%, and for prostate cancer by less than 0.5%.

Peach County has been designated as a superfund site by the Environmental Protection Agency ("EPA"), indicating that uncontrolled or abandoned sites where hazardous waste is located exist within the county. Two such locations, Woolfolk Chemical Works, Inc. and the Powersville landfill, have been placed on the national priorities list for hazardous waste cleanup.

The lingering threats to the health of area citizens resulting from the former Canadyne Fertilizer Plant remain a priority as government officials endeavor to resolve matters related to the quality of the soil and water supply owing to the presence of environmentally hazardous entities. As an example of the magnitude of the problem, the 1998 EPA report indicated that the two hazardous waste sites in Peach County released 155,000 pounds of toxic chemicals into the local water supply.

The objectives of the proposed master of public health with a major in environmental health are consistent with the tenets of the Governor's Cancer Coalition, which focuses on the prevention and early detection of cancer, improving the access to quality healthcare for all Georgians with cancer, saving more lives in the future through clinical research efforts, training future cancer researchers and caregivers, and realizing economic benefits from the eradication of cancer.

Within Georgia, graduates could find potential employment with the Georgia Departments of Human Resources, Natural Resources, and Agriculture; private consulting firms; Brown and Williamson; Tyson Corporation; Cagles Foods; and the U.S. Air Force at Robins Air Force Base.

Objectives: The curricular design requires students to master a broad base of subject matter, methods, and skills in the field of environmental health. Students completing the degree program shall be prepared to 1) demonstrate the ability to plan, implement, and evaluate public health environmental programs; 2) analyze the functions of environmental health programs in several concept areas; 3) understand and interpret research methodologies, research findings, biostatistics, and policy developments within the field of environmental health; 4) treat and dispose of liquid and airborne wastes; 5) purify drinking-water supplies; 6) develop and implement measures to protect hospital and other medical workers from being infected with diseases such as acquired immune deficiency syndrome; and 7) determine measures to counteract the effects of toxic chemicals, acidic deposition, and radioactive waste. Although the program is not traditionally housed within a school of public health or affiliated with a teaching hospital, it follows the models established by other accredited graduate programs in public health education such as those offered at New Mexico State University, University of Southern Mississippi, and Southern Connecticut State University.

Curriculum: The degree program is a 45-semester-credit-hour program with a core curriculum in public health policy and administration, epidemiology, biostatistics, environmental health, and health behavior and promotion. A degree waiver is requested because the 36-semester-hour standard for master's degrees does not adequately cover the professional preparation required to complete the degree or meet accreditation standards. The master of public health with a major in environmental health is designed to meet the accreditation standards of the Council on Education for Public Health.

Courses of study will focus primarily on environmental microbiology, physiological toxicology, environmental analysis, environmental pollution, industrial hygiene, and environmental health hazard management. In addition to a core of 15 semester hours in public health, the curriculum comprises 21 semester hours of required courses in environmental health, 3 semester hours of electives which include a field experience, and a 6-semester-hour thesis.

Projected Enrollment: The institution anticipates enrollments of 25, 27, and 30 for the first three years of the program.

Funding: The institution will redirect resources to establish and implement the program. FVSU is prepared to provide the substantial investment necessary to build a fully accredited, high-quality program. In addition, FVSU has had several discussions with external funding agencies, such as the EPA and the U.S. Department of Agriculture. These agencies have indicated an interest in providing funding for the program once it is established.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2005, this program will be evaluated by the institution and the Central Office to determine the success of the program's implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness goals, as indicated in the proposal.

4. Establishment of the Bachelor of Science in Public Service With a Major in Criminal Justice and as an External Degree at Macon State College and Its Off-Campus Centers, Fort Valley State University

Approved: The Board approved the request of President Oscar L. Prater that Fort Valley State University ("FVSU") be authorized to establish the bachelor of science in public service with a major in criminal justice, effective March 14, 2001.

Abstract: FVSU proposes the establishment of a bachelor of science in public service with a major in criminal justice. The core public service component of the degree will be taught collaboratively by FVSU and Macon State College ("MSC") faculty members. Advanced courses in the program will be taught solely by FVSU faculty. The core public service courses will be administered through FVSU's Department of Behavioral Sciences, with the faculty of both institutions participating. The bachelor of science in public service degree is designed to prepare graduates for entry into a variety of occupations rendered in the public interest. Most of these jobs are found in local, state, and federal government; public and private agencies; and enterprises established to provide social services. The bachelor of science in public service with a major in criminal justice will prepare students for entry into positions in law enforcement, corrections, probation, and parole.

Need: In Georgia, it is expected that the current 63,000 jobs in law enforcement, corrections, and probation and parole will grow to more than 85,000 by the year 2005, a growth rate of 35%. In Macon, 923 positions currently exist, with 1,650 expected by the year 2005. Similar characteristics describe the demands in Fort Valley and Warner Robins. In addition, many in-service personnel in Middle Georgia are interested in advancing their levels of education

preparation consistent with increased job demands. In the Middle Georgia area, student demand for the program is high. A survey of 225 students majoring in MSC's two-year programs in core areas such as psychology, sociology, and political science indicated 25% would be interested in pursuing a degree in public service with a major in criminal justice. A fall 1998 survey was conducted among students enrolled in MSC's social science courses. Of the 758 responses, 22.8% expressed very strong interest in a criminal justice major and another 22% of students surveyed expressed moderate interest in a criminal justice single or dual major. FVSU currently offers a major in criminal justice under its bachelor of arts degree. The existing bachelor of arts degree program in criminal justice is exclusively designed to produce employees for the penal justice system, prospective graduate students, and/or researchers. The proposed bachelor of science in public service with a major in criminal justice differs from the existing baccalaureate major in terms of curriculum design, goals, and objectives. The bachelor of science in public service with a major in criminal justice will prepare students for a range of employment opportunities in the public service sector where the need for enhanced ethical practices and crime prevention has escalated. This degree program is more applied in its intent than the bachelor of arts degree program. There is a practical emphasis on leadership development.

Objectives: Upon completion of the program, graduates will have the skills and experience required to complete the following activities germane to the discipline: 1) demonstrate a general knowledge of the structure, processes, and historical foundations of public service systems; 2) demonstrate competency in using the concepts, theories, empirical findings, and research methods appropriate to public service endeavors; 3) to prepare in-service graduates for career enhancement and pre-service graduates for a diverse range of public service planning, administrative, and research careers in criminal justice; and 4) to prepare graduates for graduate study in criminal justice or related fields.

Curriculum: All students will take courses specifically designed to meet contemporary job requirements. These include courses in public agency management, conflict resolution and crisis management, program assessment and research methods, ethics of public services, funding sources and grant writing, and legal issues. Integral to the program are internship and service learning opportunities with appropriate organizations and agencies. The curriculum comprises 42 semester credit hours of core areas A through E, 18 hours of Area F (major field), 18 to 21 semester hours of public service core courses, 27 to 30 hours of courses in the criminal justice major, and 15 to 18 hours of electives.

Projected Enrollment: The institution anticipates enrollments of 37, 76, and 80 for the first three years of the program.

Funding and Facilities: While a FVSU program, the bachelor of science in public service with a major in criminal justice is also designed for the MSC main campus and its off-campus Warner Robins and Houston County Centers. On the MSC main campus, sufficient space has been allotted in the M-building, which houses the Division of Social Sciences. Likewise, the Warner Robins campus has classrooms and office space sufficient to house the bachelor of science in public service with a major in criminal justice. Students electing to take the program on the campus of FVSU will find adequate classroom space in the Bond Building. The institution will redirect resources to establish and implement the program. No new facilities will be required.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2005, this program will be evaluated by the institution and the Central Office to determine the success of the program's implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness goals, as indicated in the proposal.

5. Establishment of the Bachelor of Science in Public Service With a Major in Human Services, Macon State College

Approved: The Board approved the request of President David A. Bell that Macon State College ("MSC") be authorized to establish the bachelor of science in public service with a major in human services, effective March 14, 2001.

Abstract: MSC proposes the establishment of a bachelor of science in public service with a major in human services. The public service core component of the program will be offered collaboratively with Fort Valley State University. The proposed degree is an important part of the college-community linkage. The Middle Georgia area has a large number of government and social agencies which provide internships and other clinical experiences germane to the proposed program.

Need: The bachelor of science in public service with a major in human services will prepare students for entry in a variety of public and private institutions as social service assistants, vocational counselors, interviewers, and other entry-level human service positions. There are nearly 34,000 positions in Georgia for which the human services major is appropriate. An additional 12,800 positions will be created by the year 2005, an expected increase of 38%. In Macon, there are now 3,510 human service-type positions. This figure is expected to grow to 4,280 by 2005, an anticipated increase of about 22%. Opportunities are expected to be best in job training programs, residential settings, and social agencies in such areas as adult daycare, substance abuse, mental disabilities, homelessness, and teen pregnancy. Other growth areas include state and local government, especially in the areas of corrections and public assistance.

Objectives: Upon completion of the program, graduates will have the skills and experience required to have a general knowledge of the structure, processes, and historical foundations of public and human service systems and to have competence in using the concepts, empirical findings, theories, and research methods appropriate to public and human service.

Curriculum: The proposed degree program comprises 120-semester-credit-hours requiring 42 hours of Areas A through E, 18 hours of Area F (major field), 18 to 21 hours of public service core courses, 27 to 30 hours of courses in the human services major, and 15 to 18 elective hours. The courses in the human services major include psychology of adjustment, abnormal psychology, psychological statistics, interviewing, personality theory, gerontology, group dynamics, industrial/organizational psychology, and psychological testing.

Projected Enrollment: The institution anticipates enrollments of 33, 67, and 79 for the first three years of the program.

Funding: No new state allocation has been requested. The institution will redirect resources to support the program.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2005, this program will be evaluated by the institution and the Central Office to determine the success of the program's implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness goals, as indicated in the proposal.

6. Establishment of the Major in Psychology and Human Services Under the Existing Bachelor of Science, Clayton College & State University

Approved: The Board approved the request of President Thomas K. Harden that Clayton College & State University ("CCSU") be authorized to establish a major in psychology and human services

under the existing bachelor of science, effective March 14, 2001.

