

**MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
HELD AT
270 Washington St., S.W.
Atlanta, Georgia
November 16 and 17, 2004**

CALL TO ORDER

The Board of Regents of the University System of Georgia met on Tuesday, November 16, and Wednesday, November 17, 2004, in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent Joel O. Wooten, Jr., called the meeting to order at 1:00 p.m. on Tuesday, November 16. Present on Tuesday, in addition to Chair Wooten, were Vice Chair J. Timothy Shelnut and Regents Hugh A. Carter, Jr., Connie Cater, William H. Cleveland, Joe Frank Harris, Julie Hunt, W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Elridge W. McMillan, Martin W. NeSmith, Patrick S. Pittard, Doreen Stiles Poitevint, Wanda Yancey Rodwell, Allan Vigil, and Glenn S. White.

ATTENDANCE REPORT

The attendance report was read on Tuesday, November 16, 2004, by Secretary Gail S. Weber, who announced that Regent Michael J. Coles had asked for and been given permission to be absent on that day.

Chair Wooten noted that Regent Coles was not able to attend this meeting because he was attending the General Assembly of the United Jewish Communities in Cleveland, Ohio. Regent Coles had been asked to give the closing address at the assembly. Chair Wooten remarked that the Regents are very proud of Regent Coles.

APPROVAL OF MINUTES

Motion properly made and duly seconded, the minutes of the Board of Regents meeting held on October 12 and 13, 2004, were unanimously approved as distributed.

STRATEGIC PLANNING COMMITTEE

Chair Wooten asked Committee Chair Leebern to convene the Strategic Planning Committee. Committee members in attendance were Chair Donald M. Leebern, Jr., Vice Chair Doreen Stiles Poitevint, and Regents Elridge W. McMillan, Patrick S. Pittard, Wanda Yancey Rodwell, Allan Vigil, and Glenn S. White. Board Chair Joel O. Wooten, Jr., Chancellor Thomas C. Meredith, and Regents

Hugh A. Carter, Jr., Connie Cater, WilliamH. Cleveland, Joe Frank Harris, Julie Hunt, W. Mansfield Jennings, Jr., James R. Jolly, Martin W. NeSmith, and J. Timothy Shelnut were also in attendance.

Chair Leebern said that the Strategic Planning Committee had two items on today's agenda. The first would be a presentation by the Associate Vice Chancellor for P-16 Initiatives, Jan Kettlewell, regarding improving the number and quality of teachers educated by the University System of Georgia. This presentation would provide the Regents with the background and context regarding teacher education in the System, and then, Dr. Kettlewell would return to the Board with recommendations in January 2005.

Dr. Kettlewell greeted the Regents and reminded them that during the budget presentation at the September 2004 meeting, she had talked briefly about a proposed new initiative called Double the Numbers, Double the Diversity, which would address teachers prepared by the System and retained in the public schools. At this meeting, Dr. Kettlewell would discuss the magnitude of the need and how the System could realize its teacher preparation goals. For the benefit of newer Regents, she said, it is important to view the System's work on teacher preparation in context. In the first phase of its teacher preparation initiative, the Board's focus was on strengthening the quality of teacher preparation programs in the System. In 1998, the Board approved the Regents' Principles for the Preparation of Educators for the Schools. Since that time, significant program improvements have been made. All new teachers prepared in the University System carry the Regents' guarantee for quality. From 2002 to 2004, the second phase, the staff have worked in six institutions and their two-year partners on new models for recruiting teacher candidates in order to increase the quantity and diversity of teachers prepared. They have learned much and have had much success. The System is now ready for phase three – Double the Numbers, Double the Diversity – which builds upon and extends lessons learned in phase two to increase quality and diversity of teachers prepared in System institutions. During phase three, the University System will become the primary provider of teachers for Georgia's public schools. Dr. Kettlewell explained that this is important because more than any other factor, high-quality teachers make the most difference in student achievement. What students do and do not learn in school shapes their future educational aspirations. The goals of this third phase of the teacher preparation initiative are to double the number of teachers prepared in the University System of Georgia, to double the diversity of the teachers the System prepares, and to work with the System's partners in the Georgia Department of Education (the "DOE") and the new Georgia Committee on Quality Teaching to cut new teacher attrition rates by one-third.

Dr. Kettlewell showed the Regents a slide depicting Georgia's projected growth in the need for teachers between 2000 and 2010. In the current decade, the Georgia Department of Labor projects an increase from 123,313 teachers needed in 2000 to 144,097 needed in 2010; a 16.35% increase. Dr. Kettlewell next showed a slide depicting the need for more teachers according to the current vacancies in the public schools. She noted the most vacancies are in special education, followed by secondary teachers, middle grades teachers, and early childhood teachers. At the secondary level, all core areas have more than 100 vacancies. However, the schools must have somebody to fill these vacancies, and

therefore, the vacancies are filled by substitutes and less than fully qualified teachers. She used an example to demonstrate the magnitude of impact on students. Considering each high school teacher teaches approximately 150 students per day, this means that in English, for example, with 245 vacant teaching positions, close to 37,000 students are being taught by a less than qualified teacher. She noted that the number of students taught by unqualified teachers is not fully captured by these numbers because these data do not capture teachers teaching out-of-field for a portion of the school day.

Having discussed the need for more teachers, Dr. Kettlewell turned to the need for a teaching force that is more ethnically diverse. Georgia schools are comprised of 49% ethnic minority students and 51% white students. However, the ethnic distribution of the K-12 teaching force is far different. Only 23% of teachers are persons of color. She said that while it does not take a minority teacher to teach a minority student, diversity among teachers is nonetheless important. The Southern Regional Education Board (“SREB”) emphasizes the importance of minority teachers in terms of bringing positive images and varied perspectives to their students, serving as role models for all students, and often sharing insights with other teachers about helping minority students succeed.

Next, Dr. Kettlewell discussed the need for more high-quality teachers. There has been much research over the last decade that measures the impact on student achievement according to teacher assigned. The work originated in Tennessee by William Sanders, who measured the annual gain scores of large groups of students and sorted them by teacher and school to see what effects teachers and schools have on student achievement. What emerged was that certain teachers consistently had high results, while other teachers consistently had poor results. Dr. Kettlewell showed the Regents a slide depicting the effects in third through fifth grade students in mathematics in Dallas. She noted that at the beginning of the third grade, all students shown on the slide were achieving at the same level. At the end of three years, a group with three highly effective teachers in a row, showed an increase in student achievement and were ready to move into challenging courses in middle school. Meanwhile, for a group that had three highly ineffective teachers in a row, their achievement actually went backwards. This illustrates the point that more than any other variable, high-quality teachers make the most difference in what P-12 students will and will not learn. The point is that quality matters, she said.

Dr. Kettlewell stated that the University System has already made many significant improvements in the quality of teachers it prepares and all education graduates carry the Regents’ guarantee of quality. The problem is that the System is only preparing about 24% of the number of teachers needed and not all of those graduates are going into teaching. In fiscal year 2003, there were 12,507 new teachers hired by Georgia public schools. Of those, the University System of Georgia produced only 3,025. In fiscal year 2003, 46% of new teachers came from out of state, 19% were new graduates of Georgia universities, 16% were returning teachers, 12% were not fully certified, 3% were delayed entry, and 4% were long-term substitutes, contracted employees, etc. So, the majority of teachers hired in Georgia’s public schools come from out of state. She explained that the

University System of Georgia prepares very high quality teachers, but it simply does not prepare enough of them. The problem with relying on teachers from out of state is that there are teacher shortages all over the nation. Projections show that the U.S. public schools will need an estimated 2.4 million more teachers by 2012, nearly as many as the 2.8 million currently teaching. So, Georgia cannot rely upon other states to prepare its teachers.

Another problem is teacher attrition, said Dr. Kettlewell. For every 100 new teachers hired in Georgia's public schools, only 65 are still there after five years. Moreover, the attrition rate is not equal for all groups of teachers. For example, teachers that entered the teaching force in fiscal year 2002 with provisional (less than full) certification left at more than twice the rate of teachers prepared through university-based programs (12% of new teachers hired in Georgia in fiscal year 2003 were provisionally certified). The attrition of black teachers is higher than the number of new black teachers entering. Of the 12,507 new teachers hired in Georgia in fiscal year 2003, 8,627 of them were needed because of teacher attrition (69% of the total hires). By 2010, with current new teacher attrition rates and projected student growth, Georgia will need 14,500 new teachers.

Dr. Kettlewell then discussed her proposal to deal with the teacher shortage. This was a two-pronged strategy. Through the System's current partnership with DOE, the Professional Standards Commission, and the Georgia Committee on Quality Teaching, they will reduce teacher attrition by one-third, a difference of about 2,900. If successful, this factor alone would reduce the total number of new teachers needed in 2010 from 14,500 to 11,600. The second prong is to double the number of teachers prepared in the System from 3,025 to 6,100 while simultaneously doubling the diversity of those prepared (diversity now at 23%). Assuming 80% of System-prepared teachers teach in Georgia public schools (some will move out of state, and others will delay their entry into teaching), the University System will provide about 4,880 of the new teachers needed in 2010. Together, these two approaches would reduce the reliance for new teachers from other providers in 2010 to about 6,700.

The plan for meeting this challenge will be presented to the Board of Regents in its entirety in January 2005. At this meeting, Dr. Kettlewell reviewed the components that will be featured in the plan. First, each institution that prepares teachers and the System as a whole will have teacher production targets. Second, the System will expand the roles and responsibilities of two-year colleges in teacher preparation by strengthening articulation between two-year and four-year institutions and by allowing some four-year institutions to offer full programs on the campus of two-year institutions. Third, the System will make optimal use of its newly established Teacher Career Center to market its programs and to provide one-stop shopping for individuals from other fields that may have an interest in becoming a teacher. Fourth, the System will develop articulation agreements with DTAE so that preschool teachers have clear pathways to completing a baccalaureate program prepared to teach children from birth to age five. Fifth, the System will scale up statewide the lessons it has learned through Destination Teaching, a pilot program for preparing paraprofessionals and second-career and post-baccalaureate candidates to become teachers. Sixth, the System will

experiment with other creative solutions, such as online options and consortia of institutions focused on targeted needs. Seventh, the staff will ask the Board to approve additional institutions to prepare teachers in regions of the state with unmet need, such as the Dalton State College proposal to be considered by the Board at this month's meeting. Eighth, the staff will ask the Board to approve a new accountability system that will require high pass rates on certification examinations (e.g., PRAXIS II) and that shows the subsequent impact of the preparation programs on teaching and learning in the public schools, including procedures for deactivating programs if agreed-upon improvement goals are not met for two consecutive years. Ninth, the System will work with DOE to reduce teacher attrition through System institutions providing mentoring programs for their graduates during the first two-years of teaching.

This is an ambitious plan, said Dr. Kettlewell. She identified ten critical success factors that must be done for the proposed plan to succeed. First, PRAXIS scores must be at least 80% or better. Second, teacher preparation must be a high priority of each institution that prepares teachers, ensuring access to funds in these tight budget times. Third, the System can have no shortcuts on quality because the consequences are too great. Fourth, the System will need the \$10 million requested in the fiscal year 2006 budget request. Fifth, the System will need to optimize the Teacher Career Center. Sixth, the System will need to increase the pathways through which qualified applicants can become teachers. Seventh, the System will need to offer courses on weekends, during evenings, and online to increase access. Eighth, this Board will need to approve recommendations for some additional institutions to prepare teachers. Ninth, this Board will need to approve the new accountability system referenced previously. Finally, the System will need effective collaboration with its partners to implement policy changes in the schools to improve the working conditions for teachers. All of these things must go as planned in order to achieve the ambitious goals of the teacher preparation initiative. In closing, Dr. Kettlewell said that while the University System of Georgia has many important missions, there is nothing more important than the quality of teachers it graduates. The System is only as good as the high school graduates who enter it, and the schools are only going to be as good as the teachers the System sends them. She asked whether the Regents had any questions or comments.

Regent Cleveland asked Dr. Kettlewell to elaborate on the problem of teacher attrition.

Dr. Kettlewell said that one of the factors that always arises in attrition studies is salary, but it usually does not appear at the top of the list. Working conditions are usually at the top of the list. The grant from Georgia BellSouth is enabling the staff in partnership with DOE to survey teachers in the State of Georgia to find out what specific elements of those working conditions matter the most to them and what kinds of changes are necessary in the schools for them to consider staying. This study is modeled after a North Carolina study, and that state gathered a great deal of useful data in terms of things that could be done to improve retention. Through the partnership, the DOE and the System are working together to make some recommendations to improve retention.

Regent McMillan noted that the Savannah area participates in the Dewitt Wallace-*Reader's Digest* Pathways to Teaching Careers program (coordinated through the Southern Education Foundation). He noted that attrition is very low among those who come through that program and asked whether there is an effort underway to expand the program. He further said that in recent years, another institution began an innovative pilot program to educate teachers but then abandoned the program. He asked how much oversight the Board will have to ensure that institutions do not abandon their teacher preparation programs.

Dr. Kettlewell responded that the Pathways to Teaching Careers program is designed specifically for paraprofessionals. In this particular model, Armstrong Atlantic State University, Savannah State University, and the Savannah/Chatham County Schools collaborate to help teacher's aides become certified teachers. In the Destination Teaching pilot program, that model has been replicated at five other System institutions. She agreed that the retention rates are better because these are people in the community and the schools who have the opportunity to become certified. With regard to Regent McMillan's second question, she said that the Board would establish production targets for each institution just as it had for enrollment management. So, this effort would be modeled on that effort and would similarly require annual reports from the institutions.

Regent White said that when the Board first addressed the teacher preparation initiative in fiscal year 1998, two issues rose to the forefront. The first was out-of-field teaching, and the second was streamlining teacher certification for second-career professionals. He asked Dr. Kettlewell to update the Regents on these two issues.

Dr. Kettlewell responded that the largest percentage of out-of-field teaching at that time was in the middle school grades. At that time, teachers could get a middle school certificate, which meant that they were generalists rather than experts. So, someone who had only had one course of math in college may be assigned to teach math. The System has worked very closely with the Professional Standards Commission, which has since changed that requirement such that the certificate now specifies an area of specialization. The problem is that some teachers were grandfathered in and have been given a window of time in which to get their specialization to renew their teaching certificates. Therefore, at the middle grades level, there has been a significant reduction in out-of-field teaching.

Dr. Kettlewell noted that when schools have teacher vacancies for which there are no qualified candidates, they must find substitute or uncertified teachers to fill those vacancies. So, that is still a problem in Georgia, and it is part of why it is critically important that the University System increase its production of qualified teachers. With regard to second-career teachers, she responded that the Destination Teaching pilot program has a strong emphasis on paraprofessionals as well as second-career teachers. In many institutions, the enrollment growth in teacher education programs has been with second-career candidates. In some institutions, such as Georgia State University, teacher preparation enrollments are higher among second-career students than traditional students. So, there has been some growth in this regard, but the System can still do more.

Seeing that there were no further questions for Dr. Kettlewell, Chair Leebern next introduced the Senior Vice Chancellor for Academics and Fiscal Affairs, Daniel S. Papp, to begin the second presentation. He noted that for the past two years, the Board of Regents has been engaged in a statewide assessment initiative that is attempting to discern what the State of Georgia will be like in the year 2015 and to determine how the University System of Georgia should change to best meet the needs of Georgia at that time. Dr. Papp's presentation would address the issues of mission review for the critical outcomes of statewide assessment. Then, two action items would be presented for the Board's approval.

Dr. Papp said that Board policy requires that all University System institutions be accredited by the Southern Association of Colleges and Schools ("SACS"), and within SACS accreditation requirements is the specific statement that each institution must have a mission statement that is reviewed regularly by the Board. All 34 System institutions' current mission statements were revised between 1994 and 1996. Those revised mission statements were submitted to and subsequently approved by the Board of Regents, which, at that time, said those missions would be effectively frozen. The reason that they were frozen was that so many changes were in the process of taking place, such as semester conversion and heightened admissions standards, that the Board wisely felt that it was time to put a hold on mission changes and name changes as well. The only changes permitted from 1996 until this time were very minor wording changes. For example, the mission statements of Georgia College & State University ("GCSU") and Georgia Southern University ("GSOU") were changed slightly to clarify or simplify wording at the request of SACS.

There are a couple of reasons that the Board should consider mission review at this time, said Dr. Papp. Since 1996, the State of Georgia has changed considerably. The Board has been working on its statewide assessment initiative over the course of the past couple of years, and that assessment shows that Georgia will continue to change up to and beyond 2015. If the System is going to be able to best meet the needs of the state, its citizens, and its economy, it is probably time to examine again the missions of the 34 institutions. At this meeting, the staff were requesting that the Board rescind its prohibitions on name changes and mission changes that were put in place eight years ago. The staff were not requesting any specific name or mission changes at this meeting. If there are to be any changes in names or missions, there is still a process of review that must be undertaken.

Dr. Papp said that the roots of this request to move forward with mission review come out of the statewide assessment initiative that Chancellor Meredith began two years ago to look forward to 2015 in the State of Georgia. The request also arises from the reformulated strategic plan, which was approved in May 2004 and which stated specifically that the Board needed to begin looking at mission review. This was an issue that the Regents discussed during their August retreat. Then, in September 2004, the Chancellor wrote a letter to the presidents in which he asked them whether they might have name or mission change requests.

There were certain boundary conditions that Dr. Papp put forward regarding mission review. First of all, whatever changes take place must meet statewide, regional, or local needs of Georgia, its people, and its economy. Second, for any changes that take place, the up-front, one-time, and continuing costs must be substantially met by external funding, given probability of limited state money for new programs. Third, there must be no major impact on other institutions in the University System of Georgia. Fourth, faculty, staff, student, alumni, and public support must be demonstrated. Fifth, faculty and staff must be able to deliver quality programs. Sixth, the institution's library must be able to support the proposed programs. Seventh, facilities, technology, and infrastructure must be able to support those programs. Eighth, the quality of all programs must improve. Ninth, current institutional responsibilities must continue to be met. Finally, there must be no unnecessary duplication.

Dr. Papp explained that the staff began this process by considering the current missions and structures of the System institutions. They examined statewide needs and presented statewide assessment to Board. Then, the Chancellor requested statements of desired mission statement changes from all institutions. At this point, Dr. Papp was requesting Board approval to review and bring forward name change requests and Board approval to review mission change requests based upon statewide assessment options. With the Board's approval, the staff will request detailed institutional proposals. Then, the staff will analyze name change and mission change proposals based upon statewide assessment. After careful review, the staff will request Board approval for select name changes and mission changes. The types of mission changes will be to clarify the mission statement with no change in mission or sector, to change the mission statement with change in mission but not sector, or to change the mission statement with change in mission and sector. Thus far, the staff have received 25 requests for mission review. Seven institutions did not submit a request; one requested a future change; and one is deciding what to submit. Of those institutions who submitted requests, seven requested possible name changes. Nine institutions requested changes to clarify their mission statements. Two requested changes to their missions but not their sectors. And 14 requested to change their sectors.

There are a number of issues that will come forward to the Board as part of the decision processes for name changes, explained Dr. Papp. For example, is having "State University" in an institution's name required? All but one of the regional and state universities currently has this in their name. Also, is having "College & State University" in a name required? A number of institutions have this type of nomenclature, he said. The Board may also consider whether the University System of Georgia should move away from county or town names at institutional discretion with approval of the Board. Some institutions are named after specific counties or cities but have expanded their service areas tremendously. Others are in the process of developing second campuses that are not in the county or town after which they are named. So, some name changes may be very complex. So, if the Board were to vote to rescind the prohibition on name change requests, the staff may move forward with these types of requests as the institutions are prepared and as the staff and the Chancellor review the requests and bring them forward for Board approval.