Abstract: CCSU's proposed major in psychology and human services under the bachelor of science degree is grounded in the psychology discipline with an emphasis on career opportunities in human service fields. The curriculum design allows students to integrate the discipline of psychology with social services, youth services, healthcare, and education into an academic and experiential program that will prepare graduates for vocations in diverse areas of the helping professions. The program was developed based on the applied and targeted needs of the Southern Crescent region of metropolitan Atlanta. A special feature of the psychology major will be its strong affiliation with American Humanics, Inc., a nationally recognized certification program in youth and nonprofit management. American Humanics, Inc. certification affords graduates an advantage in obtaining employment with the Boy Scouts, Red Cross, United Way, and numerous other social and human service organizations.

Need: Based on general Georgia/metro Atlanta occupational projections and applying national trends in human services employment, the institution concludes that there is a strong market for entry-level psychology graduates with a human services emphasis. A 1996 American Humanics survey of nonprofit executives in Atlanta agencies revealed they "preferred the bachelor's degree for 72% of their jobs and 2/3 of the graduates held either a psychology or human-service-related degree." Clayton Behavioral Health, one of the largest employers of human service workers in Clayton County, informed CCSU that "there is an urgent need for better prepared workers in the Southern Crescent region." According to the Bureau of Labor Statistics, there will be a 53.9% increase in the number of human service workers between 1996 and 2006. Social services employment opportunities, as a whole, will increase by 62.3%, or more than 65,000 jobs. Expected employment placements include local, state, national, and international public and private nonprofit social service agencies, facilities, and organizations, including youth service organizations, drug treatment centers, penal institutions, halfway houses, and senior centers. Data from 1,120 student surveys indicated that 114 interested students would choose to stay at the institution and complete a baccalaureate degree in psychology and human services. (The institution's actual enrollment estimates are more conservative to allow for possible survey bias.)

Objectives: Upon completion of the program, graduates will have the skills and experience required to complete the following activities germane to the discipline: 1) demonstrate critical thinking skills and operationalize a problem-solving process by collecting information to identify problems, develop and implement intervention goals and strategies, and evaluate outcomes, 2) demonstrate an understanding of major psychological and social scientific theories, and 3) demonstrate case management skills, including the ability to make referrals, advocate for clients, and assess and document in the case management process.

Curriculum: The 120-semester-credit-hour curriculum will comprise 42 semester hours of general education, 18 semester hours of courses related to the major, 12 semester hours of upper-division courses, 9 to 15 upper-division semester hours of psychology electives, 6 to 9 semester hours of internship/practicum, 9 to 12 semester hours of career-focused electives, and 3 semester hours of free electives. Required upper-division psychology courses consist of applied psychology, abnormal psychology, introduction to therapeutic intervention, and social psychology.

Projected Enrollment: The institution anticipates enrollments of 125, 180, and 220 for the first three years of the program. The projected enrollment includes new students and those already in Clayton CCSU's existing associate-level psychology program who will continue for the bachelor of science degree.

Funding: The institution will redirect resources to establish and implement the program. No new facilities will be required. Adequate classroom space will be available when the already authorized University Center is projected for completion by year 2002.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2005, this program will be evaluated by the institution and the Central Office to determine the success of the program's implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness goals, as indicated in the proposal.

7. Establishment of the Bachelor of Social Work, Dalton State College

Approved: The Board approved the request of President James A. Burran that Dalton State College ("DSC") be authorized to establish the bachelor of social work, effective March 14, 2001.

Abstract: DSC proposes to offer the bachelor of social work to fill a shortage of professionals in the northwest region of Georgia. Changes in the demographic make-up and increased population growth have created new demands for social service providers throughout the region. The proposed degree is designed to provide professional social workers to meet the needs of the social service sector with specific attention to immigrant populations, the Appalachian community, and the needs of the growing Latino population in the northwest region of the state. The University System currently offers four undergraduate programs in social work, which are located at Albany State University, Fort Valley State University, Savannah State University, and the University of Georgia. There are two private programs: Thomas University in Thomasville, Georgia and Clark Atlanta University.

Need: Recent legislative changes, such as those in House Bill 1187, together with meeting the needs of the population, have led the Georgia Department of Labor to estimate an acute shortage of social workers by 2006. According to the U.S. Department of Labor Bureau of Labor Statistics, 2000 - 2001 Occupational Outlook Handbook, "Employment of social workers is expected to increase faster than the average for all occupations through year 2008." The aged population is increasing rapidly, creating greater demands for health and other social services. Social workers will also be needed to help the baby boom generation, immigrant population adjustments, and single-parent families. Continuing concerns for individuals and families in crisis, services for the mentally ill, juvenile delinquency, and crime will require the employment of social workers. Many employment openings will also stem from the need to replace social workers who leave the occupation. DSC institutional research conducted in 1997 and published in a Statement of Need document indicated 14,439 households in the service area have annual incomes of less than \$10,000 a year, and almost 6,000 households have incomes of less than \$5,000 per year. According to the same study, "More than half of all target area adults (55%) ages 18 and older have not graduated from high school or received an equivalent certificate, and almost half of all students in the target area drop out of school before they graduate." The counselor-to-student ratio ranges from a low of 1:360 to a high of 1:850. Employment opportunities in the carpet industry have impacted the growth of immigrant populations over the past ten years. The program is attuned to the specific needs of immigrant populations by requiring a proficiency in Spanish language and culture and building courses into the curriculum that develop the skills to address issues such as relocation, cultural dissonance, and separation from extended families and support systems. An advisory board including, but not limited to, the coordinator of school social services for Dalton Public Schools and the Polk County Department of Family and Community Services office indicated they had recruitment and retention challenges because human service workers without a degree in social work do not have the practical field experiences and didactic case management resources to address the needs of the population.

Objectives: Graduates of the bachelor of social work program will be 1) prepared to enter generalist social work practice under professional supervision in the fields of social services, healthcare, and mental health, 2) equipped to apply social work theories and intervention using didactic and clinical perspectives, 3) prepared to work at the level of case managers for at-risk and

mentally ill populations, 4) able to understand current social policies impacting their clients and to advocate desired changes at all levels of government, and 5) able to understand and utilize the ethical standards of the profession embodied in the code of ethics of the National Association of Social Work and to practice within the values of the social work profession.

Curriculum: According to the Report of the Hispanic Task Force of the Board of Regents (1999), it was recommended that students pursuing degrees in social work and counseling be prepared both bilingually and biculturally. To achieve this recommendation, the program requires at least a third-year level of Spanish language proficiency and requires courses to ensure multicultural competence. To achieve the language proficiency, study abroad courses will be offered during May and the summer sessions for intensive language and cultural immersion. The curriculum comprises 60 semester hours of a pre-social work program and 60 semester hours dedicated to major courses in the social work major. Included in the major courses are 12 semester hours of social work practicum. The program has been developed in order to meet the standards of the Council on Social Work Education ("CSWE"). CSWE candidacy will be applied for in the first year, with an application for full accreditation in the third year of the program.

Projected Enrollment: The institution anticipates enrollments of 30, 50, and 60 for the first three years of the program.

Funding: The institution will redirect resources to establish and implement the program. No new facilities will be required. DSC is prepared to provide a substantial investment in faculty recruitment to establish and implement a quality and standards-driven program.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2005, this program will be evaluated by the institution and the Central Office to determine the success of the program's implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness goals, as indicated in the proposal.

8. Establishment of the Major in Information Technology Under the Existing Bachelor of Science, Georgia Southern University

Approved: The Board approved the request of President Bruce F. Grube that Georgia Southern University ("GSOU") be authorized to establish the major in information technology under the existing bachelor of science, effective March 14, 2001.

Abstract: GSOU proposes the establishment of the major in information technology under the existing bachelor of science to help meet the information technology employee demands of existing organizations and to attract additional high-tech industries to Georgia. By increasing the supply of information technology specialists, GSOU will meet existing needs and contribute to continued economic growth in Georgia. The proposed program is designed to produce "digital problem solvers" who will bring "a cutting-edge, multidisciplinary blend of technical, managerial, and communication skills" to the marketplace.

Need: The Information Technology Association of America reported that 1 in 12 computer science/information systems/information technology jobs is currently unfilled (*Workforce and Education*, 2000). The report indicated that more than 50% of the forecasted 1.6 million new information technology jobs created this year will not be filled. Demand for information technology graduates exceeds supply in Georgia. A recently commissioned study by the Intellectual Capital Partnership Program ("ICAPP®") (Papp, 1999) indicates that 1 in every 3 new information technology positions in Georgia could go unfilled if the supply is not increased. In *The Emerging Digital Economy* (2000), the U.S. Department of Commerce predicts that by 2006, 49% of the private work force will be employed either by information technology producing

companies (manufacturers/providers of information technology equipment or services) or firms that heavily depend on information technology. The study, *Electronic Commerce and the State of Georgia* (McLean, 2000), reports that more than 5,500 new “core” information technology jobs (i.e., computer scientists, computer engineers, systems analysts, computer programmers) will be needed in the state each year until 2006. According to the Office of Employment Projections, Bureau of Labor Statistics, employment in the high-tech sector, which currently represents 14% of total employment, is “projected to grow at a much faster pace. These gains will primarily occur in high-tech services and among suppliers to computer and electronic components manufacturers.” The 1998 - 2008 Bureau of Labor Statistics Employment Projections data, modified February 2000, indicated the following five fastest-growing occupations: computer engineers, computer support specialists, systems analysts, database administrators, and desktop publishing specialists. The computer and data processing services sector, with a projected growth of 117%, is predicted to become the leader among the industries with the fastest wage and salary growth.

Objectives: Upon completion of the program, graduates will have the skills and experience required to complete the following activities germane to the discipline: 1) graduates will enter the workforce as information technology professionals with a special emphasis in networking, interoperability and design, Web server administration, programming and database application, and microcomputer systems; 2) graduates will be prepared to plan, develop, and manage the computer resources needed to support Internet and intranet installations; and 3) graduates will have the expertise to design and develop customized end-user software and hardware solutions involving local area networks and multimedia applications.

Curriculum: The 120-semester-credit-hour program will include such courses as system analysis and design, data management, software acquisition, project management and development, and Web software tools. Guidelines and recommendations proposed by such organizations as the Association of Computing Machinery, Association of Information Systems, Association of Information Technology Professionals, and International Association for Information Management were incorporated into the curriculum content. Internships will be required in the program. This requirement was included based on interviews with industry representatives concerning the value of an internship experience and potential interest in employing students based on the internship experience.

Projected Enrollment: The institution anticipates enrollments of 230, 703 and 1,040 for the first three years of the program.

Funding: Substantial funds are being provided for this program by the state legislature, initiated by legislative leadership.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2005, this program will be evaluated by the institution and the Central Office to determine the success of the program’s implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness goals, as indicated in the proposal.

9. Establishment of a School of Information Technology, Georgia Southern University

Approved: The Board approved the request of President Bruce F. Grube that Georgia Southern University (“GSOU”) be authorized to establish a School of Information Technology, effective March 14, 2001.

Upon the Board’s approval of its proposed major in information technology under the existing bachelor of science (see preceding agenda item), GSOU proposes the establishment of a new

administrative unit to house the new program. The proposed School of Information Technology will be located in the College of Business Administration and will be the fifth major academic unit in that college. The existing four units are the School of Accountancy, the Department of Finance and Economics, the Department of Management and Marketing, and the Department of Information Systems and Logistics. Organizational charts showing the current and proposed structures of the College of Business Administration are appended.

In addition to providing an administrative home for the new information technology degree program, the proposed school will also offer professional development programs for information technology practitioners through an executive outreach center.

The proposed School of Information Technology will be led by a director, who will report to the dean of the College of Business Administration.

10. Substantive Degree Change for the Bachelor of Music Education With Majors in Instrumental Education and Voice to Become a Stand-Alone Degree, Bachelor of Music Education, Georgia College & State University

Approved: The Board approved the request of President Rosemary V. DePaolo to change the bachelor of music education with majors in instrumental education and voice to a stand-alone degree program, the bachelor of music education, effective March 14, 2001.

Abstract: The statutory committees and councils at Georgia College & State University have provided their full endorsement of the request to substantively change the existing bachelor of music education with majors to a stand-alone degree program. The substantive change will assist the institution in targeting the needs of its students while simultaneously meeting the goals of the discipline. The current majors in instrumental education and voice have been deactivated as the institution revises the curriculum. If approved, the courses offered under the deactivated majors would be consolidated under the bachelor of music education. These changes are requested due to revisions in learning outcomes and assessment instruments and standards. Revisions have also occurred within the context of the State of Georgia's current P-12 comprehensive certification policy in music education. The current majors have several common courses, but the consolidation of the courses as a stand-alone degree program will provide opportunities for students to take course work in other specialty areas such as vocal and choral music. The proposed consolidation will also simplify the accreditation process for the National Council for the Accreditation of Teacher Education, the Professional Standards Commission, and the National Association of Schools of Music.

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

The following administrative and academic appointments were reviewed by Education Committee Chair Joe Frank Harris and were approved by the Board. All full-time appointments are on file with the Office of Academics and Fiscal Affairs.

SUMMARY OF FULL-TIME FACULTY AND TENURED FACULTY APPOINTMENTS

<u>System Institution by Type</u>	<u>Totals</u>
Georgia Institute of Technology	7
Georgia State University	13
Medical College of Georgia	8
University of Georgia	17

Total Research University Appointments	45
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Georgia Southern University	1
Valdosta State University	0

Total Regional University Appointments	1
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Albany State University	0
Armstrong Atlantic State University	0
Augusta State University	0
Clayton College & State University	0
Columbus State University	1
Fort Valley State University	0
Georgia College & State University	0
Georgia Southwestern State University	0
Kennesaw State University	0
North Georgia College & State University	0
Savannah State University	0
Southern Polytechnic State University	0
State University of West Georgia	6

Total State University Appointments	7
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Dalton College	0
Macon State College	0

Total State College Appointments	0
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Abraham Baldwin Agricultural College	0
Atlanta Metropolitan College	0
Bainbridge College	1
Coastal Georgia Community College	1
Darton College	0
East Georgia College	0
Floyd College	0
Gainesville College	0
Georgia Perimeter College	4
Gordon College	0
Middle Georgia College	0
South Georgia College	0
Waycross College	0

Total Two-Year College Appointments	6
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TOTAL FULL-TIME FACULTY APPOINTMENTS 59

SUMMARY OF PART-TIME APPOINTMENTS OF SYSTEM RETIREES

<u>System Institution by Type</u>	<u>Totals</u>
Georgia Institute of Technology	0
Georgia State University	7
Medical College of Georgia	1
University of Georgia	21

Total Research University Appointments	29
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Georgia Southern University	0
Valdosta State University	0

Total Regional University Appointments	0
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Albany State University	0
Armstrong Atlantic State University	0
Augusta State University	0
Clayton College & State University	0
Columbus State University	0
Fort Valley State University	0
Georgia College & State University	0
Georgia Southwestern State University	0
Kennesaw State University	1
North Georgia College & State University	6
Savannah State University	0
Southern Polytechnic State University	0
State University of West Georgia	0

Total State University Appointments	7
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Dalton College	0
Macon State College	0

Total State College Appointments	0
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Abraham Baldwin Agricultural College	0
Atlanta Metropolitan College	0
Bainbridge College	0
Coastal Georgia Community College	0
Darton College	0
East Georgia College	0
Floyd College	0
Gainesville College	0
Georgia Perimeter College	0
Gordon College	0
Middle Georgia College	0
South Georgia College	0
Waycross College	0

Total Two-Year College Appointments	0
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TOTAL PART-TIME RETIREE APPOINTMENTS 36

GEORGIA STATE UNIVERSITY

Major Administrative And Faculty Approvals:

Cox, Jr., Samuel H.: Professor, Department of Risk Management & Insurance, effective Mar 15, 2001.

Conferral of Emeritus Approvals:

Tabor, C. D.: Professor, Department of Decision Sciences Delete, effective Mar 15, 2001.

Tillman, Fred A.: Professor, Department of Risk Management & Insurance, effective Mar 15, 2001.

Part-Time Appointments of System Retirees:

Bird, Sara G.: Administrative Assistant, Office of Vice President for Academic Affairs/Provost, beginning Jul 1, 2001 and ending Jun 30, 2002.

Dillon, Ray D.: Professor, School of Accountancy, beginning Apr 15, 2001 and ending Apr 14, 2002.

Fallis, Charles L.: Assoc Professor Emeritus, Department of Educational Policy Studies, beginning Jan 8, 2001 and ending May 10, 2001.

Hughes, Hugh P.: Assoc Professor, School of Accountancy, beginning Jun 11, 2001 and ending Jul 10, 2002.

Krasevec, Joseph A.: Assoc Director Student Affairs, Department of Kinesiology And Health, beginning Jan 8, 2001 and ending May 10, 2001.

Otte, Frederick L.: Professor, Department of Educational Policy Studies, beginning Jan 8, 2001 and ending May 10, 2001.

Vernor, James D.: Dept. Head Academic, Department of Real Estate, beginning Jan 8, 2001 and ending Dec 31, 2001.

MEDICAL COLLEGE OF GEORGIA

Conferral of Emeritus Approvals:

Barrett, J. Michael: Assoc Professor, Department of Cellular Biology and Anatomy, effective Apr 1, 2001.

Perry, Jan F.: Dept. Head Academic, Department of Physical Therapy, effective Apr 1, 2001.

Part-Time Appointments of System Retirees:

Farkas, Petronella: No Title Given, Sr Vice President for Academic Affairs, beginning Mar 9, 2001 and ending Mar 8, 2002.

UNIVERSITY OF GEORGIA

Special Faculty Approvals:

Adams, Michael W.: Research Professor, Department of Biochemistry and Molecular Biology, effective August 15, 2001.

Brody, Gene Howard: Research Professor, Department of Child & Family Development, effective July 1, 2001.

Kurtz, Donald M. Jr.: Professor, Department of Chemistry, effective August 15, 2001.

Meyer, Judith Lynn: Research Professor, Institute of Ecology, effective August 15, 2001.

Murray, Thomas F.: Dept Head Academic, Department of Physiology & Pharmacology, effective July 1, 2001.

Puett, J. David: Dept Head Academic, Department of Biochemistry and Molecular Biology, effective July 1, 2001.

Roman, Paul Michael: Director Academic, Department of Sociology, effective August 15, 2001.

Stueck, William W. Jr.: Professor, Department of History, effective August 15, 2001.

Teskey, Robert O'Neal: Assoc Dean Academic, School of Forest Resources, effective July 1, 2001.

Winfield, Richard Dien: Professor, Department of Philosophy, effective August 15, 2001.

Part-Time Appointments of System Retirees:

Agee, Warren Kendall: Director Academic, College of Journalism & Mass Communications, beginning Jan 29, 2001 and ending Mar 10, 2001.

Brown, Joyce C.: beginning Jul 1, 2001 and ending Jun 30, 2002.

Carter, Judy G.: School of Professional Studies - Dept of Special Education, beginning Aug 16, 2000 and ending May 8, 2001.

Combs, Mary C.: Part-time Instructor, beginning Aug 16, 2000 and ending May 8, 2001.

Cook, Walter Lee Jr.: Asst Professor Emeritus, College of Education, beginning Jan 2, 2001 and ending Jun 30, 2001.

Cummins, David Gray: Professor, Department of Crop & Soil Sciences, beginning Jul 1, 2001 and ending Jun 30, 2002.

Dibling, Doris F.: College of Family & Consumer Sciences, beginning Apr 1, 2001 and ending Jun 30, 2001.

English, John Wesley: Professor Emeritus, Department of Journalism, beginning Jan 29, 2001 and ending Mar 10, 2001.

Floyd, Juanita D.: College of Education, beginning Oct 5, 2000 and ending Jun 30, 2001.

Garst, John Fredric: Professor Emeritus, Department of Chemistry, beginning Jan 29, 2001 and ending Mar 10, 2001.

Harrington, David L.: Marine Fisheries Specialist, Marine Resources Extension, beginning Jul 1, 2001 and ending Jun 30, 2002.