There are also a number of issues that will arise if the Board were to rescind prohibition of mission change requests and review those requests based on the statewide assessment. For example, additional consideration will have to be given to whether the State of Georgia needs research-intensive universities; that is, a few universities with a limited number of nonresearch doctoral programs. Georgia is one of only two among the largest 15 states in the country that does not have such institutions. Another consideration is whether there should be more state colleges in the University System of Georgia. Currently, there are only two – Dalton State College and Macon State College – both highly successful. Should there be more? If so, how many more and where? Dr. Papp said that state colleges have primarily an access mission and have a very limited number of bachelor's degree programs focused on the economic development needs of their specific region. Finally, the Board will need to consider whether there should be more multicampus institutions. There are already a couple of such institutions in the System, and the staff may soon propose another campus to one of these institutions.

Dr. Papp reiterated that the staff were recommending two actions at this meeting: rescinding prohibition of name change requests and rescinding prohibition of changes in mission statements and missions, which would involve a Systemwide review based on statewide assessment. At this time, the staff were not requesting changes of any particular institution names or mission statements and missions.

Chair Leebern asked whether there were any questions, and seeing that there were none, he called for a motion on the two approval items. With motion properly made, seconded, and unanimously adopted, the Board of Regents approved the rescinding of the prohibitions of name change requests and of mission change requests.

There being no further business to come before the Strategic Planning Committee, Board Chair Wooten adjourned the Regents into their regular Committee meetings at approximately 1:55 p.m.

EXECUTIVE SESSION

Following the regular Committee meetings, at approximately 3:10 p.m. on Tuesday, November 16, 2004, Chair Joel O. Wooten, Jr. called for an Executive Session for the purpose of discussing the appointment of a new President of North Georgia College & State University. With motion properly made and variously seconded, the Regents who were present voted unanimously to go into Executive Session. Those Regents were as follows: Chair Wooten, Vice Chair J. Timothy Shelnut, and Regents Hugh A. Carter, Jr., Connie Cater, William H. Cleveland, Joe Frank Harris, Julie Hunt, W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Elridge W. McMillan, Martin W. NeSmith, Patrick S. Pittard, Doreen Stiles Poitevint, Wanda Yancey Rodwell, Allan Vigil, and Glenn S. White. Also in attendance were Chancellor Thomas C. Meredith and the 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 3:15 p.m., Chair Wooten reconvened the Board meeting in its regular session and announced that no actions were taken in the Executive Session. He then moved that Dr. David L. Potter be appointed President of North Georgia College & State University. Motion properly made and variously seconded, the Board unanimously approved the appointment.

CALL TO ORDER

The Board of Regents of the University System of Georgia met again on Wednesday, November 17, 2004, in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent Joel O. Wooten, Jr., called the meeting to order at 9:00 a.m. Present on Wednesday, in addition to Chair Wooten, were Vice Chair J. Timothy Shelnut and Regents Hugh A. Carter, Jr., Connie Cater, William H. Cleveland, Joe Frank Harris, Julie Hunt, W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Elridge W. McMillan, Patrick S. Pittard, Doreen Stiles Poitevint, Wanda Yancey Rodwell, and Allan Vigil.

INVOCATION

The invocation was given on Wednesday, November 17, 2004, by Regent Wanda Yancey Rodwell.

ATTENDANCE REPORT

The attendance report was read on Wednesday, November 17, 2004, by Secretary Gail S. Weber, who announced that Regents Michael J. Coles, Martin W. NeSmith, and Glenn S. White had asked for and been given permission to be absent on that day.

RETIREMENT OF PRESIDENT NATHANIEL HANSFORD

Chair Wooten called upon the Chancellor to make some remarks on the retirement of President Nathaniel Hansford of North Georgia College & State University ("NGCSU").

Chancellor Meredith remarked that it is always difficult to say goodbye to someone as respected and admired as President Hansford. When President Hansford came to NGCSU in July 1999 as its fifteenth president, he came with a clear vision of how to strengthen the mission of the institution, particularly its mission in military preparation, leadership, and liberal arts. He has understood the unique position the institution has held within the System and also as one of the nation's six Congress-designated military colleges. During his years as President, he focused on the leadership mission of the university with extraordinary success. One of the hallmarks of his tenure at NGCSU has been the development of the Military Leadership Center with \$5 million in initial funding approved by the General Assembly in 2001. This initiative, recommended by the Board of Regents,

is reaping major dividends as NGCSU strengthens its reputation in this highly selective area.

In August 2002, President Hansford unveiled a universitywide special project entitled Forging a Legacy of Leadership, which is planned to strengthen leadership principles across the curriculum. He has provided stellar leadership in strengthening the core area of the university's mission. Also during his presidency, he has overseen the growth and expansion of the campus beyond the mountains of Dahlonega. Today, NGCSU has satellite campuses in Forsyth County and at two Cobb County hospitals, as well as a very successful collaborative four-year degree ("4-4-2") program at Gainesville College ("GVC"). Working in partnership with the North Georgia College & State University Foundation, Inc. (the "Foundation"), President Hansford has seen the size of the campus double through timely property acquisitions. Since 1999, NGCSU has received increasing national recognition for its programs and services, including high rankings in *U.S. News and World Report* and Kiplinger's *Personal Finance* magazines. In June 2004, *Consumer's Digest* named NGCSU the nation's fifth best value in public higher education. In August 2003, NGCSU's first eminent scholar, Dr. Michael Robinson, joined the Department of Biology as the Harry B. Forrester Eminent Scholar Chair. This is a reflection of the strong private support North Georgia residents have given to the institution through its Foundation and other parties. That support is due to the hard work of President Hansford, who has built strong partnerships and alliances across the country. Over the past five and a half years, he and his wife, Francis, have devoted their time and talents to NGCSU. They have poured their energy and enthusiasm into the community and given their all to the betterment of the institution. The Chancellor recently attended an event at the institution where over 200 members of the community and elsewhere came together to show their appreciation to the Hansfords. In his retirement, President Hansford will begin teaching some courses at the University of Georgia School of Law. Chancellor Meredith thanked President Hansford for his service to NGCSU and the University System of Georgia.

President Hansford thanked the Chancellor and the Regents for their appreciation. He said that he appreciated the opportunity the Board of Regents gave him to serve as President of NGCSU. He thanked the Board of Regents and the University System Office staff for supporting the mission of the University System and NGCSU. He expressed particular appreciation for the Regents' support of NGCSU's special mission of military leadership. He thanked Chancellor Meredith for his friendship, leadership, and support. He also thanked Chancellor Emeritus Stephen R. Portch for his leadership. He commended the other presidents in the System. In closing, he thanked the Regents and stepped down.

Chancellor Meredith said that there were two other people whom he wanted to recognize at this time. First, he asked the Assistant Vice Chancellor for Legal Affairs (Contracts), Robyn A. Crittenden, to come forward. Ms. Crittenden had been with the University System Office for four years and had served the System well. She has been hired away by President Shelley C. Nickel to be head counsel of the Georgia Student Finance Commission ("GSFC"). The Chancellor asked Ms. Crittenden to stand and be recognized.

Next, the Chancellor called upon the Assistant Vice Chancellor for Planning, Joseph J. Szutz, who had served in this capacity since 1986. Dr. Szutz will be retiring from the System in December. He has served the Board of Regents under four Chancellors and has been involved in just about every aspect of strategic planning, System policy, and student data and curriculum reports. He will be retiring to Michigan to pursue his work as a sculptor. Dr. Szutz has had a 33-year career in higher education and has been a persistent champion of academic research and planning. Later at this meeting of the Board, the Regents would hear and see some artistic performances from around the System. Dr. Szutz has played a major role in ensuring that the arts created at System institutions have been represented at the University System Office and to the Board of Regents. Chancellor Meredith thanked Dr. Szutz for his hard work.

At approximately 9:20 a.m., Chair Wooten adjourned the Regents for the meeting of the Committee on Academic Affairs.

EDUCATION SEMINAR: UNIVERSITY SYSTEM TEXTBOOK EXPENSES

At approximately 9:45 a.m., Chair Wooten reconvened the full Board meeting for an education seminar on University System of Georgia textbook expenses. He said that this topic is a bit more complex than it might first appear, and the solutions might not be as easy as the Regents would like. He called upon the Vice Chancellor for Fiscal Affairs, William R. Bowes, to make this presentation.

Mr. Bowes said that across the country and within the State of Georgia and the University System of Georgia, the issue of escalating textbook costs has gained the full attention of legislators, administrators, and faculty who recognize its growing impact on college affordability. Students have always been concerned about this issue, but probably no more so than now, as these costs have risen to nearly 20% of the cost of their college attendance. In September 2004, the Chancellor commissioned a task force to identify and describe the root causes of textbook price escalation and to offer options that the Board and institutions within the University System could consider to help mitigate costs to students. The task force assembled for this effort represents a cross section of the University System of Georgia, as follows:

- Dr. Delmer D. Dunn, Vice President for Instruction and Associate Provost, University of Georgia
- Jerry Turner, Vice President for Business Affairs, Gordon College
- Joseph Franklin, Interim Vice President for Business and Finance, Georgia Southern University
- Wayne E. Reed, Assistant Vice President for Auxiliary and Support Services, Georgia State University
- Wendy Hagins, Director of Stores and Shops, Georgia Southern University
- Faye Silverman, Director of Bookstore and Auxiliary Services, Kennesaw State University

- Tommye Miller, Director of University Stores, Valdosta State University

During the 2004 legislative session, three separate bills were introduced as a means to place some controls on textbook prices at University System of Georgia institutions. The bills called for a limit of 15% on the wholesale markup of textbooks and required use of the same edition of a textbook for a minimum of six semesters. Although the bills were defeated, the issue of textbook prices remains one of critical importance for System college students, administrators, faculty, and state legislators alike.

Mr. Bowes said that the issue of textbook prices is not limited to the State of Georgia, but is rather one of national concern. Bookstores across the country are receiving more and more resistance from students about buying textbooks due to the real and/or perceived high prices. In an effort to understand why textbook prices are so high and increasing, the California Student Public Interest Research Group (“CALPIRG”) conducted a survey, the results of which were published in a report entitled Ripoff 101: How the Current Practices of the Textbook Industry Drive Up the Cost of College Textbooks. This report led the State of California to adopt measures to restrain costs by urging publishers to offer textbooks and related instructional materials such as CD-ROMs and workbooks in an “unbundled” fashion and to disclose how new editions of textbooks have changed from prior editions. The bill also requires the California State University and California Community College systems and requests the University of California to encourage faculty to consider least cost options when selecting textbooks. A similar bill was introduced in Connecticut based upon the CALPIRG report. The Governor of Illinois has launched an investigation into the practices of textbook publishers. This issue has captured attention at the federal level as well. Introduced in November 2003, HR 3567 calls for the General Accounting Office to conduct an investigation of the cost of college textbooks and to determine whether the same textbooks are being sold outside the United States at a substantially lower cost. The bill has been referred to the House Committee on Education and the Workforce, Subcommittee on 21st Century Competitiveness.

The purpose of this report was first and foremost to provide information about the market for textbooks; current practices of publishers, faculty, and bookstore operators; and explanations for the causes for increases in textbook costs. This report would also offer options that can be considered by System colleges and universities to help stem increases in textbook prices. Because the findings touch on issues relating to the role of faculty in the selection of textbooks, Mr. Bowes said that the debate and discussion of this issue needs to be broadened to include the views of academic leaders, students, and others who can bring different perspectives. So, at this meeting, Mr. Bowes was not proposing that action be taken. Rather, he was providing information as a starting point in a continuing investigation of a very complex issue.

Mr. Bowes explained that textbook prices vary according to academic subject complexity; therefore, it is difficult to determine an average student cost. The College Board reported that student expenses for books and supplies were in the range of \$745 to \$843 on an annual basis during the 2003-2004

academic year. This represents about 20% of the average tuition and fees paid by students at public four-year colleges and universities. The average cost of textbooks for students has increased considerably over recent years and at a rate far greater than the general inflation rate. The Producer Price Index (“PPI”) for college textbooks has increased each year for the last six years at a rate that outpaces the PPI for the core PPI (which measures costs for finished goods less food and energy). In 1998, the PPI for college textbooks was 3.4%, while the core PPI was only 0.9%. In 2002, the PPI for college textbooks was 6.5%, while the core PPI was only 0.1%.

Much of the concern regarding new textbook prices has centered on the gross margins (expressed as a percent of net sales) earned by college bookstores. Mr. Bowes explained that gross margin is the difference between sales at retail price and cost of items sold. College bookstores earn an average 22% gross margin on new textbooks, and that has been virtually unchanged since 1998. However, college bookstores make a higher margin on used books than they do on new books. Compared to the average gross margin of about 22% on new textbooks, college bookstores were earning an average of 34.4% on used textbooks. This suggests that there may be a stronger incentive among college bookstores to encourage used book sales over new textbook sales. The task force performed a survey of System bookstore operations and found similar statistics regarding margins.

Despite this, sales of used textbooks represent a relatively small share of the textbook market. They now account for 11.6% to 23.1% of total bookstore sales, while new textbooks and course pack materials make up 37.7% to 58.9% of total bookstore sales. According to the National Association of College Stores, during the 2002-2003 academic year, new texts and course materials accounted for \$5 billion of total instructional material sales, while used textbook sales amounted to about \$1.8 billion. The reasons for this change are attributed mainly to practices by publishers who have an interest in reducing the market for used books. As marketing and production costs increase for new textbooks, publishers seek to ensure that the market remains stable (and growing) by making more frequent changes in editions and packaging materials with textbooks that hastens the obsolescence of existing textbook publications. The CALPIRG report notes, for example, that about 76% of textbooks editions are changed every three to four years. The average change in editions occurs every 3.8 years.

Many students prefer new textbooks over used textbooks, said Mr. Bowes. While a greater number of students prefer used textbooks over new textbooks in order to save money, there are still a sufficient number of students who prefer to purchase new textbooks to warrant a college bookstore to provide a good mix of new and used copies. Used texts save students approximately 25% of the cost of new textbooks. The fact is that most of the funds spent on new textbooks are returned to publishers. For each dollar spent on new textbooks, \$0.786 is returned to the publisher, of which approximately \$0.12 represents the author’s income paid by the publisher. Only \$0.214 is retained by the college bookstore to cover personnel and operational costs. The net income to the college bookstore represents about \$0.041 on the dollar. Online sales account for a relatively small share of the market, about 2.2%. Online sales during the 2002-2003 academic year accounted for

\$237 million of textbook sales.

Mr. Bowes reiterated that textbooks have increased in price at a level far above inflation. Modern introductory textbooks contain more graphics, more color, more illustrations, and more supplementary learning aids (e.g., CDs, study aids, and Web site support) than textbooks provided 20 years ago. The reason, in part, is simple: college students learn differently now than they did in earlier generations. They arrive at college having shorter attention spans, having read less, and having more experience with technology. They are much more visual in their learning styles. Therefore, textbook companies have teamed with professors to construct learning packages which include textbooks that will enhance learning as much as possible. All of this raises the cost for new textbooks to bookstores and to students due to publisher marketing costs and limited production.

Although several publishers have suggested publishing simpler editions of textbooks (e.g., without color, graphics, etc.), many of today's college students expect the color, graphics, and technology. For many, it becomes an issue of price versus quality of content. According to the January 26, 2004, issue of *Campus Marketplace*, publishers Pearson, Houghton Mifflin, and McGraw Hill have indicated that they are willing to consider ways to make textbooks more affordable, such as no-frills economy editions, publishing books in digital formats, or making bundle components available separately." Mr. Bowes said that the University System of Georgia should join efforts already in progress through the National Association of College Stores ("NACS") to encourage textbook publishers to identify ways to produce less costly textbooks and move forward to implement lower-cost alternatives.

In many cases, it is unnecessary for students to purchase bundled textbooks to fulfill course requirements. For example, some items included in textbook packages may already be owned by students or may be items that are not integral to the students' success in the course (in spite of the fact that the items are marketed to the student as "free"). Additionally, in most cases, faculty are not asked to advise students of other options, such as purchasing the textbook alone or purchasing different or older editions, which would enable students to acquire less expensive used books. Mr. Bowes explained that the use of customized editions may disallow acquisition of textbooks over the Internet at lower cost. Publishers create customized editions for individual courses at individual schools and assign them a specific International Standard Book Number ("ISBN") for ordering purposes. These ISBN books are rarely available anywhere except the specific store that orders the book. While this can provide competitive advantage to the campus bookstore, which loses sales when students do online purchasing, it does restrict consumer choice. Student demand for used books has increased in recent years. However, used book sales have been declining over recent years because of more and more customization options being presented by publishers. In short, the problem of higher textbook prices does not stem from college bookstores' receiving higher margins on new textbooks as previously described. Rather, part of the problem resides with the inability of the bookstore to provide the student with purchasing options that could lower their costs.

Mr. Bowes reported that textbooks are now published in new editions more frequently than 20 to 30 years ago. Critics charge that one reason is that publishers want to reduce the loss of sales to used book buyers. However, knowledge is also changing rapidly, and more frequent editions make that knowledge available to students more quickly. This latter fact argues against making any broad policy requirement about the length of time textbook editions should be used or implementing legislation that would require faculty to maintain use of a single edition for a period of time. Closely related to the problem of rapid changes in textbook editions is the practice of faculty to abandon adopted textbooks after a relatively short time period. Although statistics are difficult to gather on this issue, Georgia Southern University reported a 61% annual turnover rate in textbook adoption by faculty. Late textbook adoption by faculty also contributes to higher cost by causing college bookstores to process late orders, which increases the price they pay and gives students less of an opportunity to seek alternatives such as used books. Adding to the problem is that sometimes faculty do not clearly specify which books are required and which books are recommended; and sometimes even when faculty do make the distinction clear, students do not understand what the difference is between a required book and a recommended book. In either case, the result is that students sometimes buy books that they do not have to buy.

In addition, students are often required to acquire customized books, which are books that publishers package by selecting chapters from a single text for sale. The good news for the student is that such customized books cost less than the full volume with all chapters, but the bad news is that the resale value of such customized books for the students is in most cases zero. Bundled textbooks give the student a full package of text-related material, all of which is usually helpful for a full understanding of the text, but much of which is never used by the student or assigned by the professor.

Mr. Bowes noted that many textbooks used in the United States are available at lower prices outside the country. This is a very complex but important issue. American intellectual property is one of the most important and desirable exports for the United States. However, it is very difficult for American publishers to compete in foreign markets because of price supports and value-added taxes in these markets. Publishers will sell the same book to a foreign market at a price that is considerably less than they do to the U.S. market often at half the cost paid by U.S. booksellers in order to get the business. Federal legislation had been in place to prevent any merchandise manufactured in the United States and sold in foreign markets at lower costs from being sold back into this country. This legislation was allowed to expire, and the Internet and the global economy have enabled these books to come back into the United States. While this is a great opportunity for the American college student to purchase books at significantly reduced retail prices, it does present a number of challenges for booksellers. Clearly, booksellers cannot compete against a commodity that costs less to the foreign bookseller than to the American bookseller. This contributes to the perception that the college bookstore is gouging students on pricing when that is, in fact, not occurring.