Johnston, Margaret Mims: Part-time Instructor, Georgia Center for Continuing Education, beginning Jul 1, 2000 and ending Jun 30, 2001.

Kalkofen, Virginia: Department of Biochemistry and Molecular Biology, beginning Feb 5, 2001 and ending Jun 30, 2001.

Key, Joe Lynn: No Title Given, Vice President, Department of Botany, beginning Jan 1, 2001 and ending Jun 30, 2001.

Lavangie, Ronald John: No Title Given, Sr. Vice President for External Affairs, beginning Feb 12, 2001 and ending Mar 13, 2001.

Lester, Clyde E.: Sr Pub Ser Assoc Emeritus, College of Journalism & Mass Communications, beginning Jan 29, 2001 and ending Mar 10, 2001.

Macleod, Allan E.: Assoc Professor, Department of Telecommunications, beginning Jan 29, 2001 and ending Mar 10, 2001.

Peisher, Ann Vaughan: Assoc Professor, Department of Foods & Nutrition, beginning Feb 1, 2001 and ending Jun 30, 2001.

Rivers, John B.: Marine Fisheries Specialist, Marine Resources Extension, beginning Jul 1, 2001 and ending Jun 30, 2002.

Seaquist, Virginia B.: beginning Jan 26, 2001 and ending Jun 30, 2001.

Snyder, Harold E.: Asst to the Dean Academic, College of Veterinary Medicine, beginning Jul 1, 2000 and ending Jun 30, 2001.

Leave of Absence Approvals:

Cornish, Grady L.: Public Service Associate, Carl Vinson Institute of Government, leave from Jan 16, 2001 through Dec 31, 2001, without pay.

Degraft-Hanson, John O.: Asst Professor, School of Environmental Design, leave from Aug 15, 2001 through May 7, 2002, without pay.

Hynd, Cynthia R.: Professor, Division of Academic Assistance, leave from Aug 15, 2001 through May 7, 2002, without pay.

Izadi, Elham: Asst Professor, Department of Mathematics, leave from Aug 15, 2001 through May 7, 2002, with pay.

Lorenzini, Dino J.: Assoc Professor, Department of Mathematics, leave from Aug 15, 2001 through May 8, 2002, without pay.

Smith, Mary Alice: Assoc Professor, Department of Environmental Health Sciences, leave from Aug 15, 2001 through Aug 14, 2002, with pay.

GEORGIA SOUTHERN UNIVERSITY

Tenure Status Change Approvals:

Asher, Pranoti M.: Assistant Professor, Department of Geology and Geography, from on tenure track to on tenure track, effective Feb 1, 2001.

Zhang, Pidi: Assistant Professor, Department of Sociology and Anthropology, from on tenure track to on tenure track, effective Feb 1, 2001.

AUGUSTA STATE UNIVERSITY

Conferral of Emeritus Approvals:

Bateman, Marian Cheek: No Title Given, Vice President for Academic Affairs, effective Feb 2, 2001.

KENNESAW STATE UNIVERSITY

Part-Time Appointments of System Retirees:

Gustafson, Harriet S.: Instructor, Division of Learning Support Programs, beginning Jan 6, 2001 and ending May 15, 2001.

NORTH GEORGIA COLLEGE & STATE UNIVERSITY

Part-Time Appointments of System Retirees:

Belden, George Bradley: Professor Emeritus, Department of Teacher Education, beginning Jan 1, 2001 and ending May 31, 2001.

Conyers, Lester Eugene Jr.: Assoc Professor, Department of Business Administration, beginning Jan 1, 2001 and ending May 31, 2001.

Dennis, Lawrence H.: Professor Emeritus, Department of Business Administration, beginning Jan 1, 2001 and ending May 31, 2001.

Hammond, Lyman L.: Asst Professor Emeritus, Department of Fine Arts, beginning Jan 1, 2001 and ending May 31, 2001.

Owens, Robert L.: Professor Emeritus, Department of Teacher Education, beginning Jan 1, 2001 and ending May 31, 2001.

Sorohan, Lawrence Joseph: Professor Emeritus, Department of Teacher Education, beginning Jan 1, 2001 and ending May 31, 2001.

SOUTHERN POLYTECHNIC STATE UNIVERSITY

Leave of Absence Approvals:

Vizzini, Edward A.: Dean Academic, leave from Jun 1, 2001 through May 31, 2002, without pay.

COASTAL GEORGIA COMMUNITY COLLEGE

Conferral of Emeritus Approvals:

Barber, Gwendolyn M.: Assoc Professor, Department of Learning Support, effective Mar 1, 2001.

WAYCROSS COLLEGE

Conferral of Emeritus Approvals:

Davis, Charles W.: Professor, Division of Arts and Sciences, effective Apr 1, 2001.

12. Establishment of the J. Rex Fuqua Distinguished Chair for Internet Strategy, University of Georgia

Approved: The Board approved the request of President Michael F. Adams that the University of Georgia ("UGA") be authorized to establish the J. Rex Fuqua Distinguished Chair for Internet Strategy, effective March 14, 2001.

Abstract: Ms. Dorothy Chapman Fuqua, through a desire to strengthen the programs in the Center for Information Systems Leadership, has made a donation to the University of Georgia Foundation in the amount of \$2.5 million. The endowment was created for the purpose of supplementing the regular salary of an outstanding professor in the Center for Information Systems Leadership. The chair will be housed in the Terry College of Business.

The recipient of the chair shall be a full professor with a national reputation in the Internet strategy area. The professor appointed to said chair shall be engaged in teaching, research, public service, or a combination of such duties consistent with the purpose of the chair.

Biosketch: Mr. J. Rex Fuqua spent his first 18 years in Augusta, Georgia. After graduating from The Academy of Richmond County High School, Mr. Fuqua attended UGA, receiving a bachelor's degree in business administration. He worked as an investment analyst for Tri-South Management Associates from 1972 to 1974. He then founded a private investment firm, Fuqua National, Inc. and became active in several businesses: cable, television, oil and gas drilling and production, coal mining, and investment management. He moved to New York City in 1979 as President of Signet Communications, Inc., where he focused on his media-related business interests. While maintaining his business interests, Mr. Fuqua also completed graduate work in clinical psychology at the California School of Professional Psychology.

Although he achieved success in both business and politics, Mr. Fuqua and his wife, Dorothy, are perhaps best known for their widespread philanthropy. Mr. Fuqua's family donated \$10 million to begin the Fuqua School of Business at Duke University in 1980. The Fuqua family donated \$5.5 million to construct the Dorothy Fuqua Conservancy at the Atlanta Botanical Garden. In addition, the Fuquas provided \$3 million for the Fuqua Heart Center at Piedmont Hospital, and Mr. Fuqua is one of three people who have given \$1 million or more to Atlanta's United Way.

13. Establishment of the Leon "Buddy" Hargreaves Distinguished Professorship in Forest Finance, University of Georgia

Approved: The Board approved the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to establish the Leon “Buddy” Hargreaves Distinguished Professorship in Forest Finance, effective March 14, 2001.

Abstract: Funding in the amount of \$500,000 for the distinguished professorship was obtained from the sale of land given to the University of Georgia Foundation, Inc. by the Kimberly-Clark Corporation. These funds are currently in a long-term investment account of the forestry fund of the foundation.

The creation of the distinguished professorship will give added strength to the established faculty and provide the necessary leadership for curriculum development in this area of the core curriculum. It is expected that the holder of the professorship will also give the School of Forest Resources and UGA added visibility between the forest finance and forest biology disciplines.

Biosketch: The late Dr. Leon “Buddy” Hargreaves, Jr. was born in Pearson, Georgia. He received his baccalaureate and master’s degrees from UGA, majoring in forestry. He later earned a master’s degree and doctorate in public administration and forest management from the University of Michigan. Dr. Hargreaves began teaching at UGA in 1949 and left in 1954 to become assistant director of the Georgia Forestry Commission. He also worked for St. Regis Paper Company before returning to UGA in 1962. Dr. Hargreaves became Dean of the School of Forest Resources in 1980 and served until his retirement in 1991. During his tenure as Dean, Dr. Hargreaves was instrumental in acquiring significant state and private support for the school, including new faculty positions and buildings.

Dr. Hargreaves was a member of the Georgia Forester’s Hall of Fame, Fellow of the Society of American Foresters, and President of the Georgia Forestry Association, where he later received a Distinguished Service Award. He served in World War II and was awarded the Bronze Star, Purple Heart, and Presidential Unit Citation. Dr. Hargreaves was married to the late Eugenia L. Hargreaves. Survivors include three children, Leon Hargreaves III, Carol Ryan, and Dee Forester, and four grandchildren.

The establishment of the Leon “Buddy” Hargreaves Distinguished Professorship in Forest Finance is in recognition of the contributions of Dr. Hargreaves to the Warnell School of Forest Resources, UGA, and the forestry profession.

14. Establishment of the Kimberly-Clark Distinguished Professorship in Forest Biology, University of Georgia

Approved: The Board approved the request of President Michael F. Adams that the University of Georgia be authorized to establish the Kimberly-Clark Distinguished Professorship in Forest Biology, effective March 14, 2001.

Abstract: Funding in the amount of \$500,000 for the distinguished professorship was obtained from the sale of land given to the University of Georgia Foundation by the Kimberly-Clark Corporation. These funds are currently in a long-term investment account of the forestry fund of the foundation.

The creation of the distinguished professorship will give added strength to the established faculty and provide the necessary leadership for curriculum development. It is expected that the holder of the professorship will also give the School of Forest Resources and the university added visibility between the forest finance and forest biology disciplines.

The Kimberly-Clark Corporation gifted 7,047.5 acres to the University of Georgia Foundation, Inc. for the benefit of the Warnell School of Forest Resources. In addition to the land, the gift included one-half undivided mineral rights on 5,400 acres of the property. This property is located

in Wilkinson County, Georgia, near Milledgeville. The retention of the royalty was established to ensure receipt of any proceeds should the minerals be mined in the future.

The establishment of the Kimberly-Clark Distinguished Professorship in Forest Biology is in recognition of this gift by the Kimberly-Clark Corporation.

15. Information Item: Report of the North Metro/Alpharetta Center Activities

Georgia State University ("GSU") has a collaborative agreement with Georgia Perimeter College ("GPC") to offer lower-division courses at the North Metro/Alpharetta Center.

In fall 2000, GPC offered 28 courses, but only 13 classes were formed, with a total of 200 GPC students. The GPC courses were listed on their Web site.

For spring semester 2001, GPC is holding 26 classes on the North Metro/Alpharetta Center campus. Currently, 21 classes are in session with a total enrollment of 204 students. The other five courses are half-semester courses beginning later in March. It is expected that approximately 50 to 60 additional students will enroll in the courses. GPC had planned for 29 courses in spring 2001. Only one of the classes canceled. The cancellation occurred due to instructor scheduling difficulties, not enrollment capacity. Rooms were reserved for late registration and drop-add during the first week of classes. GPC also sponsored a student appreciation reception for its students in January.

In fall semester 2000, GSU had 1,204 students enrolled in 88 classes. For spring semester 2001, there were 1,500 students distributed across 76 courses.

16. 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 payments as indicated:

Purpose	Agency	Duration	Amount
Georgia State University			
Provide reader teacher training	Georgia Board of Education	10/12/00 - 6/30/01	\$237,500
Conduct home care satisfaction survey	Georgia Dept. of Human Resources	10/1/00 - 1/31/01	\$25,711
Conduct community social worker pilot	" " "	1/1/00 - 12/31/01	\$249,580
University of Georgia			
Review performance and management of community service boards	Georgia Dept. of Human Resources	4/3/00 - 6/30/00	\$99,967
Conduct agricultural pollution prevention program	Georgia Dept. of Natural Resources	1/1/01 - 12/31/01	\$290,810
Celebrate 250 years: Milestones in Representative Government	Georgia Humanities Council	1/1/01 - 9/30/01	\$9,870
Georgia Southern University			
Conduct administrative and training development	Georgia Council for the Arts	11/1/00 - 6/30/01	\$5,125
Provide Skilled Credential Early Intervention program	Georgia Dept. of Human Resources	9/12/00 - 9/30/01	\$16,000

Armstrong Atlantic State University			
Provide musical performances	Savannah Dept. of Cultural Affairs	3/19/01-3/20/01	\$3,150

TOTAL AMOUNT – MARCH	\$ 937,713
TOTAL AMOUNT FY 2001 TO DATE	\$20,860,912
TOTAL AMOUNT FY 2000 (TO MARCH)	\$23,701,231
TOTAL AMOUNT FY 2000	\$25,106,814

COMMITTEE ON ORGANIZATION AND LAW

The Committee on Organization and Law met on Tuesday, March 13, 2001 at approximately 3:00 p.m. in the room 7019, the Chancellor's Conference Room. Committee members in attendance were Chair Juanita P. Baranco and Regents Hugh A. Carter, Jr., Allene H. Magill, Elridge W. McMillan, and J. Timothy Shelnut. Chair Baranco reported to the Board on Wednesday that the Committee had nine applications for review. Of these, one was granted, four were denied, three were continued, and one was withdrawn. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. In the matter of Dr. James Sotiropoulos at Southern Polytechnic State University, concerning removal from his position as Vice President for Academic Affairs effective June 2001, the application for review was continued.
2. In the matter of Farrell Blease at Georgia State University, concerning academic dishonesty, the application for review was denied.
3. In the matter of Sigma Phi Epsilon at the Georgia Institute of Technology, concerning sanctions, the application for review was withdrawn per a settlement agreement.
4. In the matter of Vernell D. Morgan at Augusta State University, concerning academic dishonesty, the application for review was continued.
5. In the matter of Darren J. Hughes at the University of Georgia, concerning the decision of President Michael F. Adams to deny a \$60 refund, the application for review was denied.
6. In the matter of Richard Riley of Savannah State University, concerning termination of employment, the application for review was granted.
7. In the matter of Henry Preston Lake of the Medical College of Georgia, concerning readmission to the Oral Surgery Program, the application for review was denied.
8. In the matter of Jon Victor Johnson of Southern Polytechnic State University, concerning termination, the application for review was denied.
9. In the matter of Robert L. Sudduth of the Georgia Institute of Technology, concerning a reclassification of his position (demotion), the application for review was continued.

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.

Let me do two things today. First, let me comment on where we stand with the legislative session. Secondly, since admissions to universities and colleges have been in the national news lately, I want to share a perspective.

Today is day 36 of the legislative session. Our business is in good shape. The supplemental budget process has been concluded with the exception of the Governor's signature. It turned out well. With the understanding of the House and the Senate and the strong support of the Governor, the formula funding for this year was restored to the full \$24 million that we requested. In addition, the equipment and technology funding was restored to the full \$15 million requested. I believe our ability to match with \$75 million of private funding significantly helped our case.

We had a superb series of capital recommendations. They totaled \$202 million, the third highest in the System's history. These recommendations included equipment funding for seven projects, construction funding for the top six majors projects plus the Georgia Southern IT building, nine minors projects, funding for the design of buildings, and a research and development building at UGA (in cooperation with Industry and Trade). Our priorities were followed, and the only disappointment was receiving \$19 million for the Kennesaw convocation and classroom building rather than \$23 million.

So, overall, supplemental turned out well. The questions related to semester conversion allowed us to provide the data that it had not "cost" the State actual new dollars. Rather, our requests were to mitigate the cuts that would have technically followed. The discussion enabled us to explain that, as credit hours recover and two-year time lag passes, we should be able to phase out these requests. The Governor has asked me to work with his Office of Planning and Budget to develop an appropriate schedule. That will be a high priority once the session ends.

The so-called "big budget" has passed through the House and is expected to pass the Senate today before going to Conference Committee this weekend. Both versions treat us well, with very few changes to the Governor's recommendations.

Let me comment on a few highlights:

- I am really pleased that the salary level of 4.5% has received support in both the House and Senate. Given the financial woes of some of our sister states, I'm more optimistic than just a few months ago of making gains on our competition. This is very important for the System.
- I am pleased that a permanent technology factor has been built into the formula. While it initially only generates an additional \$6 million, long-term, this will be an important change. I have also asked staff to review all the current special funding technology initiatives since this change to the formula will no longer require funds to be so dedicated.

- I am pleased that \$1.5 million has been included to advance our goals for creating Georgia College and State University as our public liberal arts college in the state. President DePaolo and her staff have worked tirelessly on this, and we've received good legislative interest in the initiative. You will recall that this will result in a special tuition request for Georgia College & State University; the request has received strong student support. Additionally, funding has been recommended to match the federal dollars for Fort Valley's special mission.
- I am pleased with the funding for collaborative research in biomedical between MCG (Medical College of Georgia) and UGA (University of Georgia); the Senate version has \$1.89 million, while the House version has \$1 million.
- I am pleased to have \$1 million recommended to make a start of strengthening the integrity of data for accountability purposes.
- I am pleased to have an additional \$600,000 recommended for PREP (Post-secondary Readiness Enrichment Program) above and beyond the continuing funding of \$1.6 million. I intend to recommend targeting these dollars to institutions serving high percentages of minority students.
- My only disappointments really are the amount of funding recommended for the [Georgia Tech Regional Engineering Program ("GTREP")] (\$500,000 in the Senate version versus a request of \$3 million) and the lack of activity in matching money for eminent scholars (the Senate version has \$500,000 for one at Dalton; we requested \$3 million in total). We will definitely be working on GTREP the next few days because it's the last piece in a wonderful puzzle coming together in the Statesboro/ Savannah corridor. You will recall we have funding for new buildings at both locations for IT, GTREP, and Yamacraw (excuse my alphabet soup). We have Yamacraw program funding, start-up IT program funding, and now just need the GTREP funding to be sufficient to add faculty to teach the senior courses (and some junior courses). I'd appreciate any help you can give me on this one.

And I appreciate all the help you've given to me and to [Interim Senior Vice Chancellor for External Activities and Facilities] Tom Daniel to date. We will be working up to the last gavel.

We have had very few policy issues come up in the session. We had a good and candid discussion on MCG's early retirement program with the House Retirement Committee, much aided by a fair-handed, able chairman, Representative Bill Cummings. I think there's greater awareness now of the necessity of the decision, even if some would have done it differently.

I had a difficult discussion with the House Agriculture Committee on the question of academic electives that count towards admissions. You all have received letters on that topic, as well as on counting ROTC, technology courses, and business courses.

The good news is that this is further proof that the Board can — and quite candidly should — influence curriculum and course-taking in K-12. There's a substantial body of national research that correlates course-taking patterns in high school with

college success. It would be irresponsible of us not to use that knowledge to increase the chance of student success.

The further good news is that our raising the number of college prep courses (“CPC”) to 16 and including a fourth year of mathematics had generally been accepted. As you will recall, I reported that the percentage of students right out of high school completing the CPC (at the 15 unit level) has risen from 76% in 1995 to 91% in 2000. It is important to remember that we are only dictating 16 courses in a high school students curriculum out of a possible 24 to 32 units. As you know, one of my bully pulpit sermons is aimed at getting high school seniors to take more courses rather than a “coasting” year. This “waiting-for-the-prom” year is getting more national attention with a report from a national commission (which included the new Secretary of Education).

So I’m very comfortable with our CPC requirements, especially as we have an appropriate safety net for special cases. Indeed, when we review our admissions policy after its full implementation next fall, I may well ask you to consider, over time, adding to that requirement or at least adding courses in the five core areas.

I will probably also ask you to rethink requiring specific academic electives. This was a new and untested element in the admissions policy. I stand firmly behind its theory, which was to guide our students going to the research universities in their choice of four electives and to the regional and state universities in their choice of two electives. Again, the reason for this guidance was to steer them to courses that would help them succeed in college. The theory was fine; the implementation has not been.

What we’ve learned is that the selection of these electives is too imprecise a science, since there’s little research to guide us on these courses (as opposed to the CPC). What we’ve further learned is that within an academic area, some courses may well be academic (that is, theoretic/analytical) in nature while others are not. For example, in the technology area, computer science probably is; keyboarding is not. And we’ve also learned, quite honestly, that without statewide standards, we can’t be confident from one school district to another. Finally, we have learned that a very minor part of our policy (much less important than SATs, grade point averages, and the college prep courses) is consuming a disproportionate amount of our time and is having unintended consequences.