Faculty choose texts that provide the latest scholarship and best reach their students, said Mr. Bowes. They seek to develop an environment that maximizes learning in the classroom. That can

best be achieved by college faculty members' choosing the textbooks that in their professional judgment will best help them accomplish the learning objectives in the class. Attempts to restrict faculty selection of textbooks thus may be viewed as an infringement of academic freedom. A new model may need to be designed that maintains an appropriate balance between the faculty's right to choose texts and financial considerations.

Mr. Bowes then presented several options put forward by the task force for Board consideration. First, the task force recommended encouraging the standardization of textbooks for the core curriculum at each institution and establishing a minimum length of time when the book/edition will be used, where appropriate. By requiring a book to be used in the core curriculum for a specific period of time (e.g., two years) the bookstore can increase the number of used books available to students at lower prices. Clearly, the publishing community would not want to see schools adopt this policy, because it will continue to erode the sale of their new book units. The core curriculum has the largest number of sections and students where courses are offered on a routine basis and therefore provides the best opportunity to do this.

The task force also recommended encouraging the faculty to submit their textbook adoption information to their campus bookstores within an established deadline to ensure that the bookstore has time to process the information, shop for used books from wholesalers, and put their titles on a used book buyback list for purchases from students. The task force further recommended encouraging faculty to share all textbook adoption information with the campus bookstore, whether independent or contracted, to guarantee that all students have access to the book information regardless of where they intend to shop. Some faculty make exclusive arrangements with off-campus bookstore competitors, and students with financial aid often have difficulty purchasing the materials these off-campus competitors provide. The University System of Georgia could offer support in this area by having each university establish guidelines for assuring that all departments are responsible for providing all textbook adoptions, in a timely manner, to the university bookstores.

Next, the task force recommended encouraging faculty to give students the option of acquiring bundled textbooks or acquiring the textbook alone. The task force also recommended educating the faculty to understand that they are the key to providing the best and most reasonably priced textbooks to their students. Faculty can then make informed decisions about the type of books they are choosing and the effect the book will not only have in their course but on what the student might be able to do with the book after the course is finished (front-end and back-end ramifications to the book selection decision). The task force also recommended encouraging faculty to distinguish between required and recommended books. The number of complaints from students about the price of the book may diminish if they are truly using the book in the course.

Further, the task force recommended preventing faculty from reselling sample books. This practice raises questions of ethics and leads to higher prices. Instead, the Board should encourage the faculty senate at each institution to discuss the practice of selling sample textbook copies to used book

dealers and to develop guidelines to ensure that the practice is discontinued. The ethics of this practice is questionable and may even have legal ramifications within the context of the gratuity laws in the state. Mr. Bowes noted that as a related matter, there was discussion also regarding the issue of faculty members assigning students texts that the faculty members had authored. Although this does not have an impact on textbook cost, it does carry ethical concerns. The University of Georgia has established a general academic policy which requires that “textbooks authored by the course instructor may be ordered with the approval of the department head. Prior to approving such orders, the department head should be satisfied that the work is equivalent in quality to other texts available for that course....” Similar provisions are in place in other major state universities.

The task force recommended extending invitations among academic departments to have faculty or support staff from academic departments involved in textbook adoption processes actively participate as resource persons along with bookstore personnel during book rush. Such participation could assist in building stronger relationships between bookstore staff and faculty in providing for the textbook needs of students.

The task force recommended discussing the issue of textbook prices and selection at new student orientations and at new faculty orientations. The task force also recommended holding forums across the state involving publishers, student groups, parents, faculty, and bookstore managers (both in-house and contracted) to discuss these issues. By doing this, the System would demonstrate its concern about the problem and its willingness to listen to all sides of the issues from everyone concerned. The Georgia Association of College Stores is a great resource for this project. In bringing the publishers into the discussions, the University System of Georgia should work with NACS, student groups, bookstores within the University System of Georgia, and the major contractor providers, such as Follett and Barnes and Noble, to apply pressure on the publishers to take co-ownership of the problem of textbook pricing. The message to publishers should be clear that textbook price inflation has gone too far and that publishers are expected to help solve the problem.

The task force recommended using the University System of Georgia’s purchasing power to leverage lower prices with national publishers. An example of a potential way in which the System could be effective in using its purchasing power to leverage lower prices is illustrated by the recent unilateral efforts of The Co-Op Store of Indiana University of Pennsylvania. The Co-Op Store of Indiana University of Pennsylvania experienced some success among three publishers, requesting that the publishers sell new copies of a text at the used book price after the first year. As a result, the bulk of the cost of a new book is on the front end for content, with the average cost of reproducing the text in subsequent runs of the same edition, much lower. Finally, the task force recommended that the University System of Georgia could seek legislative assistance in helping to reduce the overall costs of textbooks, such as sales tax exemption for textbooks and state income tax deductions for textbook purchases. Although the State of Georgia has provided sales tax “holidays” for educational purchases at select times of the year, these holidays have not applied to the purchase of college and university textbooks.

In closing, Mr. Bowes stated once again that the information presented at this meeting was intended to provide a start to the debate and discussion of this issue of textbook costs. He noted that the staff would expand participation and review of the issue in the coming weeks and would also seek independent analysis of the issues. He then asked whether the Regents had any questions or comments.

Regent Pittard asked whether there is any consistency across the System with regard to assigned textbooks for certain courses.

Mr. Bowes responded that every institution has its own policy with regard to this and that there is therefore no consistency across the System.

Regent Pittard remarked that this is likely a very important issue with some faculty, who may receive substantial income from textbook publishing. He asked whether these recommendations are for further study or whether they are final recommendations.

Mr. Bowes responded that these are potential recommendations and options to consider, but at this point, he would like to solicit more feedback from academic groups and independent resources.

Regent Pittard noted that many bookstore operations have been outsourced to private companies and are therefore not much different than independent bookstores. He commended Mr. Bowes and the task force for their hard work on this difficult topic and suggested they get more faculty input into this process.

Regent Leebern also commended Mr. Bowes and the task force for this presentation and agreed it is imperative that the faculty be included in these discussions. He then asked whether there should be bookstores on campus or whether those services should be provided elsewhere off-campus. Finally, he asked what texts cost more: undergraduate, graduate, professional, etc.

Mr. Bowes replied that the staff are still gathering data on these issues. He said that approximately 70% of books sold at System bookstores are new, while 30% are used, and most new books are “bundled.”

Regent Leebern said that the Board should consider whether the System should even be in the business of book sales.

Chancellor Meredith said that he had appointed this task force in response to inquiries from many legislators on this issue. He stressed that this report was only preliminary. The task force and the staff were in no way saying that the institutions are doing anything wrong. There is an academic freedom issue that must be considered. He had encouraged Mr. Bowes to include people in this

process who are neither publishers nor bookstore employees, so there will be unbiased participation in this process.

Regent Hunt asked Mr. Bowes to clarify the recommendation encouraging faculty to share all textbook adoption information with the campus bookstore.

Mr. Bowes explained that sometimes campus bookstores are unaware of faculty arrangements with off-campus bookstores. This recommendation entails that all book information should be available to campus bookstores.

Regent Carter said that he makes his living manufacturing books and that the cost of books could be cut if the publisher used a more economical choice of paper and binding. The books might not be as pretty, but there are ways to reduce the actual costs of book manufacturing. The more expensive coated paper and hardback bindings make books more expensive and physically heavier. So, there is room for substantial savings in the manufacturing of textbooks. He suggested the task force look into this issue as well and offered his input from the manufacturer's perspective.

Mr. Bowes thanked Regent Carter for his help.

Seeing that there were no further questions or comments on this matter, Chair Wooten thanked Mr. Bowes for this informative presentation. He also thanked the task force for compiling this information and their recommendations.

STRATEGIC PLANNING COMMITTEE

Chair Wooten asked Committee Chair Leebern to again convene the Strategic Planning Committee for an awards event to honor the winners of the Best Practices Awards competition within the University System of Georgia. Committee members in attendance were Chair Donald M. Leebern, Jr., Vice Chair Doreen Stiles Poitevint, and Regents Elridge W. McMillan, Patrick S. Pittard, Wanda Yancey Rodwell, and Allan Vigil. Board Chair Joel O. Wooten, Jr., Chancellor Thomas C. Meredith, and Regents Hugh A. Carter, Jr., Connie Cater, William H. Cleveland, Joe Frank Harris, Julie Hunt, W. Mansfield Jennings, Jr., James R. Jolly, and J. Timothy Shelnut were also in attendance.

Chair Leebern said that at this meeting, the Board was pleased to present awards to eight institutions for their best practices in academic affairs, finance and business, student affairs, and information technology. This program, which was started last year, has been very successful in encouraging institutions to pursue innovative means of delivering services that have resulted in lower costs, greater efficiency and effectiveness, and enhanced productivity. Several of the best practices to be presented at this meeting were in the process of being implemented across the University System; many others have been implemented individually by System institutions. The Vice Chancellor for Fiscal Affairs, William R. Bowes, would give an overview of the program and introduce the award

recipients. Then, the Regents would hear from the four top award recipients regarding the practices for which they have received recognition.

Mr. Bowes stated that the Best Practices Award program was modeled after similar national and regional programs and was created to encourage institutions to develop and implement best practices and, perhaps more importantly, to share with other institutions those best practices that could be replicated to achieve cost savings, increase productivity, and/or enhance services. The program is tied to the System's seventh strategic goal to ensure access to academic excellence and educational opportunities for all Georgians by seeking the most efficient and technologically sound business and services best practices and regularly comparing itself to national peers.

In May 2004, the staff sent a call to all System institutions to submit their best practices for consideration in the award program for 2004. The staff asked for best practices that had been in place for some time and had resulted in some significant impact on campus operations. Like last year, the response was overwhelming. Twenty-seven institutions representing all sectors within the University System submitted a total 76 best practices. Significantly, these submissions covered the full range of institutional operations: academic affairs, student affairs, information technology, and finance and business. The staff asked senior administrators in the University System to evaluate and score the proposals according to the following criteria:

- The impact of the practice on institutional operations. Is it substantial and measurable?
- The benefits provided by the practice to students, faculty, staff or others.
- The effectiveness and efficiencies created by the practice, including cost savings, cost avoidance, or productivity enhancements.
- The relationship of the practice to the achievement of institutional strategic goals and objectives.
- And, the opportunities the practice presents for replication at other System institutions.

Mr. Bowes discussed the awards peer review process. Each major administrative committee in the University System reviewed proposals submitted in their area of expertise. So, for example, the chief business officers reviewed proposals submitted in the finance and business area. Chief student affairs officers reviewed proposals submitted in the student affairs area and so on. This provided the most appropriate means to determine which of the many proposals received were viewed as having the greatest value from an institutional perspective, from the people who are engaged daily in the operations that these practices model. The peer process resulted in the selection of eight award recipients, the two top-rated submissions in each of four categories: academic affairs, student affairs, information technology, and finance and business. In addition to receiving a certificate from the Board

of Regents at this meeting, the Board is also providing monetary awards in the amounts of \$15,000 for each top recipient and \$10,000 for each second recipient in the four categories, a total of \$100,000 which the Board set aside for the purpose of awarding performance in last year's allocation process. These funds will be put to good use in furthering the exploration and implementation of best practices.

At this meeting, Mr. Bowes was pleased to announce the top eight award recipients. First, however, he wanted to make a few comments. Although the Board is singling out only eight submissions for special recognition, it is clear from the responses to this award program that the System institutions are actively engaged in pursuing more efficient and more cost-effective means of doing business. In an era of reduced budgets and continued pressure to constrain administrative costs, this discovery comes as no surprise, he said. It is also clear that many of the institutional submissions that were not being recognized at this meeting offer great potential for replication and savings throughout the University System. The staff recently surveyed the institutions to determine how many had adopted practices submitted in recent years, and the results are revealing. Twelve institutions have implemented one or more of 21 best practices in academic affairs; 14 institutions have implemented one or more of 29 best practices in finance and business; 11 institutions have implemented one or more of 20 best practices in student services; and 7 institutions have implemented one or more of 8 best practices in information technology. In all, at least 22 institutions in the University System have implemented best practices. So, this has been a very successful program.

Mr. Bowes thanked the leadership of each institution that participated for helping to make this program a success, and he congratulated them on their fine efforts. He noted that all of these best practices were available online on the University System of Georgia Web site at www.usg.edu/bestpractices. Mr. Bowes explained that he would introduce and recognize each of the eight institutions that were receiving awards. Following that, each of the top award recipients in each category would provide a brief presentation on their best practices. He asked the Senior Vice Chancellor for Academics and Fiscal Affairs, Daniel S. Papp; the Vice Chancellor for Academic, Student, and Faculty Affairs, Frank A. Butler; and the Vice Chancellor for Information and Instructional Technology and Chief Information Officer, Randall A. Thursby, to join him at the podium to recognize each award recipient. He began the presentation with the second place winners.

In the category of Academic Affairs, Georgia College & State University ("GCSU") created a program that allows newly admitted fall freshman to have an opportunity to establish contact with faculty in their intended major, create an optimal schedule for their entering term, and have their registration completed prior to attending one of the new student orientation programs. The program assists with improving fall-to-fall retention rates, helping departments with more efficient use of faculty as academic advisors, and getting students to make an early commitment to core curriculum class offerings. The second place award recipient in this category was GCSU for its submission titled POUNCE (Pre-Orientation Undergraduate Course Enrollment). Accepting the award on behalf of GCSU was the Vice President and Dean of Faculties, Anne V. Gormly. Also representing GCSU at

this meeting were President Dorothy Leland; the Director of the Center for Student Success, Shaina McGill; and the Coordinator of Orientation and New Student Programs, Kathy Edmondson.

Dr. Gormly recognized Ms. McGill and Ms. Edmondson for making this program a success.

In the category of Finance and Business, Georgia Southern University (“GSOU”) established goals and a formula for achieving profitability through marketing products to students and focusing on sales of used books. Students are beneficiaries through the university bookstore’s aggressive emphasis on used book sales. The second place award recipient in this category was GSOU for its submission titled How to Save \$2 Million Dollars. Accepting the award on behalf of GSOU was the Director of Stores and Shops, Wendy Hagins.

Ms. Hagins thanked the staff of the university bookstore and auxiliary services staff for their hard work, as well as President Bruce Grube and his administrative staff for their support.

In the category of Student Affairs, Gainesville College (“GVC”) created a co-curricular transcript program that provides a formal system for tracking and recording student involvement in ten different categories of college activities that focus on the development of the whole student. The program connects students and faculty by encouraging their interaction at events and programs. The second place award recipient in this category was GVC for its submission titled Making a Learning Connection: The Gainesville Co-Curricular Transcript Program. Accepting the award on behalf of GVC were the Vice President for Student Development, Tom G. Walter, and the Director of Student Activities, Alicia Caudill. Also representing GVC at this meeting was the Coordinator of Assessment and Director of Financial Aid, Susan A. Smith.

Dr. Walter thanked Ms. Caudill, Dr. Smith, and the information technology staff, particularly the Executive Director of Information Technology and Assistant Professor of Mathematics, Richard A. Coker, who helped to make the program electronically possible.

In the Information Technology category, the Georgia Institute of Technology (“GIT”) created a system which provides for a coordinated response by GIT personnel to information security incidents. The process now in place has enabled the institution to respond quickly – in a matter of hours rather than days – to high-risk information systems incidents. The second place award recipient in this category was GIT for its submission titled Information System Incident Response System. Accepting the award on behalf of GIT was the Director of Internal Auditing, Robert N. Clark, Jr., and the Associate Director of Internal Auditing for Information Systems, Phillip Hurd.

Mr. Clark said that this award should be shared with various units on campus, including information technology, legal affairs, financial services, and others who helped collaborate on this effort.

Next, Mr. Bowes introduced the first place winners in each category. Following their introductions,

the winners would make brief presentations on their respective projects. In the category of Academic Affairs, the first place award went to Georgia Perimeter College (“GPC”) for its submission about the Hybrid Fellowship program. Accepting the award on behalf of GVC were the Vice President for Educational Affairs, Virginia Michelich, and the Assistant Vice President for Educational Affairs, Debi Moon. Also representing GPC at this meeting was the Executive Vice President of Financial and Administrative Affairs, Ron Carruth.

Ms. Moon remarked that there were a number of wonderful people involved in this project, particularly the faculty.

In the category of Finance and Business, the first place award went to a joint submission from the State University of West Georgia (“UWG”) and Kennesaw State University (“KSU”) regarding electronic funds distribution. Accepting the award on behalf of UWG were President Beheruz N. Sethna and the Vice President for Business and Finance, William N. Gauthier. Accepting the award on behalf of KSU was the Vice President for Business and Finance, B. Earle Holley.

In the category of Student Affairs, the first place award went to Valdosta State University (“VSU”) for its submission titled From Silos to Circles: Collaboration between Student Affairs and Academic Affairs. Accepting the award on behalf of VSU were President Ronald M. Zaccari and the Vice President for Student Affairs, Kurt J. Keppler. Also representing VSU at the meeting were the Acting Vice President for Academic Affairs, Louis Levy, and the Dean of Students, Russell Mast.

In the category of Information Technology, the first place award recipient was Southern Polytechnic State University (“SPSU”) for its submission titled Conversion of Campus Telephone Service to Voiceover Internet Protocol. Accepting the award on behalf of SPSU were the Chief Information Officer, William Gruszka, and President Lisa A. Rossbacher.

Mr. Bowes then called upon each of the first place award winners to tell the Regents about their award-winning best practices.

Ms. Moon from GPC greeted the Regents and thanked them for this award. She also thanked her colleagues, Ms. Michelich and Mr. Carruth, and the faculty at GPC for enthusiastically embracing the Hybrid Fellowship program. She explained that with student enrollments up, budget cuts, and classrooms that were already scheduled to capacity, GPC faced the future with a key question: How do we continue offer a quality academic program with less money in less space? The solution lay in a large-scale distance learning initiative that got faculty involved in a new type of class – the hybrid – which combines traditional face-to-face classes with an online component, reducing seat time and classroom space by 50%. The goal of the hybrid class is to combine the best features of face-to-face teaching with the very best features of online coursework.

Ms. Moon reported that hybrid classes are popping up nationwide as an alternative to traditional

face-to-face classes. The President of Pennsylvania State University, Graham B Spanier, calls the convergence of online and resident instruction “the single greatest unrecognized trend in higher education.” In an effort to efficiently develop all the distance learning faculty at one time, across all disciplines, with an eye toward quality and cost-effectiveness, GPC developed the Hybrid Fellowship, a model faculty development program for teaching and creating hybrid courses which supported 70 individuals in their efforts to design, develop, and teach their first hybrid courses within a one-year time frame. Approximately 110 full-time faculty members applied to participate in the program, but in an effort to maximize the cost-effectiveness of this project, faculty who taught the core curriculum courses were given preference in an effort to produce results that would maximize solutions to overcrowding. Thus, the hybrid courses freed up hundreds of class spaces for fall alone.

The college developed some exemplary standards of course design and interaction to develop a high-quality program. In order to ensure quality offerings in the new hybrid format, the classes were created and delivered to teach the faculty new ways of online instruction. The program also worked with Prentice Hall publishers to use Web sites to complement their textbooks. GPC was the first college in the nation for which Prentice Hall did this. Other publishers followed suit. Ms. Moon then demonstrated a virtual classroom in the hybrid program. She noted that 70% of students are visual learners, and this kind of interactive program helps them learn.

In closing, Ms. Moon discussed the benefits of the Hybrid Fellowship program. Preliminary data show that students learn more in a hybrid classroom than in a traditional classroom. GPC created 15 hybrid classes that represented a potential 1,000 sections of classes, which means that 1,000 classrooms were freed up, virtually doubling classroom space. This program is cost-effective because it uses existing faculty. GPC has developed a training package that is available throughout the State of Georgia, and the college is working with the Governor’s Teaching Fellows Program, established to provide Georgia’s higher education faculty with expanded opportunities for developing important teaching skills, to disseminate this information throughout the University System. There were some unexpected benefits to the program, too. For example, there is a quality control template for the virtual classrooms that affords consistency across institutions and disciplines. The fellowship program is a replicable model that provides class offerings with a 50% reduction in classroom space needs, maximizes quality through a controlled course template, and increases morale by easing faculty workload. The intersection of quality and cost-effectiveness is producing results far exceeding the expectations.

Next, Mr. Gauthier of UWG discussed the electronic fund distribution program. He explained that the program is a collaborative effort between UWG and KSU with the help of the University System Office. Especially during times of extreme budget duress, university financial operations have to find ways to utilize technology to cut cost and to improve efficiency in the way the institution issues payments to students. Some of the goals and objectives of this project were to deliver financial aid disbursements to students faster, to reduce check writing, to reduce distribution lines (or mailings),

to reduce disbursement times, to eliminate bad addresses that result in returned checks, and to reduce bank reconciliations. The program itself disburses payments to students directly through accounts set up with an entity called Higher One. Higher One establishes an account for every student, and the institution disburses the funds into that account. The students can then retrieve funds in three ways: debit card, bank transfer, or check. UWG is considering expanding this program to include travel vouchers and payroll in the future. Mr. Gauthier said that this program is scalable to individual campus requirements. Columbus State University has already signed up to participate, and Macon State College is considering implementing the program, too. In fact, this program may be successful across the University System.

During the initial due diligence, UWG reviewed vendor proposals and looked to the Assistant Vice Chancellor for Legal Affairs (Contracts), Robyn A. Crittenden, for contract negotiation assistance. The institution also looked to the University System Office audit staff for their review of the program. The new process has reduced administrative costs, eliminated lines, distributed refunds faster, and drastically reduced paperwork and departmental workload. Mr. Gauthier said that there have been minimal problems in the program implementation. Since January 2004, through this process, UWG and KSU have eliminated approximately 32,000 checks, disbursed approximately \$33 million in funds, cut three to seven days out of the distribution process, reduced reconciliation times and mailing time, and reallocated resources to other services.

Higher One is dedicated to higher education, said Mr. Gauthier. Its sole purpose is to help colleges reduce administrative costs, streamline business processes, improve student services, and strengthen the campus community. Higher One is focused on financial disbursements and is the fastest growing financial service provider in higher education. In closing, Mr. Gauthier recognized the staff members at each institution who helped implement this program. At UWG, those staff members were the Director of Financial Aid, Kimberly Bird Jordan; the Assistant Director of Student Financial Services, Tamara P. Lane; Business Manager, Auxiliary Services, Teresa Traylor; Programming Manager, Information Technology Services, Karen West; and the former Director of Budgets, William Mark Gerspacher. At KSU, the staff members involved were the Director of Card Services, Martha Roth, and the Banner Project Director, Wayne Dennison. He thanked the Regents for their support and encouragement of the best practices program. In closing, he asked whether there were any questions.

Chair Leebern asked what percentage of accounts receivable are now paperless.

Mr. Gauthier responded that there are not a lot of accounts receivable primarily because the institution enforces student payments before classes begin. If students have applied for financial aid and been approved, they may get a deferral of payment until the financial aid arrives. The receivables are bad checks, students who drop out of class and have not paid, and that sort of thing.

Chair Leebern asked whether there are vendor accounts receivable on goods and services the

institution has purchased.

Mr. Gauthier replied that there are very few. The federal government operates by electronic payments.

Chair Leebern suggested that the institution may want to look closely at this.

Mr. Gauthier said that UWG is looking at many ways to move toward electronic distribution. So, the institution is looking at this.

Next, Dr. Keppler of VSU discussed its best practices submission titled From Silos to Circles: Collaboration between Student Affairs and Academic Affairs. He said that President Zaccari has articulated a vision that embraces a learning process for students that is seamless. His vision has moved the institution from the traditional structure of campus silos to overlapping circles that form partnerships from the disparate parts. The driving force underlying this goal is that divisions and units once believed to be separate (e.g., in-class and out-of-class, academic and nonacademic, curricular and co-curricular, or on-campus and off-campus experiences) are more effective as a whole. VSU recognizes that student learning can occur anywhere on campus – in the classroom, on the intramural field, in the residence halls, the library, and sites where students work.

The nature of the robust working relationship between Academic Affairs and Student Affairs is based on a major philosophical premise, said Dr. Keppler. That guiding premise states that legislators, parents, governing boards, and students want educators to reemphasize student learning and personal development as the primary goals of education. The implication is crucial, and the message is powerful. The faculty and staff at VSU have embraced this guiding premise and are fully committed to creating an environment that is focused on the development of the whole person. The following five statements underscore the nature of VSU's Student and Academic Affairs partnership:

- The missions of Academic Affairs and Student Affairs are complementary, and the enhancement of student learning and personal development are the primary goals of education. The statement also implies the institution must transform the role of faculty from “sage on the stage” to facilitator of a learner-centered, technology-based educational process. The idea of “anytime, anyplace” education also suggests a dramatic new conception of the campus. If education can take place in the University Union, the residence halls, the home, or the workplace, it requires significantly different kinds of investments.
- Resources are allocated to encourage student learning and personal development. Learning outcomes and information about how to achieve those outcomes must be clearly stated and relevant to students' needs. As an example, to support the Emerging Leader's program, the Student Activity Fee Budget Allocation Committee voted unanimously in spring 2003 to approve a \$1 student activity fee increase that is assessed to all fee-paying students. This

account is used to fund all activities and programs associated with the Emerging Leader's program.

- Faculty and staff collaborate to promote student learning and personal development. Currently, Student Affairs and Academic Affairs share the responsibility and resources for six major campus programs and initiatives: the Freshmen Year Experience Program, First Year Connections, New Student Orientation, the Campus Community Council, Blazer Beginnings, and the Emerging Leaders Program.
- The educational institution includes faculty and staff who are experts on students, their environments, and the teaching-learning processes. VSU has made a conscious and concerted effort to blur the traditional roles and responsibilities of the Student Affairs professional and the Academic Affairs faculty.
- Instructional policies and programs are based upon promising practices from the research on student learning and institution-specific assessment data. Academic and Student Affairs staff continuously work together to collect information to revise or update program policies and practices, and they rigorously evaluate programs and services.

Last year, Dr. Keppler introduced the Emerging Leaders Program, a new student development program under the direction of the dean of students and the coordinator for LeaderQuest. During the first year of college, students who participate in the Emerging Leaders Program are assigned to learning communities. Students are assigned to a cohort and take three classes taught by faculty from the College of Arts and Sciences as well as a Student Affairs-taught Freshmen Year Experience course with a leadership emphasis. A new core course, Perspectives on Leadership, was added to the curriculum and is taught by the vice president of student affairs. Students in this class had the opportunity to experience guest presentations and panel discussions from the Lowndes County Superintendent of Schools, the City of Valdosta Mayor, city council members, county commissioners, VSU's president and academic vice president, a panel of current student leaders, the director of the Lowndes County Chamber of Commerce, and various business leaders.

A unique aspect of the Emerging Leaders Program is its depth and breadth, said Dr. Keppler. Students come to campus before the residence halls officially open to attend an overnight retreat. The retreat is designed to build high-performance teams within each cohort. Both faculty and staff attended the retreat to help facilitate team building activities. This feature also provided students the opportunity to get to know their instructors before classes began. The retreat also lays the foundation for curricular and co-curricular (out-of-class) programming. Each Emerging Leader cohort participated in a monthly cultural outing in addition to their coursework. These outings included attending plays, art exhibits, community service, and dining at international restaurants.

President Zaccari's support of this collaborative relationship was evidenced when he invited the staff

and students to his house for dinner. LeaderQuest faculty and staff and both vice presidents attended the dinner. This occasion was more than a dinner; it was a defining moment that has served to solidify the partnership. Dr. Keppler stated that both the Emerging Leaders and the First Year Connections Programs have promising futures. They represent a milestone for the partnership between Student and Academic Affairs. They also represent a paradigm shift from the old to the new. Faculty and staff are fully committed to reorganizing student learning experiences so that academic and support programs are integrated, and instructors from Academic Affairs and Student Affairs work in interdisciplinary teams.

When Academic and Student Affairs initially forged this partnership, they assumed they were building learning communities for VSU students. However, they did not envision that they would become their own learning community, said Dr. Keppler. They knew that effective learning communities have important benefits for students. Their partnership has confirmed this. Academic achievement has improved, retention rates have increased, student satisfaction is better, and the gap between the academic and social worlds has diminished. However, they did not anticipate that there would be any added benefits for the faculty and staff. While they were engaged in building student learning communities, they were simultaneously and quite unintentionally building their own community of learners.

In closing, Dr. Keppler thanked the Vice President for Academic Affairs, Louis Levy, and the Dean of Students, Russell Mast, as well as the Department Head and Associate Professor in the Center for Advising and First Year Programs, Patrick C. Burns, for their assistance in developing this program.

Next, Mr. Gruszka of SPSU discussed that institution's submission titled Conversion of Campus Telephone Service to Voiceover Internet Protocol. He thanked the Regents for this opportunity to speak and for the best practices program. He also thanked the Vice Chancellor for Information and Instructional Technology and Chief Information Officer, Randall A. Thursby, and President Rossbacher, who gave him the approval to do this unique program. He also thanked VSU staff members as follows: the Director of Information Technology Operations, Ronald Skopitz; the Director of Systems, Networks, and Security, James Herbert; Desktop Support Technician III, Tracey McKinzie; Desktop Support Technician II, Javier Labiosa; the Senior Administrative Secretary to the Chief Information Officer, Patricia Buchanan; and the Administrative Secretary, Information Technology Division, Christine Jenkins.

The point of SPSU's pilot project was to create a self-managed telephone system that would enhance telephone functionality without sacrificing reliability. The goal was to improve service to users and customers alike while simultaneously reducing cost. With strong support of the Office of Information and Instructional Technology at the University System Office, SPSU developed a pilot project of an on-campus telephone system. The pilot would add features without adding cost and would give the institution the ability to manage its own system and control costs. Ultimately, SPSU was able to save \$200,000 per year through this project. The vehicle SPSU chose is called voice-over

Internet protocol (“VoIP”), which is currently a very hot topic in business and residential phone service. SPSU has a robust infrastructure for data and limited copper pairs across campus. The vendors selected for this pilot project were ShoreTel Communications, Inc. (telephone system) and ITC Deltacom Communications, Inc. (local service). The vendors offered great features, functionality, and service and were very interested in working with the institution. Some of the features that SPSU now has are call waiting, caller ID, call history, call manager software, and many more. One of the biggest gains of the new project was a more robust voice mail, which improves customer service. The current phone system’s on-site administration simplifies changes, and the automatic call distribution functionality is now affordable and easily managed. Additional answering points can be added “on the fly” during peak times, and overflow calls can be placed in a queue.

Most importantly, SPSU has reduced costs, said Mr. Gruszka. Prior to this project, SPSU was paying \$31.50 per phone line per month. That included five message mailboxes and one telephone line. The projected cost after the conversion to VoIP is approximately \$12 per line per month. There are also additional savings in that there is neither cost nor lead time for additions, moves, and changes. In the past, the upfront cost for such changes was a minimum of \$92.50 plus labor with a five- to seven-day lead time. SPSU now enjoys a generous long distance allowance, which exceeds average monthly usage.

Mr. Gruszka said that although this project began as a pilot, it has now been expanded to the entire campus and its scope has increased to include local service. The total cost of the project was approximately \$175,000, including infrastructure upgrades. The anticipated savings are approximately \$200,000 a year. He said that SPSU would encourage other System institutions to get on board with this type project. The conversion was relatively seamless, costs were predictable, and savings were exceptional. In closing, Mr. Gruszka again thanked the Regents and asked whether they had any questions or comments.

Mr. Bowes said that Mr. Thursby and his staff are aggressively pursuing this option across the System. He thanked the presenters again and congratulated all of the recipients on their awards.

There being no further business to come before the Strategic Planning Committee, Chair Leebern adjourned the Committee meeting.

At approximately 11:20 a.m., Chair Wooten called for a brief break. At approximately 11:35 a.m., he reconvened the Board and called for the Committee reports.

EXECUTIVE AND COMPENSATION COMMITTEE

The Executive and Compensation Committee met on Tuesday, November 16, 2004, at 11:00 a.m. in room 7019, the Chancellor’s Conference Room. Committee members in attendance were Chair Joel O. Wooten, Jr., Vice Chair J. Timothy Shelnut, and Regents Joe Frank Harris, Donald M. Leebern,

Jr., Elridge W. McMillan, and Patrick S. Pittard. Chair Wooten reported to the Board on Wednesday that the Committee had reviewed one item, which did not require action. That item was as follows:

1. Information Item: Executive Session, Presidential Appointment

At approximately 11:00 a.m. on Tuesday, November 16, 2004, Chair Joel O. Wooten, Jr. called for an Executive Session for the purpose of discussing the appointment of a new President at North Georgia College & State University (“NGCSU”). With motion properly made and variously seconded, the Committee members who were present voted unanimously to go into Executive Session. Those Regents were as follows: Chair Joel O. Wooten, Jr., Vice Chair J. Timothy Shelnut, and Regents Joe Frank Harris, Donald M. Leebern, Jr., Elridge W. McMillan, and Patrick S. Pittard. Also in attendance were Chancellor Thomas C. Meredith and the 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 11:30 a.m., Chair Wooten reconvened the Committee meeting in its regular session and announced that no actions were taken in the Executive Session. The matters discussed were taken to the full Board in Executive Session in the afternoon of Tuesday, November 16, 2004. (See page 10.) Immediately following, in open session, the full Board approved the Chancellor’s recommendation that Dr. David L. Potter be appointed President of NGCSU.

AUDIT COMMITTEE

The Audit Committee met on Tuesday, November 16, 2004, at 11:30 a.m. in the Board Room, room 7007. Committee members in attendance were Chair Glenn S. White, Vice Chair Connie Cater, and Regents Julie Hunt, W. Mansfield Jennings, Jr., James R. Jolly, and Allan Vigil. Regent Doreen Stiles Poitevint was also in attendance. Vice Chair Cater reported to the full Board on Wednesday that the Committee had reviewed one item, which did not require action. That item was as follows:

1. Information Item: Update on Corrective Action Plan for Albany State University

At the May 2004 Audit Committee meeting, the Associate Vice Chancellor for Internal Audit, Ronald B. Stark, presented the fiscal year 2003 audit ratings of the System institutions that are audited by the State Department of Audits and Accounts. At the June 2004 Audit Committee meeting, the Committee received a report from representatives from Albany State University (“ALSU”) regarding their corrective action plan to improve ALSU’s audit ratings. At this meeting, ALSU’s Vice President for Fiscal Affairs, Stanley L. Williams, and Director of Internal Audits, Carl E. Threatt, Jr., updated the Committee on their corrective action plan for improvement. President Portia H. Shields was unable to attend due to a prior engagement.

Mr. Williams and Threatt discussed ALSU’s improvements and accomplishments with regard to

correcting the fiscal year 2003 audit findings. They reported that by December 2004, ALSU will hire an on-campus accounting consultant to assist with reviewing all restricted accounts and resolve prior year internal control deficiencies by the end of March 2005. Also by December, the institution will hire an additional on-campus accounting consultant to assist with reviewing and monitoring all reconciliations by the end of March 2005. By January 2005, ALSU will hire a director of financial operations to further enhance that division's efficiency and accountability. The institution will also hire external consultants to conduct an independent peer review evaluation of the university's fiscal accounting operations by the end of March 2005. Finally, ALSU will conduct and complete an internal assessment of accounting operations internal controls by the end of March 2005.

The Regents requested that ALSU representatives report to the Committee again after March 2005 to ensure that all prior year audit findings have been reconciled.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

The Committee on Finance and Business Operations met on Tuesday, November 16, 2004, at approximately 1:55 p.m. in the Board Room. Committee members in attendance were Chair Patrick S. Pittard, Vice Chair Hugh A. Carter, Jr., and Regents William H. Cleveland, James R. Jolly, Donald M. Leebern, Jr., Doreen Stiles Poitevint, J. Timothy Shelnut, and Glenn S. White. Chancellor Thomas C. Meredith, Board Chair Joel O. Wooten, Jr., and Regents Connie Cater, Joe Frank Harris, Julie Hunt, W. Mansfield Jennings, Jr., Elridge W. McMillan, Martin W. NeSmith, Wanda Yancey Rodwell, and Allan Vigil were also in attendance. Chair Pittard reported to the Board on Wednesday that the Committee had reviewed five items, four of which required action. Item 4 was modified to correct its language. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Approval of \$27.8 Million Transfer From the University System of Georgia Health Insurance Reserves

Approved: The Board of Regents approved the allocation of \$27.8 million from the University System of Georgia health insurance reserve to assist University System of Georgia institutions and agencies in meeting budget needs for fiscal year 2005.

Background: In August 2004, the University System of Georgia was advised that \$68.7 million (later revised to \$64.8 million) in funds originally slated to allow for shifting of the June 30, 2005, payroll to July 1, 2005, were to be removed from the System's budget as an additional reduction for the current fiscal year (2005). This reflects the state's decision not to implement the payroll shift but instead to use funds already removed from fiscal year 2005 state appropriations as approved by the General Assembly to meet current state costs. The Board approved the use of health insurance reserves at its meeting in October 2004. This action now provides for specific allocations to System institutions and agencies as credits against current premiums. Please note that these funds are

provided on a one-time-only basis and do not add to institutional or agency base budgets.

2. Repeal of the Postsecondary Option Program Tuition Reimbursement Waiver

Approved: The Board repealed section 704.17 of The Policy Manual concerning the Postsecondary Options Program Tuition Reimbursement Waiver.

Background: The Postsecondary Options (“PSO”) program was created as a means for academically advanced students to take courses at postsecondary institutions while still enrolled in high school. Until recently, tuition expenses for students were reimbursed fully or partially by the State of Georgia through the Department of Education.

This year, the Acceleration (“ACCEL”) program under the management of the Georgia Student Finance Commission (“GSFC”) was created to replace the PSO program. Like the HOPE Scholarship program (“HOPE”), the ACCEL program is funded with lottery revenues. The ACCEL program functions like the PSO program in that it provides an opportunity for academically advanced students to take courses at postsecondary education institutions and receive reimbursement for costs. Unlike the PSO program, the ACCEL program pays the tuition, books, and fee expenses for eligible students under the same guidelines used for HOPE. The creation of this new program eliminates the need for section 704.17 of The Policy Manual, which was as follows:

704.17 POSTSECONDARY OPTIONS PROGRAM TUITION REIMBURSEMENT WAIVER

University System of Georgia institutions shall waive the portion of tuition representing the difference between the amount of the state reimbursement for the Postsecondary Options (“PSO”) program and the total cost of tuition, as approved by the Board, for the students enrolled in the program.