We never intended to make value judgments about the worth and value of particular secondary level courses. We never intended for counselors to advise students to stop taking particular courses like agriculture, ROTC, technology. (We wanted them to advise students to start adding courses!)

Given all of this, I am likely to recommend to you next fall that we get out of the business of requiring and designating academic electives. From a management perspective, I have serious questions about the return on time investment. From an academic perspective, I think we need to concentrate on the core courses where there’s sufficient research to support our policy.

I wanted to signal those likely recommendations now in case you had questions or concerns. If not, we will likely alert high schools in the state so that counselors are aware of our probable direction. I’m not quite ready to make those recommendations for action today because 1) I need to consult with both our people at the operational level and K-12 folks to insure any changes don’t bring about a new set of unintended consequences, and 2) I think we need to implement the

admissions policy fully this fall and bring you a package of any suggested modifications at one time.

Let me be clear, though, that I will bring you no recommendations that reduce standards, nor will I recommend anything other than adjustments that increase a student's chance of success.

These are my short-term thoughts on admissions in Georgia. Let me know make a few comments on the long-term national debate on admissions that was fueled a couple of weeks ago by a speech by the head of the University of California System. He questioned the continuing use of the SAT I for admissions purposes. Given the size and stature of the UC System, Atkinson's own expertise in testing, and the history of the UC System and the SAT (it was one of the earliest and biggest users), his remarks caused a rumble.

Rumbles are healthy! Public debate is healthy. Even *Time* magazine has got into the act with an expanded article, which included asking famous people what they got on the SAT. You'll probably not be shocked to hear that most took the Fifth Amendment. Fear not. We're not going to go around the table! The best answer *Time* got, I think, was from the actress/singer Jennifer Lopez. When asked what she got on the SAT, she replied, "Nail polish"!

The SAT has been used for 75 years for the reason I gave earlier for some of our admission policy elements: it is a reasonably good predictor of college success. It becomes an even better one when used in combination with other factors. Our policy, for example, balances SAT scores with grade point averages — reasoning that such a balance recognizes some bright students don't test well, while other bright students don't always earn high grades. The SAT is also a very efficient method of sorting students when you are facing thousands of applicants.

I, for one, don't think it's time to abandon the SAT I. (I keep being specific about SAT I, because Atkinson has suggested using the SAT II tests. SAT I is based on aptitude, SAT II on subject knowledge.) I did think it time in 1996 to begin experimenting with alternatives, because I thought this issue would someday surface. So, our policy document that you adopted included a challenge to us, I quote, to "select a group of institutions to work with local P-16 Councils to develop and pilot a standards-based approach to admission." With leadership from [Assistant Vice Chancellor for Academic Affairs and Co-Facilitator of the Georgia P-16 Initiative] Jan Kettlewell and funding from the Pew Foundation, we've been working on this project with colleagues from DTAE (Department of Technical and Adult Education) and K-12.

It's a fascinating — and tough — project. Defining what students should know and be able to do in various subjects by the end of twelfth grade has been a profitable project not just because of the product, but also because of the process of faculty working side by side. Designing the assessment methods has been more difficult, but we hope to pilot this method in 2002. I won't go into all the details today, but you might want to learn more about our modest experiment as the national debate heats up.

From academic electives to SATs to grade point averages, we all do our best to tell students what they need to do to give themselves the best chance to succeed. That's our obligation. But when all is said and done, we're still dealing with human beings. And human beings sometimes have the wonderful capacity to amaze and surprise. And often, it's that one teacher who unlocks that capacity. That's why

teaching is the most important profession. That's why we need more celebrations like yesterday's for the gifted teachers at every level.

Thank you, Mr. Chairman. That concludes my report.

* * * * *

After the Chancellor's report, Chair White thanked Interim Senior Vice Chancellor for External Activities and Facilities Thomas E. Daniel for his hard work in the legislative session. He also remarked that he was encouraged by the Chancellor's remarks on the admissions process and he looks forward to revisiting the issue in the fall.

STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"

Chair White 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 at this meeting, the Board would be hearing a presentation on the students and alumni of the University System of Georgia. The presentation would be made by two individuals from the Georgia Institute of Technology ("GIT"). Dr. William J. Drummond is Associate Professor of City and Regional Planning and Associate Director of the Center for Geographical Information Systems, and Dr. Jan Youtie is Principle Research Associate in the Economic Development Institute and Adjunct Associate Professor in the School of Public Policy. Chair Leebern then introduced Senior Vice Chancellor for Academics and Fiscal Affairs Daniel S. Papp.

Dr. Papp greeted the Board. He explained that two of the objectives of this year's benchmarking effort are to assess how well the University System is serving the needs and interests of its students and prospective students and to assess how well it is serving the needs and interests of the State of Georgia. Before they can make such assessments, the Regents and staff need to understand where students come from, both on a System and institutional basis, and where they go after they graduate, both geographically and by general occupation. Gaining this understanding is not an easy task, but the combination of new research methodologies, new computer capabilities, and access to additional databases has provided some impressive new capabilities to enhance this understanding. Much of the work to achieve this has been undertaken by Dr. Cathie Mayes Hudson and Dr. John Gordon at the Board of Regents Central Office and by Drs. Drummond and Youtie at GIT. The work of Drs. Drummond and Youtie has been funded by the Intellectual Capital Partnership Program ("ICAPP®") and focuses on these issues. Dr. Papp then turned the floor over to Dr. Drummond.

Dr. Drummond stated that he and Dr. Youtie had made a presentation to the Board in March 1997 about their study on supply and demand among occupations and graduates of the University System. Since that time, they have come to realize that the System has very little understanding of what happens to its alumni after graduation with regard to where they go and what they do. So, over the last year, they have been working to track University System alumni and address three fundamental questions. First, where do students come from, and where do they go to work? This was answered through a migration analysis, and Dr. Drummond would discuss the findings. Second, are there enough University System graduates in high-demand occupations? This was answered by an occupational shortfall analysis, and Dr. Youtie would address this matter. Third, what is the economic value of University System graduates to Georgia employers? This will be answered by a wage analysis, which is currently being developed by Drs. Hudson and Gordon and will be presented at a future meeting of the Board.

Dr. Drummond explained that the sources of data for the migration analysis included the University System's student information database combined with the Georgia Department of Labor ("DOL")

employment projections for 2006 and a DOL employment security database, which was matched to all of the University System alumni. One of the crucial findings of the migration analysis was that at least 72% of all University System graduates who graduated between 1993 and 1997 were working in the State of Georgia in 1998. However, the analysis could not track certain individuals because they were not in the DOL database, including self-employed persons, stay-at-home parents, people who live in Georgia but work out of state, and others. Nonetheless, the analysis includes all private firms with at least one employee, most state and local public employees, agricultural firms of a certain size, and certain domestic workers, in total probably at least 96% of all the wage and salary workers in the state.

Dr. Drummond stated that the interesting part of the analysis is applying it to individual institutions within the University System. For this presentation, he had created a series of maps for four System institutions to examine where their students come from and where they go after graduation. The first institution he discussed was Southern Polytechnic State University ("SPSU"). He showed a map depicting where SPSU's students come from by county across the State of Georgia. Not surprisingly, most students tend to come from around the institution and the metropolitan Atlanta area, but they also come from other major population centers in the state, such as Macon, Valdosta, and Augusta. However, of all the incoming students in the University System, there is not an overwhelmingly clear pattern, indicating that SPSU has a special statewide mission of specific technical programs, such that there is not an overwhelming local pattern, although a good number come from Northwest Georgia. Dr. Drummond noted that the majority of SPSU graduates go to the metropolitan Atlanta area and other Georgia population centers. Nonetheless, SPSU is supplying graduates to a broad number of counties with no particularly high percentage in any one county.

Next, Dr. Drummond discussed Georgia Southern University ("GSOU"). He noted that a significant number of GSOU students come from the area around Statesboro and Savannah, and a second concentration comes from the metro Atlanta area. However, of the percentages of all University System students coming out of each county, there is a very strong regional pattern. At least 50% of all University System students in the Statesboro and Savannah area attend GSOU, indicating its dominant attraction in the local area. A number of GSOU graduates go to work in the areas around GSOU, and a significant number also go to work in the metro Atlanta area. However, of all the University System graduates hired within each county, there is a very strong regional pattern; at least 60% of all University System graduates hired in GSOU's local region are from GSOU, indicating that the institution plays a crucial role in providing college graduates to the Statesboro-Savannah area.

Dr. Drummond next discussed Fort Valley State University ("FVSU"), a historically black university. The students at FVSU come from a variety of counties in Middle Georgia and the metro Atlanta area. Across Middle Georgia, there is a significantly high proportion of African-Americans, and FVSU serves them well. A number of FVSU graduates go to the metro Atlanta area as well as to Middle Georgia. FVSU is especially important to Middle Georgia because it provides a high percentage of the area's college graduates.

Finally, Dr. Drummond discussed the University of Georgia ("UGA"). He noted that UGA students come from across the state, but as a percentage of all University System students, the highest proportion come from Northeast Georgia. UGA's graduates also go all across the state, but again, as a percentage of University System graduates hired by employers, the highest proportion of UGA graduates work in the area around Athens. So, even with its statewide mission, UGA is a vital contributor to its local region. Dr. Drummond stressed that these are but four of the University System institutions. A similar series of maps has been created for each of the remaining System institutions, and he offered to provide maps to Regents who were interested in particular institutions. He noted that every institution has a slightly different story and is interesting in and of itself. He then called upon Dr. Youtie to discuss the occupational shortfall analysis.