3. Approval of Student Activities Center Fee for Augusta State University

Approved: The Board approved a student activities center fee of \$45 per semester for Augusta State University (“AUSU”). Total mandatory fees will increase from \$190 to \$235 per semester; this represents an overall 23.7% increase in total mandatory fees paid by AUSU’s students. The fee will become effective for spring semester 2005.

Background: The recommended student activities center fee is designed to support the \$12.1 million proposed student activities center. The student activities center proposed to be funded by the issuance of tax-exempt bonds by the Augusta State University Foundation, Inc. The new student activities center will be located at the center of campus adjacent to the library. Currently, AUSU enrolls 6,408 students.

The AUSU student government association unanimously approved the increased student activity fee to support the need for the new student activities center. The facility should be ready for student use by spring semester 2006. This project request is Item 8 on the November 2004 agenda of the Committee on Real Estate and Facilities.

This fee is not considered eligible for HOPE Scholarship program (“HOPE”) funding, and the Georgia Student Finance Commission will be requested to exclude it from the list of HOPE-eligible fees in accordance with Board action taken at the March 2000 Board meeting.

4. Approval New Campus Center Facility Fee for State University of West Georgia

Approved: The Board approved a new campus center facility fee of \$8.33 per hour (up to a maximum of \$100 per **hour semester** for students taking 12 hours or more) at the State University of West Georgia (“UWG”), effective fall semester 2005, pending the approval of Item 7 on the agenda of the Committee on Real Estate and Facilities regarding the project, ground lease, and rental agreement for the Campus Center at UWG.

Modified: This item was modified to correct the language as indicated above in bold.

Background: The plan for the Campus Center was presented as an information item at the February 3, 2004, meeting. The Campus Center fee increase is designed to support the \$32.7 million proposed Campus Center facility, which is proposed to be funded by the issuance of tax-exempt bonds by the State University of West Georgia Real Estate Foundation, Inc. The seventh largest University System of Georgia institution, UWG currently enrolls 10,200 students. Enrollment is anticipated to grow to 15,700 in the next ten years.

The UWG student government association (“SGA”) unanimously approved the new fee to support student recreation and activities space. The SGA supported the project not only because of the campus need, but also because UWG mandatory fees are prorated, meaning that part-time students will not be unnecessarily burdened by the project. The current recreation facility (built in 1937) and the University Community Center (built in 1967) are inadequate to meet the needs of today’s students. The need for this facility was supported through UWG’s 2001 strategic plan and 2004 facilities master plan, which documented that compared to national standards UWG has only 5% of the needed campus student activity space. The facility should be ready for student use by fall semester 2006. This project request is Item 7 on the November 2004 agenda of the Committee on Real Estate and Facilities. (See pages 44 to 45.)

This fee is not considered eligible for HOPE Scholarship program (“HOPE”) funding, and the Georgia Student Finance Commission will be requested to exclude it from the list of HOPE-eligible fees in accordance with action taken by the Board of Regents at its March 2000 meeting.

5. Information Item: Fourth Quarter Revenue and Expenditure Report, Fiscal Year 2004

The 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 June 30, 2004, which is on file with the Office of Fiscal Affairs. The report includes tables that compare actual and budgeted revenues and expenditures through June 30, 2004, for educational and general funds, auxiliary enterprise funds, and student activity funds.

COMMITTEE ON REAL ESTATE AND FACILITIES

The Committee on Real Estate and Facilities met on Tuesday, November 16, 2004, at approximately 2:00 p.m. in the Board Room. Committee members in attendance were Chair Martin W. NeSmith, Vice Chair Allan Vigil, and Regents Connie Cater, Julie Hunt, W. Mansfield Jennings, Jr., Donald M. Leebern, Jr., and Glenn S. White. Chancellor Thomas C. Meredith, Board Chair Joel O. Wooten, Jr., and Regents Hugh A. Carter, Jr., William H. Cleveland, Joe Frank Harris, James R. Jolly, Elridge W. McMillan, Patrick S. Pittard, Doreen Stiles Poitevint, Wanda Yancey Rodwell, and J. Timothy Shelnut were also in attendance. Vice Chair Vigil reported to the Board on Wednesday that the Committee had reviewed 15 items, 12 of which required action. Items 6 and 12 were modified prior to the Committee meeting. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Naming of the Vickie and Leon Farmer Academic Plaza, University of Georgia

Approved: The Board approved the naming of the existing plaza in front of the Rankin M. Smith, Sr. Student Athlete Academic Center at the University of Georgia (“UGA”) the Vickie and Leon Farmer Academic Plaza to honor Vickie and Leon Farmer.

Understandings: Mr. Farmer holds two degrees from UGA, and his wife is also a graduate of UGA. Mr. Farmer is Chief Executive Officer of Leon Farmer Distributing and is a major financial supporter of the University of Georgia Athletic Association. He also serves on the Athletic Development Council. The Farmers have contributed \$200,000 for the plaza naming.

2. Naming of the Barbara and Sanford Orkin Women’s Tennis Plaza, University of Georgia

Approved: The Board approved the naming of the existing plaza at the Women’s Tennis Clubhouse of the Dan Magill Tennis Complex at the University of Georgia (“UGA”) the Barbara and Sanford Orkin Women’s Tennis Plaza, to honor Barbara and Sanford Orkin.

Understandings: Mr. Orkin is a 1955 UGA matriculate and serves as a trustee of the University of

Georgia Foundation, Inc. as well as a board member of the University of Georgia Real Estate Foundation. He and his wife, Barbara, are loyal and generous supporters of broad university needs. Most recently, UGA named the first holder of the Georgia Research Alliance Barbara and Sanford Orkin Eminent Scholar in Tropical and Emerging Global Disease and Cellular Biology. The chair was endowed in part by a \$750,000 gift from the Orkins. The clubhouse plaza naming acknowledges a \$100,000 contribution to athletics.

3. Naming of the Cole-Foster Plaza, University of Georgia

Approved: The Board approved the naming of the existing plaza at the Soccer Softball Complex at the University of Georgia (“UGA”) the Cole-Foster Plaza to honor Beatrice Foster Cole.

Understandings: Mr. Ronnie Cole is an attorney who earned his undergraduate degree in business from UGA in 1973. He is a supporter of the Terry College of Business as well as UGA athletics and has contributed \$100,000 for the plaza naming. The plaza will honor his mother, Beatrice Foster Cole, who shares his interest in women’s athletics and regularly attends women’s sports events with him at this venue.

4. Naming of the Bo and Sherry Means Family Plaza, University of Georgia

Approved: The Board approved the naming of the existing plaza at Gate Six of Sanford Stadium at the University of Georgia (“UGA”) the Bo and Sherry Means Family Plaza to honor Richard “Bo” Means and Sherry Means.

Understandings: Richard “Bo” Means is a 1971 graduate of UGA, while his wife, Sherry, is a 1974 graduate. Bo is Chief Executive Officer of SunAmerica Mortgage Corp. in Atlanta and serves as a member of the Athletic Development Council. He and Sherry are longtime and generous supporters of UGA’s athletic program. This naming recognizes their latest gift of \$1 million.

5. Acquisition of Real Property, Morrison Moore Parkway and Georgia Highway 60, 81 Haney Drive, and Calhoun Road, Dahlonega, North Georgia College & State University

Approved: The Board authorized the purchase of approximately 1.587 acres of unimproved real property located at the corner of Morrison Moore Parkway and Georgia Highway 60 at a purchase price of \$558,000 from North Georgia College & State University Foundation, Inc. (the “Foundation”) for the use and benefit of North Georgia College & State University (“NGCSU”).

The Board authorized the purchase of approximately 105.454 acres of unimproved real property located off Calhoun Road, Dahlonega, Georgia, at a purchase price of \$1,100,000 from the Foundation for the use and benefit of NGCSU.

The Board also authorized the purchase of approximately 1.479 acres of improved real property located at 81 Haney Drive, Dahlonega, Georgia, at a purchase price of \$117,367 from the Foundation for the use and benefit of NGCSU.

The Board declared the building on the above-referenced 1.479 acres of real property to be no longer advantageously useful to NGCSU or other units of the University System of Georgia and authorize the demolition and removal of this building.

The Board requested that the Governor issue an Executive Order authorizing the demolition and removal of the building on the above-referenced 1.479 acres of real property.

The legal details involved with the acquisition of these properties will be handled by the Office of the Attorney General.

Understandings: Acquisition of the approximately 1.587-acre tract of real property will permit expansion of the parking lot adjacent to the Military Leadership Center. Three independent appraisals of the real property are as follows:

<u>Appraiser</u>	<u>Appraised Value</u>	<u>Average</u>
All Service Appraisals, Inc., Clarkesville, GA	\$524,000	\$558,000
Metro Appraisals, Inc., Gainesville, GA	\$525,000	
Kendall Appraisal Service, Dahlonega, GA	\$625,000	

The Foundation owns approximately 218 acres of real property south of Radar Ridge. Acquisition of the approximately 105.454-acre portion of this real property will support future development of NGCSU. Three independent appraisals of the real property are as follows:

<u>Appraiser</u>	<u>Appraised Value</u>	<u>Average</u>
Metro Appraisals, Inc., Gainesville, GA	\$1,000,000	\$1,100,000
The Crowel Agency, Dahlonega, GA	\$1,100,000	
Kendall Appraisal Service, Dahlonega, GA	\$1,200,000	

Acquisition of the approximately 1.479-acre tract of real property will permit improved access to Radar Ridge. This tract includes a 1,363-square-foot house, in poor condition, that will need to be removed to allow for the improved access to Radar Ridge. Three independent appraisals of the real property are as follows:

<u>Appraiser</u>	<u>Appraised Value</u>	<u>Average</u>
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Metro Appraisals, Inc., Gainesville, GA	\$100,000	\$117,367
The Crowel Agency, Dahlonega, GA	\$125,000	
Kendall Appraisal Service, Dahlonega, GA	\$127,100	

Environmental assessments have been completed on these three tracts of real property and indicate there are no significant environmental issues. There are no restrictions on the acquisitions, and there are no known easements or restrictions on the properties.

These acquisitions are consistent with the NGCSU facilities master plan.

Funding for the acquisitions will be from NGCSU auxiliary services funds.

6. Exchange of Real Property, 17 Piedmont Avenue and 170 Edgewood Avenue, Atlanta, Georgia State University

Approved: The Board declared an approximately 0.2281-acre tract of real property on the campus of Georgia State University ("GSU") at 17 Piedmont Avenue, Atlanta, Georgia, to be no longer advantageously useful to GSU or other units of the University System of Georgia but only to the extent and for the purpose of allowing the exchange of this real property for an approximately 0.2292-acre tract of real property located at 170 Edgewood Avenue, Atlanta, Georgia, under contract by ~~Integral Development~~ **Integral Real Estate Group**, LLC.

Modified: This item was modified to correct the name of the real estate development group. This modification is reflected in bold throughout.

The Board conveyed title to the above-referenced approximately 0.2281 acre of real property to ~~Integral Development~~ **Integral Real Estate Group**, LLC.

The Board accepted title to the above-referenced approximately 0.2292-acre of real property from ~~Integral Development~~ **Integral Real Estate Group**, LLC for the use and benefit of GSU.

This exchange of real property is subject to completion of an environmental assessment of the real property to be acquired indicating no significant problems or, if environmental problems are indicated, said problems be mitigated before the real property is acquired.

The legal details involved with this exchange of real property are subject to review and legal approval by the Office of the Attorney General.

Understandings: 17 Piedmont Avenue is a surface parking lot that is contiguous to Board of Regents real property at 184 Edgewood Avenue, which houses the Sculpture program. These parcels are

contiguous to the corner lot, 170 Edgewood Avenue. The swap will provide GSU with a better situated assemblage of real property, enhancing the potential future development opportunities.

Integral Development ~~Integral Real Estate Group~~, LLC is proposing a new housing and retail development along Auburn Avenue. 17 Piedmont Avenue is adjacent to this proposed new housing and retail development. The swap would allow improved design efficiency. This development will also potentially enhance the value and utility of the contiguous Board of Regents property.

Three independent appraisals of the 0.2281-acre tract of real property are as follows:

<u>Appraiser</u>	<u>Appraised Value</u>	<u>Average</u>
Terrence Love, MAI	\$350,000	\$296,667
Jeffrey Ashley	\$260,000	
Oscar Sistrunk, III, MAI	\$280,000	

Three independent appraisals of the 0.2292-acre tract of real property are as follows:

<u>Appraiser</u>	<u>Appraised Value</u>	<u>Average</u>
Terrence Love, MAI	\$400,000	\$400,000
Jeffrey Ashley	\$400,000	
Oscar Sistrunk, III, MAI	\$400,000	

An Environmental Assessment indicates that 170 Edgewood Avenue may contain potential environmental concerns due to an old underground fuel storage tank. The exchange of real property will be contingent on **Integral Development ~~Integral Real Estate Group~~**, LLC's providing assurance that no further remediation of the property will be required by the Environmental Protection Division of the Georgia Department of Natural Resources and that the underground fuel storage tank at 170 Edgewood Avenue has been removed.

The GSU master plan addresses this location as a target zone for future GSU expansion.

7. Demolition, Ground Lease and Rental Agreement, Campus Center, Phase I, State University of West Georgia

Approved: The Board declared approximately 2.92 acres of real property on the campus of the State University of West Georgia ("UWG") no longer advantageously useful to UWG or other units of the University System of Georgia but only to the extent and for the purpose of allowing this real property to be leased to UWG Campus Center, LLC (the "LLC") for the purpose of renovating the existing Health and Physical Education Building ("HPE"), constructing an addition to the HPE, and

owning this facility to be known as the Campus Center.

The Board authorized the execution of a ground lease, including the necessary access, use, and construction easements, between the Board of Regents, Lessor, and the LLC, Lessee, for the above-referenced approximately 2.92 acres of real property on the campus of UWG for a period not to exceed 28 years with an additional construction period of not more than 2 years with the option to renew for up to an additional 5 years, should there be debt outstanding at the end of the original ground lease term, for the purpose of renovation and construction of the Campus Center of approximately 129,550 square feet.

The Board also authorized the execution of a rental agreement between the LLC, Landlord, and the Board of Regents, Tenant, for the Campus Center facility for the period commencing on the first day of the first month after the LLC obtains a certificate of occupancy for the improvements but no earlier than August 1, 2006, and ending the following June 30 at a rent not to exceed of \$175,000 per month (\$2,100,000 per year annualized) with options to renew on a year-to-year basis for up to 28 consecutive one-year periods (the total not to exceed 28 years from the commencement date) with rent increasing no more than 3% for each option period exercised.

Authorization to execute the rental agreement was delegated to the Vice Chancellor for Facilities.

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

The Board declared Building Number 0046 on the UWG campus no longer advantageously useful to UWG or other units of the University System of Georgia and authorized demolition and removal of this building.

The Board requested that the Governor issue an executive order authorizing the demolition and removal of this building from the UWG campus.

Understandings: In February 2004, President Beheruz N. Sethna presented to the Board of Regents as an information item the Campus Center project and illustrated the need to obtain the facility through a privatization process.

The Campus Center will include an addition to the existing HPE and also will include renovation to the existing facility. The facility will offer state-of-the-art recreation and activity opportunities, which will improve student quality of life and will offer weekend alternatives for students on campus.

Building Number 0046 is a 2,043-square-foot preengineered metal structure constructed in 1983 and is located adjacent to the HPE within the ground lease area.

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

8. Ground Lease and Rental Agreement for Student Activities Center, Augusta State University

Approved: The Board declared approximately 0.80 acre of real property on the campus of Augusta State University (“AUSU”) no longer advantageously useful to AUSU or other units of the University System of Georgia but only to the extent and for the purpose of allowing this real property to be leased to ASU Jaguar Student Center, LLC (the “LLC”) for the purpose of constructing and owning a student activities center (“SAC”).

The Board authorized the execution of a ground lease, including necessary access, use, and construction easements and encroachments, between the Board of Regents, Lessor, and the LLC, Lessee, for the above-referenced approximately 0.80 acre of real property on the campus of AUSU for a period not to exceed 29 years with an additional construction period of not more than 2 years with the option to renew for up to an additional 5 years, should there be debt outstanding at the end of the original ground lease term, for the purpose of constructing and owning the SAC of approximately 48,900 square feet.

The Board also authorized the execution of a rental agreement between the LLC, Landlord, and the Board of Regents, Tenant, for the SAC for the period commencing on the first day of the first month after the LLC obtains a certificate of occupancy for the improvements, but no earlier than January 1, 2006, and ending the following June 30 at a rent not to exceed of \$63,665 per month (\$763,982 per year annualized) with options to renew on a year-to-year basis for up to 29 consecutive one-year periods (the total not to exceed 29 years from the commencement date) with rent increasing no more than 3.0% for each option period exercised.

Authorization to execute the rental agreement was delegated to the Vice Chancellor for Facilities.

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

Understandings: In May 2004, President William A. Bloodworth, Jr. presented to the Board of Regents as an information item the AUSU student center project and illustrated the need to obtain the facility through a privatization process.

The SAC will replace the existing student activities center in Washington Hall, one of the original arsenal buildings, which is currently inadequate and not well suited for this use. The SAC will be in the center of campus and will be contiguous to Reese Library, creating a new entry to the library.

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

9. Rental Agreement, 901 North Patterson Street, Valdosta, Valdosta State University

Approved: The Board authorized the execution of a rental agreement between Valdosta State University Foundation, Inc. (the “Foundation”), Landlord, and the Board of Regents of the University System of Georgia, Tenant, for approximately 39,418 square feet at 901 North Patterson Street, Valdosta, Georgia, for the period July 1, 2004, through June 30, 2005, at a monthly rent of \$19,050 (\$228,600 per year/\$5.80 per square foot per year) with options to renew on a year-to-year basis for five consecutive one-year periods at the same rent rate for the use of Valdosta State University (“VSU”).

Authorization to execute this rental agreement was delegated to the Vice Chancellor for Facilities.

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

Understandings: VSU has occupied this building since July 1992. VSU’s Graduate School, Department of Public Services, Distance Learning, Continuing Education, Evening Programs, Satellite Uplink Studios, as well as Grants and Contracts are located in this space.

Operating expenses, including utilities, maintenance, repairs, janitorial, trash removal, and pest control, are estimated to be \$160,000 per year.

The Foundation anticipates retiring the debt on the facility within five years and intends to gift the property to the Board of Regents when the debt is retired.

10. Rental Agreement, 480 East Broad Street, Athens, University of Georgia

Approved: The Board authorized the execution of a rental agreement between Franklin House, Inc., Landlord, and the Board of Regents, Tenant, for approximately 10,460 square feet of office space located at 480 East Broad Street, Athens, Georgia, for the period December 1, 2004, and ending June 30, 2005, at a monthly rent of \$14,813.50 (\$177,762.00 per year/\$16.99 per square foot per year) with options to renew on a year-to-year basis for two consecutive one-year periods with rent increasing 2.5% per year for the use of the University of Georgia (“UGA”).

Authorization to execute this rental agreement was delegated to the Vice Chancellor for Facilities.

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

Attorney General.

Understandings: This rental agreement will provide office swing space near North Campus for the current tenants of Old College and New College during renovation of these facilities.

All operating expenses are included in the rent rate.

11. Amendment to Rental Agreement, 1200 Chastain Road, Kennesaw, Kennesaw State University

Approved: The Board authorized the execution of an amendment to the rental agreement between Kennesaw State University Foundation, Inc., Landlord, and the Board of Regents, Tenant, to add approximately 16,453 square feet in Suites 205, 303, 308, and 309, Chastain Pointe, Kennesaw, Georgia, for the period November 1, 2004, through June 30, 2005, at a monthly rent of \$10,413.17 (\$124,958.00 per year annualized/\$7.63 per square foot per year) with options to renew on a year-to-year basis for the remaining option periods contained in the rental agreement at this same rent rate for use of Kennesaw State University.

Authorization to execute this amendment to rental agreement be delegated to the Vice Chancellor for Facilities.

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

Understandings: In November 2003, the Board authorized renting 41,600 square feet in the Chastain Pointe office complex. The Board was informed that, as additional space is vacated, the Board will be offered the opportunity to rent additional space at market rent.

This additional 16,453 square feet has been vacated and is offered to the Board for rent. Of the vacated space, 5,622 square feet (\$6.50 per square foot per year) will be used for the College of the Art's Scene Shop, allowing Stillwell Theater to be used for classes and music rehearsals; 6,681 square feet (\$8.89 per square foot per year) will be used for bookstore receiving and storage, allowing the existing bookstore to better serve students; and 4,150 square feet (\$7.00 per square foot per year) will be used by the Small Business Development Center/Cobb Micro-Enterprise Incubator Project.

Operating expenses, including repair, insurance, pest control, janitorial services, and utilities, are estimated to be \$36,697 per year for the additional space.

12. Assessment of Administrative Fee for Privatized Projects, University System Office

Approved: The Board approved an up-front fee of 25 basis points of the par amount of the bond issue on all public-private partnership transactions.

The Board also approved an annual flat fee of 2 basis points of the par amount of the bond issue on all public-private partnership transactions.

Modified: This item was modified to delete the following paragraph:

~~Recommended further: That the Board approve a one-time fee of 3 basis points of the par amount of the bond issue on all previously Board-approved public-private partnership transactions.~~

Understandings: In August 2004, the Board approved assessing an administrative fee for privatized transactions. This action will establish the amount of the fee to be assessed.

Current Service and Expectations

(Staffing will improve timeliness, responsiveness, and proactive approach.)

Deal Structure and Negotiation of Deal Terms

Negotiation of Legal Documents

Due Diligence Review:

- ◆ Program Schedule
- ◆ Financing Schedule
- ◆ Pro Formas
- ◆ Design Documents
- ◆ Survey
- ◆ Property Title
- ◆ Environmental Assessment
- ◆ Preliminary Official Statement
- ◆ Trust Agreement

Maintain Comprehensive (Systemwide) Inventory Databases.

Potential and Expected Services

(Staffing will support a more proactive approach.)

Annually:

- ◆ Review Updated Pro Formas
 - Institution Pro Forma (Variance From Budgeted and Prior Pro Formas)

- Foundation/LLC Pro Forma (Variance From Budgeted and Prior Pro Forma)
- ◆ Facility Condition
- ◆ Operation Review

Up-Front:

- ◆ Feasibility Analysis and Market Studies
- ◆ Life Cycle Cost Analysis
- ◆ Explore Systemwide Savings Opportunities
 - State or “Wrap-Around” Property Insurance, Georgia Education Authority (University), Project Bundling, etc.
 - Provide Accessible Systemwide Benchmarking Database for Soft and Hard Costs

The staff will update the Committee on the privatization program no later than August 2005.

13. Information Item: Land Use Plan, North Georgia College & State University

President Nathaniel Hansford of North Georgia College & State University (“NGCSU”) introduced NGCSU’s Vice President for Business and Finance, Frank J. (“Mac”) McConnell, who presented land use details for three properties that are proposed to be purchased from the North Georgia College & State University Foundation, Inc. by NGCSU Auxiliary Enterprises. Highlights of the presentations included the following:

- Recent enrollment growth at NGCSU has been 8% per year. Current enrollment is 4,552.
- Calhoun Road Property: This property contains 105.454 acres of the 218 acres owned by the Foundation. The land is planned to be developed primarily for student housing. The fully developed 218 acres will allow for 2,800 student beds, dining facilities, and recreational facilities.
- Haney Drive Property: This property contains 1.479 acres and will permit most economical route for new roadway access to the Calhoun Road Property. An existing residence will be demolished to make way for the road.
- Morrison Moore Parkway Property: This property contains 1.587 acres on a prominent corner that can establish an entry to the campus as well as facilitate expansion of parking for the new Pennington Military Leadership Center.

14. Information Item: Comprehensive Housing Plan, Georgia Southwestern State University

President Michael Hanes of Georgia Southwestern State University (“GSSU”) presented information to the Committee concerning GSSU’s comprehensive housing plan. Highlights of the presentation included the following:

- GSSU is a residential, primarily undergraduate, comprehensive, state university, serving a diverse student body, representing 80% of the counties in Georgia, 24 states, and three dozen countries.
- GSSU completed its first comprehensive master plan in 1998. This first master plan identified the fact that more than 25% of the buildings on GSSU’s campus were in poor or uninhabitable condition. Over the last six years, with the help of the Board of Regents and the General Assembly, GSSU has transformed the campus with dozens of renovation projects as well as several new construction projects. In contrast to GSSU’s much improved academic and student life facilities, the residence halls are noticeably outdated.
- GSSU has experienced relatively stable enrollments over the last six years and projects its enrollment to be 3,000 students by fall 2008.
- While GSSU’s residence halls represent a mixture of architectural styles, all six halls contain two beds per room with communal bathroom facilities. These buildings range in age from 35 to nearly 45 years old. The largest halls are designed to accommodate 275 students, and the smallest hall accommodates 54 students. The total capacity of these six buildings is 900 students. It is recommended that four of the six residence halls be demolished.
- President Hanes related that surveys and focus groups indicate there is a demand for on-campus housing. GSSU students prefer the safety of on-campus housing but indicated that rental rates must be competitive. GSSU plans to provide two types of new student housing: apartment style and suite style. GSSU’s desire is that a combination of public and private financing, a hybrid, would be the best approach.
- Finally, President Hanes presented the implementation strategy outlining the three phases to be completed:
 - Phase I: Construct apartment-style housing to accommodate 240 upper-level students.
 - Phase II: Renovate two existing residence halls, Duncan Hall and Complex III, to house 200 first-year students in each hall in suite-style accommodations.

- Phase III: Construct a second apartment-style housing complex to accommodate 200 upper-level students.

15. Information Item: Tri-Property Project Update, Armstrong Atlantic State University

In June 2003, the Board was informed that Armstrong Atlantic State University (“AASU”) would issue a Request for Proposals (“RFP”) for the development of the 24.76-acre tract of real property commonly known as the Tri-Property. AASU issued the RFP and reviewed the proposals it received. AASU then began negotiations with the preferred developer. However, that developer determined that it could not prudently move forward under the scenario included in its proposal.

COMMITTEE ON ORGANIZATION AND LAW

The Committee on Organization and Law met on Tuesday, November 16, 2004, at approximately 3:15 p.m. in room 7019, the Chancellor’s Conference Room. Committee members in attendance were Chair James R. Jolly and Regents Connie Cater, William H. Cleveland, W. Mansfield Jennings, Jr., and Doreen Stiles Poitevint. Chair Jolly reported to the Board on Wednesday that the Committee had 16 applications for review. Of these, 14 were denied, 1 was continued at the request of the appellant, and 1 was recommended for a hearing. 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. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Applications for Review

- a. In the matter of file no. 1716 at the University of Georgia, concerning consideration for special admission to the Grady School of Journalism, the application for review was denied.
- b. In the matter of David Roberts, a former employee of Albany State University, concerning nonrenewal of his contract, the application for review was withdrawn.
- c. In the matter of William Pollard, a current employee of Valdosta State University, concerning administrative actions, the application for review was denied.
- d. In the matter of Linda Rosenfeld, a former employee of the Georgia Institute of Technology, concerning her termination, the application for review was denied. (Regent Jennings recused himself from voting in this matter.)
- e. In the matter of Patricia Duncan, a current employee of Fort Valley State University, concerning her demotion, the Committee rendered a recommendation for a hearing.

- f. In the matter of Alma Davis, a former employee of Albany State University, concerning her termination, the application for review was denied.
- g. In the matter of John R. Henley, a current employee of Georgia Southwestern State University, concerning nonrenewal of his employee contract, the application for review was denied.
- h. In the matter of file no. 1724 at Clayton College & State University, concerning alleged refusal of course registration and accommodation of disability needs, the application for review was continued by appellant's request.
- i. In the matter of Dr. K. Narasimha Murty, a former employee of Georgia Southern University, concerning involuntary resignation, the application for review was denied.
- j. In the matter of Shawn K. Scott, a former employee of Columbus State University, regarding his termination, the application for review was denied.
- k. In the matter of Karl Przedpelski of Georgia State University, concerning employment matters, the application for review was denied.
- l. In the matter of Vonda Lee Morton, a former employee of Middle Georgia College, concerning elimination of her position, the application for review was denied.
- m. In the matter of Phillip D. Lee, a former employee of Middle Georgia College, concerning elimination of his position, the application for review was denied.
- n. In the matter of file no. 1730 of Kennesaw State University, concerning an unfavorable decision by the Senate Committee, the application for review was denied.
- o. In the matter of Randal Hawley, a former employee of the Georgia Institute of Technology, concerning termination of employment, the application for review was denied.
- p. In the matter of Judy Purnell, a former employee of Columbus State University, concerning nonrenewal of her employee contract, the application for review was denied.

COMMITTEE ON ACADEMIC AFFAIRS

The Committee on Academic Affairs met on Wednesday, November 17, 2004, at approximately 9:20 a.m. in the Board Room. Committee members in attendance were Chair William H. Cleveland,

Vice Chair Wanda Yancey Rodwell, and Regents Hugh A. Carter, Jr., Joe Frank Harris, J. Timothy Shelnut, and Allan Vigil. Chancellor Thomas C. Meredith, Board Chair Joel O. Wooten, Jr., and Regents Connie Cater, Julie Hunt, W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Elridge W. McMillan, Patrick S. Pittard, and Doreen Stiles Poitevint were also in attendance. Vice Chair Rodwell reported to the Board that the Committee had reviewed 19 items, 16 of which required action. Additionally, 86 regular faculty appointments were reviewed and recommended for approval. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Establishment of a Bachelor of Science in Education With a Major in Early Childhood Education, Dalton State College

Approved: The Board approved the request of President James A. Burran that Dalton State College (“DSC”) be authorized to establish a Bachelor of Science in Education degree with a major in Early Childhood Education, effective November 17, 2004.

Abstract: The Bachelor of Science in Education with a major in Early Childhood Education will be the first teacher preparation program offered by DSC. However, State University of West Georgia (“UWG”) has offered a teacher preparation program in Early Childhood Education on the campus of DSC since 1986. UWG has declared its intention to discontinue this program at the end of the spring 2005 term.

So as not to disrupt the flow for students already in the pipeline, DSC will initially offer the program as structured by UWG. Concurrently, DSC will redesign this program, hire additional faculty, seek accreditation from the National Council for the Accreditation of Teacher Education (required by Board policy), initiate innovative approaches, meet the Regents’ Principles for the Preparation of Educators for the Schools, and be ready to launch its own program in fall 2006.

The University System Office will assist DSC through this transition and the successful launch of its own program for the preparation of early childhood teachers. One of the innovative features of this program will be an optional series of courses enabling graduates to teach children for whom English is not their first language. This feature is especially important for the region of Georgia served by DSC, where there has been an increase in the number of persons of Hispanic origin, from 2,321 in 1990 to 18,419 in 2000. Population growth in the ten counties that make up DSC’s primary and secondary service areas rose by 23% during the 1990s, increasing from 313,666 in 1990 to 385,331 in 2000, with the projected population to reach 450,000 by 2010. Approval of this program will be a first important step to position DSC to prepare high-quality teachers for this region.

Projected Enrollment: The institution anticipates enrollments of 110, 110, and 120 during the first three years of the program.

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

2. Establishment of a Major in Technology Management Under the Bachelor of Applied Science, Albany State University

Approved: The Board approved the request of President Portia Holmes Shields that Albany State University ("ALSU") be authorized to establish a major in Technology Management under the Bachelor of Applied Science degree, effective November 17, 2004.

Abstract: The major provides a seamless educational trajectory for associate degree graduates from technical colleges and two-year institutions in ALSU's service area to gain a baccalaureate degree. The program is designed for people in technical and career fields who want to acquire a baccalaureate degree with a management focus. The program will appeal to working professionals seeking to complete or continue their undergraduate degrees, make career changes, or add management expertise to existing specialties.

Need: The program is needed because the number of associate degree graduates who choose to continue their education has increased over the last four years and the proposed program is suited to meet this need. The program is geared toward holders of associate of applied science and associate of applied technology degrees. The program will complement other similar offerings at the following institutions: Dalton State College, Georgia Southwestern State University, and Clayton College & State University.

Objectives: The program fits ALSU's mission to "foster the growth and development of Southwest Georgia." The purpose of the program is to help build Georgia's skilled managerial workforce by increasing access to baccalaureate education for technically trained Georgia citizens.

Curriculum: The 120-semester-hour program will include upper-division courses in business policy, management information systems, management science and operations management, the legal environment of business, and principles of marketing.

Projected Enrollment: The institution anticipates enrollments of 10, 20, and 30 during the first three years of the program.

Funding: Adequate facilities and faculty are available to implement the proposed program. Any additional costs associated with offering the new major will be covered through reallocation of university funds. President Shields has provided reverification that funding for the program is available at the institution.

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

3. Establishment of a Bachelor of Social Work, Augusta State University

Approved: The Board approved the request of President William A. Bloodworth, Jr. that Augusta State University ("AUSU") be authorized to establish a Bachelor of Social Work degree, effective November 17, 2004.

Abstract: The Bachelor of Social Work provided within the context of a strong liberal arts education is central to the university's mission to improve economic and social conditions, promote personal and professional development, and enrich the community in a climate that fosters human values. The program will provide AUSU students a foundational understanding of human nature and cultural diversity while developing entry-level social work skills. Students will provide service to the community through field placements that are an important component of social work education.

Need: Social work is a key service field in several areas, especially in the metropolitan Augusta area and outlying areas served by AUSU. Employment opportunities for social workers in Augusta are expected to increase by 14% between 2004 (583 positions) and 2010 (666 positions) (*2004-2005 Occupational Handbook*). The growing elderly population and the aging baby boom generation will create greater demand for health and social services. Employment of social workers is expected to increase in hospitals, substance abuse centers, social service agencies, and schools. The major will help fulfill the university's mission of serving a population diverse in race. Institutions that offer the degree include Albany State University, Dalton State College, Fort Valley State University, Georgia State University, Savannah State University, and the University of Georgia.

Objectives: Graduates will apply critical thinking skills within the context of professional social work practice, apply strategies of advocacy and social change that advance social and economic justice, and use theoretical frameworks to understand issues across the lifespan.

Curriculum: Housed within the Department of Sociology, the 120-semester-hour program has been structured to follow guidelines delineated by the Council on Social Work Education in order to facilitate the accreditation process. AUSU currently offers a minor in the discipline. The curriculum will include upper-level courses in intervention methods, human behavior and the social environment, social work practices, agencies and services, gerontology, youth and society, two field placements, human development and learning theory, and social research.

Projected Enrollment: The institution anticipates enrollments of 40, 55, and 75 during the first three years of the program.

Funding: Because the program will be integrated into the Department of Sociology, no new facilities, administrators, or staff will be needed. President Bloodworth has provided verification that funding for the program is available at the institution.

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

4. Establishment of a Major in Information Security and Assurance Under the Bachelor of Science, Kennesaw State University

Approved: The Board approved the request of President Betty L. Siegel that Kennesaw State University ("KSU") be authorized to establish a major in Information Security and Assurance under the Bachelor of Science degree, effective November 17, 2004.

Abstract: The interdisciplinary program, one of few undergraduate programs nationwide and the first of its type in the Southeast, seeks to address the public interest by providing professionals capable of increasing awareness of the threats to information security and developing measures to address those threats and the general readiness of organizations in the state. The program represents a synergistic development within the Department of Computer Science and Information Systems and the College of Science and Mathematics.

Need: Advances in information security have been unable to keep pace with computing advances in general. Recent attacks on the information technology infrastructure of various agencies have highlighted the need for information security. The 2003 Federal Bureau of Investigations Computer Security Survey found that 92% of respondents detected computer security breaches within the last year and 75% reported financial losses due to these computer breaches. The President of the United States issued Presidential Decision Directive 63, the Policy on Critical Infrastructure Protection, in May 1998, which prompted the National Security Agency to establish outreach programs such as the Centers of Academic Excellence in Information Assurance Education. The program's goals were to reduce vulnerabilities in national information infrastructure by promoting higher education in information assurance and to produce a growing number of professionals with information security expertise. Regionally, Atlanta has been recognized as one of the top cities for securities firms. According to an article in the April 19, 2004, issue of the *Atlanta Business Chronicle*, "... Atlanta is emerging as one of the country's top spots for network security." Locally, faculty that teach existing courses in information security and assurance have seen many students graduate and obtain employment in the field with the following companies and agencies: Federal Bureau of Investigations, New South Communications, Inc., Reflex Security, Inc., SPI Dynamics Inc., Unisource Worldwide, Inc., AirTran Airways, Inc., Georgia-Pacific Corporation, Cox Enterprises, Inc., Internet Security Systems, Inc., Matrix Group, Inc., Cingular Wireless LLC, Technisource, Inc., and Experian.

Objectives: The program will enable KSU to become the dominant university leader in the Southeast in undergraduate information security education. Education in information security prepares information technology students to recognize and combat information system threats and vulnerabilities. The purpose of the program is to create technologically proficient, business-savvy information security professionals capable of applying policy, education, training, and technology solutions to protect information assets from all aspects of threats and to manage the risks associated with modern information usage.

Curriculum: The curriculum of the 120-semester-hour program is based upon nationally accredited coursework established by the Committee on National Security Systems and the National Security Agency. Courses will be offered on the campus of Savannah State University via distance learning in cooperation with its faculty. Distance learning technologies will be used to enhance curriculum delivery, but the majority of coursework will be offered in the classroom. The curriculum will include upper-level courses in script programming, forensics, incident response, client operating systems (“OS”), server OS, policy and administration, and technical applications.

Projected Enrollment: The institution anticipates enrollments of 50, 55, and 60 during the first three years of the program.

Funding: The program can be offered using current KSU facilities, such as the Ann and John Clendenin Computer Science Building, as well as the renovation of the computer lab to support information security and computer networking classes. President Siegel has provided reverification that funding for the program is available at the institution.

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

5. Establishment of a Doctor of Philosophy in Human-Centered Computing, Georgia Institute of Technology

Approved: The Board approved the request of President G. Wayne Clough that Georgia Institute of Technology (“GIT”) be authorized to establish a Doctor of Philosophy (“Ph.D.”) in Human-Centered Computing, effective November 17, 2004.

Abstract: The Ph.D. in Human-Centered Computing, to be housed within the College of Computing, is intended to meet industrial and societal needs for education and research in humanizing computer technology. The focus of the program will be not on computer technology, but rather, how computers affect lives in terms of advanced product development and human capabilities for other areas of research. The goal of the interdisciplinary program is to develop theory and experimentation

linking human concerns and computing. The degree will also be used to leverage other programs and concentrations offered by GIT in such areas as multimedia and digital media studies, human factors, ergonomics, assistive technologies, industrial design, cognitive science, and public policy.