Dr. Youtie thanked the Board for the opportunity to present what she characterized as an ingeniously straightforward decision support tool. First, demand is measured by DOL occupational projections for 2006. Then, supply is calculated by summing the total number of current graduates of all public and private colleges and technical institutes. Then, occupational migration is estimated and added into the equation. These elements are calculated together to determine which occupations have the largest annual shortfalls. This is an important decision support tool, but it is not the only analytic tool and it has some significant shortcomings. Nonetheless, this analysis has identified or projected the number of unfilled job openings annually from 1996 to 2006. Dr. Youtie reported that there are many occupations college graduates fill that do not have large numbers of unfilled job openings. So, overall, the University System and other institutions have done well to fill the job openings for most occupations. However, there are consistently shortfalls in three occupations related to the information technology ("IT") industry. Those are computer programmers, computer engineers, and systems analysts. Computer programmers design, test, write, and maintain code programs or software. Computer engineers build and design prototypes to solve business problems. Systems analysts interface between users and computer programmers to develop business solutions to problems using either office shelf or new hardware or software. Those three occupations together have average annual shortfalls of nearly 1,400 unfilled job openings. Dr. Youtie noted that this is a national problem. So, she looked closely at what goes into filling these types of jobs. Some jobs will be filled by graduates from the University System or other institutions within the State of Georgia. Some of them will also be filled by migration. She noted that Georgia is among the top three states in positive net migration. Net migration is a tricky issue, however, because it is not clear whether people come to Georgia because it has attracted their employers to come or whether the jobs are already here. Nonetheless, this must be monitored, because in some sense, it could be viewed that Georgia is leaving its fate in the hands of IT professionals outside the state. The University System has made great strides in improving its IT programs to address some of these shortfall issues, and Dr. Youtie examined this regionally using alumni tracking data from 1998. She looked at what percentage of University System graduates in IT jobs got their degrees in institutions located in the same regions where their jobs are located and what percentage got their degrees from institutions outside of those regions. Overall, about seven in ten IT workers got their degrees from institutions in the same regions as their jobs. The most significant finding is what happened in Columbus. More than nine in ten Columbus IT workers got their degrees in Columbus institutions. Dr. Youtie remarked that this a testament to ICAPP® and the investments the University System makes in those institutions to meet the needs of regional employers. She stressed that the data only pertain to University System graduates from 1998. For example, the University System's investments in Macon will show up in future analyses.

Next, Dr. Youtie discussed the limitations of the occupational shortfall analysis so that the Regents would understand how to use this tool wisely. She noted that the analysis can only identify shortfalls, but not oversupplies. Also, the accuracy of the employment projections by the DOT is not certain. When Drs. Drummond and Youtie first presented to the Board in 1997, they were using base year 1990 and projection year 2005 projection data. She reminded the Regents that 1990 was a recession year, so the projections were influenced by that economic situation and tended to be much lower than future projection. This time, their projections were based on the economic situation in 1996, which was more of an expansionary period. So, it is hard to predict whether these projections may be higher. Also, program and occupational definitions need revision. Dr. Youtie explained that at GIT, there is a building construction program in the College of Architecture, which would link directly with the occupation of building construction management. However, the program is categorized as an architecture major and not as a building construction major, so there are some issues with linking those two occupations together. Another limitation of the analysis is that only the Georgia labor market is addressed, not national or international markets. Also, only programs directly linked to specific occupations are included, and not humanities programs and the like. Another limitation is that employment projections may not keep pace with the changes in technology, policy, or business practices. In that way, using

this analytic tool is as much an art as it is a science, she said. Data analysis must be complemented by common sense and business input.

In closing, Dr. Youtie returned to the fundamental questions of this presentation. With regard to where University System students come from and where they go to work, it seems that from a geographic standpoint, University System institutions are vital contributors to Georgia's local and regional economies. Most System institutions draw students from and serve the economies of well-defined local regions because they have a mission-specific charge. Some institutions, such as FVSU, serve broader, mission-relevant regions. She reiterated that with regard to high-demand occupations, almost all Georgia occupations requiring college degrees have a sufficient number of graduates, except IT. She stressed again that this is a national issue; still, the University System must monitor net migration because Georgia relies so heavily on migration to fill unserved job openings. Dr. Youtie then turned the floor over to Dr. Papp.

Dr. Papp thanked Drs. Drummond and Youtie. He emphasized three points relevant to this presentation. First, the University System cannot dictate where students go to college or the majors they choose. Secondly, the University System cannot influence where its graduates go or in which fields they choose to work. Finally, future demand in specific occupations is immensely unpredictable for a host of reasons, but primarily technology, policy, alternate career opportunities, and workplace conditions. Where technology is concerned, the University System has responded to the technology "explosion." In the System, there are approximately 65 degree and certificate programs in IT areas. Dr. Papp explained that IT in its comprehensive definition includes computer science, electrical engineering, document design, and the newly emerging, narrower field called specifically "information technology," which is really a blend of computer sciences and specific applications in the business environment. Over the course of the last few years, the University System has added approximately 22 degree and certificate programs in the comprehensively defined field of IT in its offerings. Of that 22, 11 were in the narrowly defined field of information technology. Interestingly, during the 1990s, the number of graduates the University System produced in the broadly defined field of IT leaped from 1,300 in fiscal year 1999 to 2,700 in fiscal year 2000. While these numbers are still not sufficient, the University System continues to emphasize these programs and is producing results. Dr. Papp noted that policy is also a major influence on what the University System does. For example, during the 1980s and early 1990s, what is now known as the Internet was restricted to academic research, educational purposes, and military purposes. In the early 1990s, the U.S. government changed the acceptable use policy for the Internet to allow commercial interests to take part in this incredible new technology. This change is one of the things driving today's incredible demand for IT workers. However, Dr. Papp noted that in the previous week, Intel laid off 5,000 workers, Cisco Systems announced that it would be cutting its workforce by 5%, and Motorola, Inc. announced that it would lay off 7,000 employees. While there will certainly still be demand in the field, there is obviously some uncertainty.

Nursing provides another example, explained Dr. Papp. There is immense demand for nursing today, and there has been significant demand for nursing in the past as well. However, in the mid-1990s, with the advent of health maintenance organizations ("HMOs") and preferred provider organizations ("PPOs"), the demand has changed tremendously. As a result of a change in policy and changing working conditions, nursing has become a somewhat less desirable profession for many. For example, in 1993, the University System had 10,000 students in its nursing associate degree programs. Today, there are only 4,000 students in those programs. At the bachelor's degree level, despite an incredible continuation of demand for bachelor's-level nurses, there has been little change in the numbers pursuing that degree. So, something is happening driven by a combination of policy, alternative opportunities for employment, and perhaps working conditions.

Dr. Papp then turned his attention specifically to the issue of working conditions. He explained that teacher education is a critical issue for the State of Georgia and throughout the nation. Partly due to increased admissions standards, there has been a slight reduction in the number of students

pursuing teaching careers through the University System. What is more interesting, he said, is not the number of students entering the teacher education programs, but what happens to the alumni once they graduate. Within the first five years of entering the teaching profession, 35% of education graduates leave for alternate occupations. While Drs. Drummond and Youtie as well as Drs. Hudson and Gordon have generated important and useful data, Dr. Papp cautioned that there are some caveats the Regents must consider with as well. With that, he stepped down.

Chair Leebern asked whether the Regents had any questions or comments.

Regent White asked how often this research is being conducted.

Dr. Drummond responded that he and Dr. Youtie work on this research on an annual basis. However, the limiting factor is the DOL statewide projections, which appear approximately every two years but are a bit irregular. So, that drives the frequency with which they can look at the issues of supply and demand.

Regent White asked whether they are sharing this data with the counselors and students in the University System to inform them of marketplace opportunities to help them in their career choices.

Dr. Papp responded that the institutions will provide this information, but the data are new and have not yet been distributed.

Dr. Youtie noted that the DOL has a longstanding, formalized program to share demand data with high school counselors.

Regent White stated that if the researchers could refine the data, it would be invaluable, particularly if they could eliminate some of the caveats. The progress the University System has made with regard IT programs is substantial, he said. If the research could determine the decreases the University System is making in occupational shortfalls, it would be a good indicator of which direction the System and the institutions need to go. He disagreed that the researchers could not predict oversupply if the data are refined, and he encouraged the researchers to work on this data because it can be an incredible tool.

Chancellor Portch suggested that the Regents write the DOL to thank them for sharing their data and tell them how excited the Board is with it in order to encourage the DOL to share the data more regularly.

Dr. Drummond stressed that it took two years to get his initial data request filled.

Regent White reiterated that this can be a very valuable tool and encouraged the staff to put more effort into this work if possible because the data suggest that the institutions are important to the workforces of their local regions.

Dr. Drummond noted that a smaller study of the counties surrounding GSOU indicates that, of all the GSOU graduates working in those counties, about one in five actually came from counties outside the region. The majority of them would likely not have come to work in that area had they not gone to college at GSOU. He said this is partly complicated because many students come from the area and stay there because it is where they grew up, but it seems there is a local contribution from the location of the institution as well.

Chancellor Portch inquired about the number of GSOU students who came from local area but ended up being employed outside the region.

Dr. Drummond replied that approximately 6% of GSOU graduates came from outside the region and stayed after graduation to work in the region, but about 16% of GSOU graduates originally

from the region actually went elsewhere after graduation to work. So, there is also a strong pull out of the area, but graduates generally go where the jobs are.

Regent Carter agreed with Regent White that this should be a core benchmark by which the Board measures the effectiveness of the University System.

Regent Baranco asked how closely the presenters work with the DOL on this data. She noted that at last month's meeting of the Committee on Education, Research, and Extension, she made a comment about examining demand in the field of nursing that ended up on the front page of the *Atlanta Journal-Constitution*. She has since received a great deal of response from the story with some very insightful and provocative commentary on the issue. She asked what more the University System can do to work with the DOL to get the data it needs.

Dr. Drummond responded that the researchers do not redo the work the DOL has done. There may be a few problems with any long-range set of employment projections, and maybe this could be done differently or integrated with statewide economic models, which is not done now. With regard to the types of issues that Dr. Papp had mentioned, he agreed that no one could have predicted the layoffs in the IT industry nor could anyone have predicted the changes in the healthcare industry that affect nursing graduates. Dr. Drummond stressed the economy is dynamic and unpredictable, and that is why researchers must hedge their predictions with common sense and input from businesses. They should not move so quickly with their findings that they "paint themselves into a corner" by relying on only one piece of information.

Regent Baranco remarked that the University System must tweak its processes to include this information. However, she did not expect that the System could rely on the DOL, but rather must be in control of its own fate.