Need: National demand for such a program can be found at such institutions as Carnegie Mellon University, which had 150 applications for its fall 2003 class in human-centered computing. Similar programs are offered at the University of Michigan, the University of California at Berkeley, and the Massachusetts Institute of Technology.

Objectives: Students will complete an original and independent research thesis. Graduates are expected to be able to obtain positions in academia and industry.

Curriculum: The main emphasis of the Ph.D. program is the successful completion of an original and independent research thesis. The degree requirements are designed around this goal. Although supervised internships will not be required, students will be strongly encouraged to work in a corporate research lab for at least one summer.

Projected Enrollment: The institution anticipates enrollments of 9, 5, and 5 during the first three years of the program.

Funding: The program will be supported through existing and reassigned faculty and support staff. The institution plans to reallocate existing funds toward the establishment of the degree in the amounts of \$78,787, \$82,727, and \$111,677 for the first three years of the program. President Clough has provided reverification that funding for the program is available at the institution.

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

6. Establishment of an External Master of Science in Aerospace Engineering and Master of Science With a Major in Aerospace Engineering Offered Predominantly at a Distance via Videotape, Georgia Institute of Technology

Approved: The Board approved the request of President G. Wayne Clough that Georgia Institute of Technology ("GIT") be authorized to establish the external delivery of the existing Master of Science in Aerospace Engineering and Master of Science with a major in Aerospace Engineering at a distance via videotape, effective November 17, 2004.

Abstract: GIT has been delivering graduate courses to off-campus students via distance education technologies in various formats since the late 1970s. During the past five years, 175 students have earned master's degrees in an engineering discipline while working full-time in industry or

government. The Master of Science in Aerospace Engineering is offered to on-campus students during the same semester as its proposed external delivery format. Students will receive instruction by viewing courses taught by GIT instructors. Students will interact with campus faculty via telephone, electronic mail, bulletin board, threaded discussion list, facsimile, and U.S. postal service mail. The same admissions standards will be used as those for on-campus students. Students will be given the same homework assignments, take the same or comparable tests, and held to the same performance and grading standards as on-campus degree recipients.

Delivery Method and Need: GIT's distance learning instruction provides a means for qualified individuals working full-time to pursue a master's degree. The existing graduate program will be delivered with supporting courses in mathematics and science to students at remote locations. GIT proposes to electronically extend the classroom to serve students by utilizing synchronous or asynchronous delivery systems based either on video tape, video conferencing, satellite television, microwave-broadband, CD-ROM, DVD, or streaming video via the Internet. At each off-campus location, a site coordinator is responsible for local administrative details, such as receiving and returning videotapes, making arrangements for students to review the tapes, and monitoring examinations. Demand for this type of program was projected based on the current enrollment of approximately 450 students in other distance learning engineering classes. Based upon survey and constituent feedback, over 400 GIT alumni have requested additional information on the proposed alternative delivery program over the past year.

Objectives: Students pursuing the degree develop skills and training for a career in vehicle engineering with a primary emphasis on flight vehicles. Students may specialize in specific areas, including aerodynamics and fluid mechanics, aeroelasticity and structural dynamics, flight mechanics and control, or propulsion and combustion.

Curriculum: The Master of Science in Aerospace Engineering requires successful completion of either a limited-scope research project known as a special problem or of a more extensive master's level thesis. Either research effort will be guided by the student's academic advisor. Courses are offered throughout the year. The program requires 33 hours of coursework and includes courses in astronautics, turbulent combustion, thermodynamics and gas kinetics, and rotorcraft design, and advance design methods.

Projected Enrollment: The institution anticipates enrollments of 15, 30, and 45 during the first three years of the program.

Funding: The program will be supported through existing and reassigned faculty and support staff. President Clough has provided reverification that funding for the program is available at the institution.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure

the success and continued effectiveness of the program. The program will be reviewed in concert with the institution's programmatic schedule of comprehensive program reviews.

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

Approved: The administrative and academic appointments were reviewed by the Chair of the Committee on Education, Research, and Extension and approved by the Board. The full list of approved appointments is on file with the Office of Faculty Affairs in the Office of Academics and Fiscal Affairs.

Modified: This item was modified to correct the number of appointments.

8. Degree Redesignation of the Master of Education With a Major in Spanish to the Master of Arts With a Major in Spanish, Georgia Southern University

Approved: The Board approved the request of President Bruce F. Grube that Georgia Southern University ("GSOU") be authorized to redesignate the Master of Education with a major in Spanish to the Master of Arts with a major in Spanish, effective November 17, 2004.

Abstract: GSOU sought to redesignate the existing Master of Education with a major in Spanish to the Master of Arts with a major in Spanish. The redesignation advances the Regents' Principles for the Preparation of Educators for the Schools by providing teachers who have already earned certification with the option of pursuing advanced studies that would strengthen their preparation in the content area. Additionally, the Master of Arts with a major in Spanish offers non-teachers an option of pursuing the master's degree in preparation for doctoral-level studies or to gain proficiency in Spanish through master's level studies. The redesignation requires the addition of two courses in Spanish to the curriculum.

9. Substantive Change of the Master of Social Work, Valdosta State University

Approved: The Board approved the request of President Ronald M. Zaccari that Valdosta State University ("VSU") be authorized to substantively change the Master of Social Work degree, effective November 17, 2004.

Abstract: VSU's Master of Social Work has developed into a part-time program that is delivered in a Web-based hybrid format. The curriculum has reached the half-way point in terms of delivery in a Web-based hybrid format. The delivery format of the curriculum has been approved by the Council on Social Work Education. In addition to the Web-based hybrid format, the program experienced changes on the campus of Abraham Baldwin Agricultural College, where off-campus courses are offered on a part-time, Web-based basis.

Originally, VSU projected that approximately two-thirds of each academic course would be offered through WebCT™ and one-third would be offered in a traditional, face-to-face manner. The Division of Social Work developed an intensive weekend structure for classes. As of fall 2004, the part-time, off-campus program was phased out in favor of a more intensive, Web-based program. Therefore, all Master of Social Work students will be enrolled in either the 1) VSU on-campus, full- or part-time program or 2) the VSU Web-based hybrid program. The conversion of syllabi increased with development of a Web-based program.

The curriculum has not experienced any major changes with the exception of the field education component. Because of the hybrid delivery, at least 44% of each course will be delivered via face-to-face instruction in an executive weekend format. The remaining 56% of instructional delivery will occur via the Web.

10. Substantive Change of Specific Bachelor of Science in Education Programs, Columbus State University

Approved: The Board approved the request of President Frank D. Brown that Columbus State University (“CSU”) be authorized to substantively change specific Bachelor of Science in Education programs, effective November 17, 2004.

Abstract: CSU sought to substantively change specific Bachelor of Science in Education programs in order to comply with the 1998 Regents’ Principles for the Preparation of Educators for the Schools. Principles underlying the substantive changes relate to stronger content preparation and Area F in secondary education programs meeting the guidelines approved by the Educator Preparation Academic Advisory Committee. During fall 2003, several program advisory committees representing academic disciplines such as history, English, mathematics, and the sciences met with P-12 practitioners, College of Education faculty, College of Science faculty, and College of Arts and Letters faculty to evaluate and revise programs of study based upon: 1) student performance on Praxis II examinations, 2) student teacher performance on the Model of Appropriate Practice, 3) alignment with Quality Core Curriculum content, 4) alignment with Praxis II content, 5) Georgia Professional Standards Commission and professional association standards, and 6) the Regents’ Principles for the Preparation of Educators for the Schools. After the program advisory committees made their recommendations, the university curriculum committee approved the addition of teacher certifications or degree redesignations for the following programs as listed below:

Bachelor of Science in Education Substantive Changes

Existing Program Array	Recommended Changes
B.S.Ed. with a major in English Language Arts	B.A. in English with Teacher Certification
B.S.Ed. with a major in History	B.A. in History/B.S.Ed. in History (Dual Degree)

B.S.Ed. with a major in Biology	Program)
B.S.Ed. with a major in Chemistry	B.A. in Biology with Teacher Certification
B.S.Ed. with a major in Earth Science	B.A. in Chemistry with Teacher Certification
B.S.Ed. with a major in Mathematics	B.S. in Geology with Teacher Certification
	B.A. in Mathematics with Teacher Certification

11. Establishment of the Ivan Allen, Jr., Dean’s Chair in Liberal Arts and Technology, Georgia Institute of Technology

Approved: The Board approved the request of President G. Wayne Clough that the Georgia Institute of Technology (“GIT”) be authorized to establish the Ivan Allen, Jr., Dean’s Chair in Liberal Arts and Technology, effective November 17, 2004.

Abstract: One of GIT’s strategic priorities has been to attract and retain intellectual and managerial talent at various levels within the institution. To achieve this goal, GIT sought the establishment of a dean’s chair in liberal arts and technology to be housed within the Ivan Allen College of Liberal Arts. The chair will fill a unique niche that joins the liberal arts and technology through strategic leadership. To provide the \$2.5 million endowment base to support a dean’s chair, the college proposes to restructure the Ivan Allen Endowment Fund in support of this special faculty position.

Justification: In 1989, the Ivan Allen Endowment Fund was established as part of an agreement between the institution and an anonymous donor stipulating that GIT would receive \$1 million of unrestricted endowment for a proposed new college on the condition that the college was named in honor of Ivan Allen, Jr. for his contributions to Atlanta and Georgia.

Providing unrestricted support for the college, the corpus of the fund, initially capitalized with a gift of \$1 million, has now tripled in size over the past 15 years, with a current balance of just over \$3 million. Given the growth of the fund, it is customary with the intent of the gift that the corpus of the endowment be directed to support an Ivan Allen Jr., Dean’s Chair in Liberal Arts and Technology. Use of the fund for this purpose does not detract from the financial resources of the college. Income from the chair will continue to provide unrestricted private gift support for the college at the discretion of the dean, as stipulated in the original donor agreement governing use of the funds.

12. Nominees for Membership on the Peabody Board, University of Georgia

Approved: The Board approved the request of President Michael F. Adams that the University of Georgia (“UGA”) name the following nominees to membership on the Peabody Board for the term 2004 to 2007, effective November 17, 2004.

Abstract: The Peabody Board receives, screens, and selects individuals or entities deserving recognition for their radio and/or television programs. The Peabody Board is composed of the Chancellor of the University System and 12 other outstanding American citizens who have demonstrated in a notable degree their interest in public affairs and who also (by position and achievement) are prepared to evaluate, in an impartial and detached manner, the contributions of radio stations and chains in connection with the awards. According to UGA's literature on the Peabody Board, "The George Foster Peabody Awards were first awarded in 1941 for radio programs broadcast in 1940. The awards recognize distinguished achievement and meritorious service by radio and television networks, stations, producing organizations, cable television organizations, and individuals. They perpetuate the memory of the banker-philanthropist whose name they bear. The awards program is administered by the Grady College of Journalism and Mass Communication at the University of Georgia." Below is a brief description of the nominees:

Dr. Susan Douglas: Dr. Douglas is Chair of the Department and the Catherine Neafie Kellogg Professor in the Department of Communication Studies at the University of Michigan. In 1999, she was awarded the Arthur F. Thurnau Professorship for her outstanding contribution to undergraduate education. Dr. Douglas has taught at Trinity University, Amherst College, Hampshire College, and Skidmore College. She has written several books, including *Where the Girls Are: Growing Up Female with the Mass Media*; *Inventing American Broadcasting*; and *Listening In: Radio and the American Imagination*, which won the 2000 Sally Hacker Popular Book Prize from the Society for the History of Technology. Her most recent book, *The Mommy Myth* (with Meredith Michaels), explores the changing representations of motherhood in the mass media from 1970 to present and was published by The Free Press in February 2004.

Mr. Jonathan Estrin: Mr. Estrin is Executive Vice President of the American Film Institute, the first individual to hold the newly created post. A prize-winning television writer and producer, Mr. Estrin served from 2000 to 2004 as Dean of the College of Media Arts and Design at Drexel University in Philadelphia. At the American Film Institute, he will coordinate and manage both academic and creative aspects of the institute. In more than 25 years in Hollywood, Mr. Estrin created and produced series, movies, and mini-series for broadcast and cable networks. In 1997, with his late wife, Shelley List, he received the Valentine Davies Award from the Writers Guild, which "honors those who have contributed to the entertainment industry and the community-at-large and who have brought dignity and honor to writers everywhere." Mr. Estrin was also one of the creators of "Planet Live," the first global news magazine show.

Mr. Raul Garza: Mr. Garza is Senior Vice President and Director of Diversity Communication for the Hill and Knowlton, Inc. Public Relations firm in Los Angeles. His clients have included media and publishing organizations such as the *Los Angeles Times*, Houghton Mifflin, and Univision Communications, as well as educational organizations such as Charles Drew University of Medicine and Science and the Smithsonian Institution. He previously served as Director of Multicultural Public Relations for AT&T in New York and New Jersey, where he produced the first consumer

education series on telecommunication for Spanish-language television and introduced a weekly program on U.S. citizenship. Mr. Garza is President and Commissioner on the Los Angeles Human Rights Commission and has chaired the Los Angeles City Mayor's Council of Multicultural Publications and the Mayor's Central American Refugee Advisory Committee. Mr. Garza holds a bachelor of arts degree in fine arts from the University of California, Irvine. He is an adjunct professor of journalism in the Annenberg School of Communications at the University of Southern California, where he has also lectured in public relations.

Mr. Frazier Moore: Mr. Moore, a 1974 journalism graduate of UGA, has covered television for The Associated Press since 1992. He reviews television programs, profiles stars and figures behind the scenes, and analyzes the television medium. Before joining The Associated Press, Mr. Moore freelanced for publications including *People*, *Spy*, *Connoisseur*, *Interview*, and *The New York Times*. He was a staff writer for *The Atlanta-Journal Constitution* and *The Fort Myers (FL) News-Press*, where he earned a National Headliners Award in column writing. In addition, Mr. Moore was director of publications for the Atlanta Symphony Orchestra.

13. Establishment of the J. Harold Harrison, M.D., Distinguished Chair in Vascular Surgery, Medical College of Georgia

Approved: The Board approved the request of President Daniel W. Rahn that the Medical College of Georgia ("MCG") be authorized to establish the J. Harold Harrison, M.D., Distinguished Chair in Vascular Surgery, effective November 17, 2004.

Abstract: The Medical College of Georgia Foundation, Inc. has \$1 million on deposit in an endowment for this distinguished chair. The funds were designated by J. Harold Harrison, M.D. to provide support for a distinguished vascular surgeon in the Department of Surgery.

Dr. Harrison, a 1948 MCG graduate, had a near 50-year career during which he helped develop the techniques and tools for repairing or replacing diseased arteries. Dr. Harrison chose his specialty in 1953 when, as a resident at Grady Memorial Hospital, now Grady Health System in Atlanta, he had a patient with a blockage in his aorta, the biggest blood vessel in the body. A pioneer from his earliest days, the young doctor had just attended a meeting where he had learned about a new technique for freeze-drying arteries for later use; thus, he and a doctoral student advisee decided to try the new approach. He made his decision to become a vascular surgeon the day he completed that successful, innovative surgery. He spent two years in the U.S. Army at Fitzsimmons Army Medical Center as Chief of Surgical Research (Cardiovascular Surgery) doing analyses to find better blood vessel and plastic grafts. He was among the first generation of surgeons willing to operate on arteries, wanting to do more than just tie off diseased ones.

He joined the faculty of the Emory University School of Medicine in 1957 and later headed the Department of Surgery at St. Joseph's Hospital of Atlanta, operating on some 7,000 blocked neck

arteries in his distinguished career before retiring from surgery about eight years ago and returning to his farming roots. Today, the native of Kite, Georgia, lives with his wife, Sue, on a cattle farm in Bartow, Georgia.

Dr. Harrison is the 1996 recipient of the Distinguished Alumnus Award from the Alumni Association of the MCG School of Medicine, Inc., and received the MCG President's Award that same year. He served as president of the alumni association in 1970. He is a charter member of the Atlanta Vascular Society and the Southern Association for Vascular Surgery. He was Director of the Medical Association of Georgia from 1963 to 1994 and has served as the Society for Vascular Surgery's representative to the National Joint Committee for Stroke Facilities National Regional Medical Programs and as a member of the Vascular Prostheses Subcommittee of the Association for the Advancement of Medical Instrumentation.

14. Termination of the Bachelor of Science in Industrial Engineering Technology, Georgia Southern University

Approved: The Board approved the request of President Bruce F. Grube that Georgia Southern University ("GSOU") be authorized to terminate the Bachelor of Science in Industrial Engineering Technology, effective November 17, 2004.

Abstract: GSOU requested termination of the Bachelor of Science in Industrial Engineering Technology due to low enrollments in the program. The program was recommended for termination during its institutional comprehensive program review conducted in 2001. The universitywide committee, the strategic planning council, and academic administrators all concur with the decision to terminate the program.

Elimination of the program will not affect student enrollment or faculty members employed in the Allen E. Paulson College of Science and Technology. Students in the program will be absorbed into similar degree programs, and faculty will continue to teach classes in the School of Technology.

15. Termination of the Major in Health and Physical Education Under the Specialist in Education, Augusta State University

Approved: The Board approved the request of President William A. Bloodworth, Jr. that Augusta State University ("AUSU") be authorized to terminate the major in Health and Physical Education under the Specialist in Education degree, effective August 2005.

Abstract: The AUSU faculty approved the program's termination in a faculty meeting on November 12, 2003. There are no students currently enrolled in this program, nor have any been enrolled in the past three years. Program termination will not have an adverse impact on faculty or students.

16. Termination of the Major in Special Education Under the Bachelor of Science in Education, Augusta State University

Approved: The Board approved the request of President William A Bloodworth, Jr. that Augusta State University (“AUSU”) be authorized to terminate the major in Special Education under the Bachelor of Science in Education, effective August 2005.

Abstract: The AUSU faculty approved the program’s termination in a faculty meeting on April 15, 2004. There are no students currently enrolled in this program, nor have any been enrolled in the past three years. Program termination will not have an adverse impact on faculty or students.