Regent Carter stated that it seems that demand often gets ahead of the University System's ability to fill it. He asked whether there is anyway to predict an upcoming demand.

Dr. Drummond responded that with regard to IT, the University System has been addressing the demand rather quickly. When he first reported to the Board in 1997, Yamacraw and other programs did not even exist. Part of the trick is to determine what is an abiding shortfall versus a normal fluctuation in the job market. He noted that the data did not identify any other cluster of occupations that had such large or consistent shortfalls as IT and the System has moved very quickly to respond. The shortfall would be even larger if the System had not responded so well.

Chancellor Portch noted that in the past, institutions were always four years behind, because it takes four years to generate graduates in a particular program. However, the Columbus ICAPP® initiative was completed in eight months by looking for people with one degree and offering to supplement their degree with an intensive eight-month program to get them quickly into the workplace. He credited the institutions for their quick response time and willingness to work with companies to design curricula for them. Those creative ways of approaching immediate demand will address shortfalls sooner. Also, a great advantage of a System is that its institutions can work cooperatively to address such issues. The next generation of e-courses will be degree-specific and aimed at the highest-demand areas.

Regent Carter asked whether the System would have been better off if it had been able to anticipate the IT need earlier and had instituted the newly approved IT program at GSOU sooner. He asked how the System can predict better in the future.

Chancellor Portch responded that the System would have to test its tolerance for risk. If it gets into the game of predicting the future, there will be times when it will be mistaken. For instance, the IT programs at Clayton College & State University and Floyd College, while a great success in other ways, lost about \$5 million of public money. He said that he would still make the same decision

today, because the exercise taught many lessons. However, as a public board, the Board of Regents will have to judge its risk tolerance in terms of public money and making decisions that do not turn out well. Certainly, the Board should be prepared to take risk, but it is more difficult in a public arena than in the private sector.

Regent Yancey noted that a critical part of the success in Columbus was contingent on the company's commitment to hire the graduates of the program. He wondered if the same could be done to address the shortage in the field of nursing.

Chancellor Portch said that this is a very good point. The benefit of the ICAPP® Columbus project was that the company was involved in recruiting the students into the program and the company agreed to hire the graduates before they even began the program. While this kind of program takes supply and demand out of the question, not every company is willing to do that.

Regent Yancey responded that if a company needs workers badly enough, it will be willing to make the commitment.

Regent NeSmith asked how Dr. Youtie determined how many jobs were unfilled in the three main IT areas.

Dr. Youtie replied that the calculations were based primarily on the job opening projections from the DOL as well as numbers of graduates from various institutions and net migration. It was based on the number of job openings minus the number of graduates plus net migration matched together by occupation and program.

Regent NeSmith noted that he had mentioned at the previous day's meeting that one company in Southeast Georgia was having to contract IT work out to Ireland. He asked whether this kind of situation would be taken into consideration in her calculations.

Dr. Youtie responded that the calculations reflect demographic and economic trends by industry, so they probably do not include short-term changes in business practice.

Regent NeSmith replied that this situation was not temporary.

Dr. Youtie stated that the calculations would likely not include out-of-state workers.

Regent NeSmith noted that this constituted a shortfall of 200 at just one company.

Chancellor Portch said that the University System could survey businesses, but unless businesses can guarantee that they will hire the number of graduates that they are short, they will report higher numbers of shortages than they can actually fill.

Regent Coles asked how current the DOL information is.

Dr. Youtie responded that there are actually two pieces of data obtained from the DOL. The projections were based on 1996 economic conditions and alumni tracking data from 1998.

Regent Coles said that, considering the new technologies available, there ought to be some way the Board can obtain data that is much more current and not rely on other sources to provide the data.

Seeing that there were no further questions or comments, Chair Leebern asked for a motion to recess the Strategic Planning Committee as a Committee of the Whole. Motion properly made and seconded, the meeting was adjourned into its regular session.

Chair White remarked that it would be interesting to see how the Regents would incorporate this information into its strategic plan of the University System of Georgia. In closing, he thanked Dr. Papp and the presenters for this informative presentation.

UNFINISHED BUSINESS

At approximately 10:50 a.m., Chair White called for an Executive Session regarding a personnel matter. With motion properly made, variously seconded, and unanimously adopted, the Board closed its regular session. The Regents who were present voted unanimously to go into Executive Session. Those Regents were as follows: Chair White, Vice Chair Hilton H. Howell, Jr., and Regents Juanita P. Baranco, Hugh A. Carter, Jr., Michael J. Coles, Joe Frank Harris, Donald M. Leebern, Jr., Elridge W. McMillan, Martin W. NeSmith, J. Timothy Shelnut, Joel O. Wooten, Jr., and James D. Yancey. Also in attendance were Chancellor Stephen R. Portch and Secretary to the Board Gail S. Weber. In accordance with H.B. 278, Section 3 (Amending O.C.G.A. § 50-14-4), an affidavit regarding this Executive Session is on file with the Chancellor's Office.

At approximately 11:20 a.m., Chair White reconvened the Board meeting in its regular session and announced that no actions were taken in the Executive Session. In open session, Regent Harris made a motion to ratify the Chancellor's appointment of Dr. Daniel W. Rahn as President of the Medical College of Georgia. The motion was seconded by Regent Shelnut and unanimously approved.

NEW BUSINESS

Chair White called upon Dr. Papp to make two announcements.

Dr. Papp announced that Dr. Frank Butler would become the new Vice Chancellor for Academics, Faculty, and Student Affairs, effective July 1, 2001. Dr. Butler has served as Vice President for Academic Affairs and Dean of the Faculty at Armstrong Atlantic State University ("AASU"). Then, he became Interim President at AASU, and he is currently the Interim Vice President for External Affairs. Dr. Butler earned his bachelor of science degree in physics and electrical engineering from the University of Miami in Florida and his doctorate in physics from Rensselaer Polytechnic Institute in New York. Dr. Papp welcomed Dr. Butler to the Central Office.

Dr. Papp next announced a promotion that would also take effect on July 1, 2000. Dr. Jan Kettlewell, Assistant Vice Chancellor for Academic Affairs and Co-Facilitator of the Georgia P-16 Initiative, would become Associate Vice Chancellor for P-16 Initiatives. Dr. Kettlewell has worked in the University System of Georgia since 1994 as Assistant Vice Chancellor, and for 14 years before that, she was Dean of the School of Education at the University of Miami in Ohio. Her promotion is in recognition not only of her outstanding work as Assistant Vice Chancellor, but also of her continually acquiring new responsibilities in connection with Governor Barnes' educational reforms. Dr. Papp noted that Dr. Kettlewell has brought in several million dollars of externally funded research to the University System.

Chair White congratulated Drs. Butler and Kettlewell on their new roles in the Central Office. He then called upon Secretary Gail S. Weber to present to the Board some honorary degree recommendations.

Secretary Weber announced that the presidents of the following institutions had recommended the respective candidates to receive honorary degrees:

- Albany State University - Mr. Vernon Jordan
- Columbus State University - Mr. Arthur J. McClung
- Georgia Institute of Technology - Dr. Jack Kilby and Mr. Jacques Nasser

- Georgia Southwestern State University - Mrs. Rosalynn Smith Carter
- Kennesaw State University - Mr. John McClendenin
- Medical College of Georgia - Mr. Samuel Kellett
- North Georgia College & State University - Mr. Olin B. King
- Southern Polytechnic State University - Mr. Josh Levine
- State University of West Georgia - Dr. Richard Zare

On behalf of Presidents Shields, Brown, Clough, Hanes, Siegel, Hansford, Rossbacher, and Sethna, Secretary Weber 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

Next, Chair White called upon Regent NeSmith to give the Regents a report on the recent Statesboro, Savannah, and Skidaway tour of campuses.

Regent NeSmith reported that the Regents had an excellent and educational tour. He thanked the Regents, spouses, and Central Office staff members who participated in the tour. He thanked Secretary Weber for all that she did in coordinating this visit as well as the institutions for hosting the Regents and guests. He then asked Regent Howell to report on the Savannah portion of the tour and Regent Coles to report on the Statesboro portion.

Regent Howell thanked Regent and Mrs. NeSmith and Secretary Weber for their hard work in planning and coordinating this campus visit. He also thanked Regent Leebern for providing a plane for this visit. Regent Howell then thanked President Thomas Z. Jones of Armstrong Atlantic State University, Executive Director Herb Windom of the Skidaway Institute of Oceanography, President Carlton E. Brown of Savannah State University, and President Bruce F. Grube of Georgia Southern University. He also thanked the faculty and staff of these institutions for their work in preparing for this visit.

Regent Coles also thanked Regent NeSmith and Secretary Weber for their efforts to coordinate this visit. He remarked that the highlight of his evening at the home of President and Mrs. Grube was his discussions with many of the students.

Regent NeSmith then presented pictures to Regents Howell and Coles as thanks for their participation in this tour. Chancellor Portch also shared photos of this visit.

Secretary Gail S. Weber announced that the next Board meeting would take place on Tuesday, April 17 and Wednesday, April 18, 2001 on the campus of Georgia College & State University in Milledgeville, Georgia. This would be one week later than usual to give the staff time to work with budget and allocation issues.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at approximately 11:30 a.m. on March 14, 2001.

s/

 Gail S. Weber
 Secretary, Board of Regents
 University System of Georgia

s/

Glenn S. White
Chair, Board of Regents
University System of Georgia

EXECUTIVE AND COMPENSATION COMMITTEE

Immediately following the adjournment of the meeting of the Board of Regents, Chair White called for a meeting of the Executive and Compensation Committee for discussion of personnel issues for the April and May Board meetings. The Regents who were present voted unanimously to go into Executive Session. Those Regents were as follows: Vice Chair Hilton H. Howell, Jr. and Regents Juanita P. Baranco, Joe Frank Harris, and Donald M. Leebern, Jr. Also in attendance were Chancellor Stephen R. Portch and Secretary to the Board Gail S. Weber. No actions were taken in this Executive Session. In accordance with H.B. 278, Section 3 (Amending O.C.G.A. § 50-14-4), an affidavit regarding this Executive Session is on file with the Chancellor's Office.