17. Information Item: Service Agreements

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

University of Georgia

Administrative Office of the Courts Fund University of Georgia School of Law’s support of state’s Judicial Education Program	7/1/04 – 6/30/05	\$498,119
Georgia Commodity Commission for Corn Assess effectiveness of multiple fungicides on at least two different varieties of corn on the control of Southern corn leaf blight and rust diseases of corn in Georgia	7/1/03 – 3/31/05	\$7,000
Department of Community Affairs Provide consulting services to the Rural Development Council to better deliver its “Leadership Investment Infrastructure Fund” and enhance leadership development opportunities in the state	7/1/03 – 12/31/04	\$12,375
Department of Community Affairs Assist with start-up costs of the Balances Growth Initiative, to assist with the implementation of Region 1-4 Regional Growth Management Program, and to assist with implementation of department’s sponsored Quality Growth Resource Teams	11/1/01 – 6/30/05	\$25,000
Department of Corrections Manage the Rogers State Prison Swine Farm on a day-to-day basis, to include all aspects of swine maintenance	7/1/04 – 6/30/05	\$72,393
Department of Education Provide the scoring and reporting services for the Georgia High School Graduation Tests and the Georgia Basic Skills Tests for	6/19/04 – 6/30/05	\$294,000

the 2004-2005 school year		
Department of Education Provide services and products relating to the development, maintenance, scoring, and reporting of results for Georgia student writing assessment programs for the 2004-2005 school year for all school systems	7/1/04 – 6/30/05	\$969,000
Department of Human Resources Work collaboratively with Department of Family and Children’s Services in conducting training programs for family independence case managers, Medicaid eligibility specialists, and program assistants	7/1/04 – 6/30/05	\$1,301,117
Department of Human Resources Provide technical assistance and applied research in order to identify a methodology that will comply with the guidelines specified by the Department of Health and Human Services Center for Substance Abuse in the development of a sampling plan from which to derive a random list of tobacco vendors	7/1/04 – 6/30/05	\$135,000
Department of Human Resources Provide training and orientation sessions for mental health, development disabilities, and addiction diseases	6/30/04 – 6/30/05	\$184,735
Department of Natural Resources Provide specialized services in connection with holding a Brownsfields Program outreach education campaign whose central features will be regional workshops and presentations held at various locations around the state at the rate of approximately two per month over the 12-month contract period	3/1/04 – 2/28/05	\$96,000
Department of Natural Resources Assess ecological conservation improvements in the Conasauga River system of Georgia and Tennessee	2/1/04 – 1/31/05	\$25,000
Department of Natural Resources Provide funding for a fisheries expert who will oversee the rapid field identification, handling, and release of listed fishes when encountered	7/1/04 – 6/30/05	\$12,257
Georgia General Assembly Staff and manage the Reapportionment Office for the Georgia General Assembly	7/1/04 – 6/30/05	\$385,552
Governor’s Office of Consumer Affairs Equip college students with a basic understanding of personal financial management to help them meet life’s challenges and opportunities	6/1/04 – 6/30/05	\$66,659

Georgia Bureau of Investigation Provide the bureau with fiscal year 2004 promotional testing services for the ranks of assistant special agent in charge and special agent in charge	7/1/04 – 11/1/04	\$21,450
Administrative Office of the Courts Collect and analyze data on county populations in Georgia in order to assist the clerks and courts in composing jury lists	7/26/04 – 2/1/05	\$25,000
Georgia Commodity Commission for Cotton Participate in Beltwide Cotton Production, Mechanization, and Research Conference by county agents for purpose of improving their technical skills and cotton educational programs	7/1/04 – 6/30/05	\$15,000
Georgia Commodity Commission for Cotton Conduct research for Cotton Incorporated	7/1/04 – 6/30/05	\$26,000
Georgia Commodity Commission for Cotton Extension cotton team to conduct a variety of on-farm tests and demonstrations to evaluate practices and new technology over a range of conditions and applications not always possible on experiment stations	7/1/04 – 6/30/05	\$26,500
Georgia Department of Corrections Complete implementation of an environmental management system for Department of Corrections' three pilot facilities	2/24/04 – 12/31/04	\$25,080
Georgia Department of Education College of Education to conduct external evaluation of the Georgia Reading First Initiative, Georgia Department of Education's proposal to the United States Department of Education for Reading First Program funding	5/1/04 – 6/30/05	\$478,085
Georgia Department of Human Resources Assist in conducting a needs assessment and analysis of existing data infrastructure to determine enhancements and changes that must be made to meet federal reporting requirements	7/15/04 – 6/30/05	\$84,048
Georgia Department of Natural Resources Provide technical facilitation, writing, and publication support for the Land Conservation Partnership Advisory Council in preparation of its report to the Governor relating to land conservation planning	5/15/04 – 12/31/04	\$16,127
Georgia Emergency Management Agency Provide funding to states and communities for cost-effective hazard mitigation activities that complement a comprehensive mitigation program and reduce injuries, loss of life, and damage and destruction of property	7/1/04 – 9/30/06	\$91,000

Georgia Governor Office of Consumer Affairs Continue the Consumer Financial Literacy Program in Region 9 and expand the project to ten additional counties	7/1/04 – 6/30/05	\$500,000
Georgia State Board of Pardon and Parole Provide promotional testing services for the rank of Chief Parole Officer	6/30/04 – 6/30/05	\$25,000
Georgia Childcare Council Provide rural training and technical assistance to the child development associate director and to the McPhaul Center child development director and provide curriculum and training to the child health and safety component	7/1/04 – 6/30/05	\$522,005
Georgia Humanities Council Support an exhibition/public program on the Reflections of Velasquez and Philip IV of Spain	8/1/04 – 3/31/05	\$5,200
Northeast Georgia Area Agency on Aging Provide nutrition education and assessment and health promotion/wellness programs in the areawide Aging Plan with the Department of Human Resources guidelines	7/1/04 – 6/30/05	\$67,037
Office of School Readiness Coordinate and provide service for four-year-old children and their families served by Georgia's pre-kindergarten program	7/1/04 – 6/30/05	\$66,913
Georgia Commodity Commission for Peanuts Determine efficacy of various herbicides and develop cost-effective weed-management systems for the control of tropical spiderwort in peanuts	7/1/04 – 6/20/05	\$5,000
Georgia Department of Agriculture Develop an agro-security level I training curriculum and deliver training to 3,500 local, state, and industry leaders who would be involved in responding to an agro-terrorism incident	7/1/04 – 12/31/05	\$198,000
Georgia Department of Human Resources Provide social work education and child development training for current child welfare workers and students who are preparing for employment with the department to begin, continue, or complete their study for the bachelor or master of social work programs	8/16/04 – 8/15/05	\$582,015
Georgia Department of Human Resources Provide technical assistance and training in a variety of methods in order to ensure that staff and service providers are trained and educated to provide early intervention services to children with special needs and their families in Georgia	7/1/04 – 6/30/05	\$141,752
Georgia Department of Natural Resources	7/1/04 –	\$7,075

Survey historical localities to identify extant populations that need protection and identify additional populations for protection efforts	12/30/05	
Georgia Department of Natural Resources Provide Geographic Information Systems data sets of predicted habitat for high-priority species, high-quality habitat patches, and data derivatives, such as patch connectivity and species richness maps, as well as a report detailing methods and results	5/10/04 – 8/15/04	\$8,500
Georgia Department of Transportation Develop data and documentation to create initial baseline of the digital line graph feature roads and inventoried routes base map reconciled to the current roadway characteristic file	5/1/04 – 10/30/04	\$61,411
Georgia World Congress Center Authority Provide report containing data supporting the economic impact of the Georgia World Congress Center in fiscal year 2004	7/1/04 – 6/30/05	\$6,500
Governor's Office of Highway Safety Develop and implement process whereby data related to funded programs will be compiled and analyzed; submit report summary and interpretation of all preliminary data collected during fiscal year 2004 funding period	10/1/04 – 9/30/05	\$221,300
Governor's Office of Highway Safety Provide comprehensive education, training, and resources in use of safety belt and child safety seats, teen driver training, and other activities to reduce traffic-related injuries and fatalities statewide	10/1/04 – 9/30/05	\$923,900

Georgia Southern University

Department of Natural Resources Recruit, train, and supervise a college-bound high school junior or senior to work as an educational presenter and wildlife handler	7/1/04 – 6/30/05	\$5,000
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State University of West Georgia

Office of School Readiness Coordinate and provide services for four-year-old children and their families served by Georgia's pre-kindergarten program; provide services for 8 hours with a minimum of 6.5 instructional hours per day and 1.5 other hours for teacher and teacher assistant planning time and transportation	7/1/04 – 6/30/05	\$186,562
Georgia Department of Education Operate Educational Technology Training Center; manage, coordinate, and conduct department-approved training courses	7/1/04 – 6/30/05	\$127,886

both in the center and on-site in local schools and systems; provide consulting services in developing and implementing local school and system professional development and technology plans		
Georgia Department of Natural Resources Provide curatorial services for the department's existing archaeological collections and access to the collections in accordance with the procedures and polities of the Antonio J. Waring, Jr. Laboratory of Archaeology; curation of the collections or materials and associated records generated from surveys and exactions of lands managed by the Wildlife Resources Division and the Parks, Recreation and Historic Sites Division of the Department of Natural Resources	7/1/04 – 6/30/05	\$20,000
Georgia Department of Education Operate the Educational Technology Training Center to support the department's initiatives related to Georgia Learning Connections, Managed Learning Systems, and Georgia e-Learning Systems; provide technical and consultative assistance in designing and delivering high-quality educational technology programs that improve instruction through use of technology	6/25/04 – 6/24/05	\$22,649
Georgia Department of Transportation Provide curatorial services for the Archaeological Collection of the Department; Antonio J. Waring, Jr. Archaeological Laboratory to administer the curation of the collection that includes cataloged artifacts and their associated records	8/12/04 – 8/11/05	\$9,500

TOTAL AMOUNT – NOVEMBER	\$ 8,605,702
TOTAL AMOUNT FY 2005 TO DATE	\$ 14,719,164
TOTAL AMOUNT FY 2004 TO NOVEMBER	\$ 117,185,950*
TOTAL AMOUNT FY 2004	\$ 131,651,016

**The large income from service agreements last year was due primarily to a \$106 million agreement between the Medical College of Georgia and the Department of Corrections for inmate health care.

18. Information Item: Applied Learning Experiences/Clinical Training

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

Clinical training or applied learning experiences are required as part of the completion of a degree in a number of disciplines. Examples follow for nursing and physical therapy.

Nursing programs are mandated through accrediting bodies and through the Georgia Board of Nursing to have a specified number of clinical hours as a practitioner. Training contracts with various community agencies, as well as with acute care or hospital settings, provide learning and practical experiences for students in different programs and levels of nursing. Agencies are chosen according to the course objectives and the goals of the individual programs and for their culturally diverse populations.

Contracts are established with schools, physicians' offices, public health departments, assisted living and retirement communities, women's shelters, homeless shelters, psychiatric facilities, and hospitals. The faculty survey all sites to determine the value of the clinical experience for the students.

Clinical training is that aspect of the curriculum wherein student learning occurs directly as a function of being immersed within the practice of physical therapy. These dynamic and progressive experiences comprise all of the direct and indirect formal and practical "real life" learning experiences for students in order to apply classroom knowledge, skills, and behaviors in the clinical environment. These full-time experiences can be as short as 3 weeks or as long as 16 weeks and can vary by the manner in which the learning experiences are provided (e.g., rotations on different units within the same setting or rotations between different practice settings within the same health care system). These experiences include comprehensive care of patients across the lifespan and related activities.

Fiscal Year 2004

Institution/Program	New	Renewal
Georgia Institute of Technology		
Prosthetics and Orthotics	6	0
Emory University Yerkes Center	0	1
<i>Subtotal</i>	<i>6</i>	<i>1</i>
Georgia State University		
Health and Human Services	9	11
Physical Therapy	16	7
Psychology	52	5
Institution/Program		
Nursing	71	10

Kinesiology and Health	21	0
Social Work	14	14
Miscellaneous	9	2
<i>Subtotal</i>	<i>192</i>	<i>49</i>

Medical College of Georgia

Dental Hygiene	11	1
Health Information Management	0	1
Medical Technology	4	1
Occupational Therapy	26	10
Physical Therapy	12	6
Physician Assistant	58	26
Radiologic Sciences	2	0
Respiratory Therapy	1	0
School Wide	18	22
Dentistry	0	39
Medicine	22	1
Nursing	56	14
<i>Subtotal</i>	<i>210</i>	<i>121</i>

University of Georgia

Child and Family Development	47	3
Communication Sciences and Disorders	5	32
Counseling and Human Development	1	32
Educational Psychology	2	1
Environmental Science	1	0
Exercise Science	2	0
Food and Nutrition	7	5
Health Promotion and Behavior	24	21
Housing	2	0
Pharmacy	41	11
Psychology	7	1
Recreation and Leisure Studies	44	17
Music	1	0
Social Work	169	7

University Health Center	5	11
<i>Subtotal</i>	<i>358</i>	<i>141</i>

Georgia Southern University

Leadership, Technology & Human Development	11	1
Nursing	42	18
Hospitality, Tourism and Family/Consumer Sci.	76	2
Public Health	32	1
Psychology	3	0
Sociology	11	0
<i>Subtotal</i>	<i>175</i>	<i>22</i>

Valdosta State University

Nursing	0	30
<i>Subtotal</i>	<i>0</i>	<i>30</i>

Albany State University

Nursing	117	44
<i>Subtotal</i>	<i>117</i>	<i>44</i>

Armstrong Atlantic State University

Education	4	24
Physical Therapy	21	8
Nursing	14	1
Health Programs, Miscellaneous	6	1
<i>Subtotal</i>	<i>45</i>	<i>34</i>

Institution/Program	New	Renewal
Augusta State University		
Health and Social Sciences programs	12	13
<i>Subtotal</i>	<i>12</i>	<i>13</i>
Clayton College & State University		
Nursing and Health Care Management	5	13
<i>Subtotal</i>	<i>5</i>	<i>13</i>

Columbus State University

Nursing	2	33
<i>Subtotal</i>	2	33

Fort Valley State University

Biology	0	1
Family and Consumer Sciences	0	1
Veterinary Sciences	0	1
Agriculture Education	0	1
Cooperative Energy Development Program	0	1
Rehabilitation Counseling	0	1
<i>Subtotal</i>	0	6

Georgia College & State University

Health, Physical Education and Recreation	32	1
Music Therapy	15	3
Nursing	21	59
<i>Subtotal</i>	68	63

Georgia Southwestern State University

Computer Science	3	4
Caregiver Program	0	1
<i>Subtotal</i>	3	5

Institution/Program**New****Renewal****Kennesaw State University**

Nursing	63	11
Professional Development and Healthcare Service	5	0
<i>Subtotal</i>	68	11

North Georgia College & State University

Nursing	43	56
Physical Education	6	4
Physical Therapy	7	78
<i>Subtotal</i>	56	138

Savannah State University		
Social Work	0	20
<i>Subtotal</i>	<i>0</i>	<i>20</i>
Southern Polytechnic State University		
	0	0
State University of West Georgia		
Nursing	2	48
<i>Subtotal</i>	<i>2</i>	<i>48</i>
Dalton State College		
Healthcare Disciplines	8	47
<i>Subtotal</i>	<i>8</i>	<i>47</i>
Macon State College		
Healthcare Disciplines	10	21
<i>Subtotal</i>	<i>10</i>	<i>21</i>
Abraham Baldwin Agricultural College		
Nursing	0	22
<i>Subtotal</i>	<i>0</i>	<i>22</i>
	New	Renewal
Institution/Program		
Atlanta Metropolitan College	<i>0</i>	<i>0</i>
Bainbridge College		
Nursing	11	6
Phlebotomy	5	1
Emergency Medical Technician	3	2
<i>Subtotal</i>	<i>19</i>	<i>9</i>
Coastal Georgia Community College		
Nursing	1	19
Paramedic, EMT programs	2	2
Healthcare, miscellaneous	1	2
<i>Subtotal</i>	<i>4</i>	<i>23</i>

Darton College		
Cardiovascular Technology	2	0
Dental Hygiene	1	0
Emergency Medical Services	3	6
Health Information Technology	0	8
Histology	6	9
Human Services Technology	2	23
Medical Laboratory Technology	6	10
Nursing	9	15
Occupational Therapy Assistant	15	22
Physical Therapy Assistant	9	33
Psychiatric Technology	2	6
Respiratory Care	0	8
<i>Subtotal</i>	55	140

East Georgia College	0	0
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Institution/Program	New	Renewal
Floyd College		
Cancer Care Nurse Navigator	7	0
Dental Hygiene	0	2
Human Services	50	22
Nursing	4	18
<i>Subtotal</i>	61	42

Gainesville College	0	0
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Georgia Perimeter College		
Nursing	5	11
Dental Hygiene	1	3
<i>Subtotal</i>	6	14

Gordon College		
Nursing	1	29
<i>Subtotal</i>	1	29

Middle Georgia College		
Nursing	1	7
Occupational Therapy Assistant	1	10
<i>Subtotal</i>	2	17
South Georgia College		
Nursing	0	17
<i>Subtotal</i>	0	17
Waycross College	0	0
TOTAL	1485	1173

19. Information Item: Update on Program Reviews

The Senior Vice Chancellor for Academics and Fiscal Affairs, Daniel S. Papp, provided a summary of recent program reviews conducted for academic years 1998 through 2000. Short-term program reviews focus on three-year intervals of program approvals. Between 1998 and 2000, the Board of Regents approved a total of 6 doctoral, 27 master's, 25 baccalaureate, and 4 associate degree programs.

Chancellor Meredith had asked for statistics concerning the number of programs approved versus terminated over a three-year period. Staff provided reports to Dr. Papp, which were shared with Chair Wooten and Chancellor Meredith. Chair Wooten commended Dr. Papp and the staff on their ability to provide such information expeditiously. The report showed that 97 degrees and/or majors were approved, while 212 programs were eliminated between years 2002 and 2004.

STRATEGIC PLANNING COMMITTEE

The Strategic Planning Committee met twice during the November 2004 meeting of the Board of Regents. On Wednesday, November 17, 2004, Chair Leebern reported to the Board that the Committee had reviewed four items, two of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following Committee report:

On Tuesday, November 16, 2004, the Committee met at approximately 1:05 p.m. in the Board Room. (See pages 2 to 9.) Committee members in attendance were Chair Donald M. Leebern, Jr.,

Vice Chair Doreen Stiles Poitevint, and Regents Elridge W. McMillan, Patrick S. Pittard, Wanda Yancey Rodwell, Allan Vigil, and Glenn S. White. Board Chair Joel O. Wooten, Jr., Chancellor Thomas C. Meredith, and Regents Hugh A. Carter, Jr., Connie Cater, William H. Cleveland, Joe Frank Harris, Julie Hunt, W. Mansfield Jennings, Jr., James R. Jolly, Martin W. NeSmith, and J. Timothy Shelnut were also in attendance. The Committee heard a presentation by the Associate Vice Chancellor for P-16 Initiatives, Jan Kettlewell, regarding improving the number and quality of teachers educated by the University System of Georgia. This presentation was an information item that provided the Regents with the background and context regarding teacher education in the System. Following the presentation, the Senior Vice Chancellor for Academics and Fiscal Affairs, Daniel S. Papp, presented two items for approval. At that time, the Board of Regents approved the rescinding of the prohibitions of name change requests and of mission change requests.

On Wednesday, November 17, 2004, the Committee met at approximately 9:20 a.m. in the Board Room. (See pages 23 to 33.) Committee members in attendance were Chair Donald M. Leebern, Jr., Vice Chair Doreen Stiles Poitevint, and Regents Elridge W. McMillan, Patrick S. Pittard, Wanda Yancey Rodwell, and Allan Vigil. Board Chair Joel O. Wooten, Jr., Chancellor Thomas C. Meredith, and Regents Hugh A. Carter, Jr., Connie Cater, William H. Cleveland, Joe Frank Harris, Julie Hunt, W. Mansfield Jennings, Jr., James R. Jolly, and J. Timothy Shelnut were also in attendance. At this meeting, the Board presented awards to eight institutions for their best practices in academic affairs, finance and business, student affairs, and information technology. This was an information item only.

CHANCELLOR'S REPORT TO THE BOARD

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

Thank you, Mr. Chairman. We are just over a week from Thanksgiving, and on behalf of everyone in the University System Office, I want to wish each of you happiness and continued good blessings. There is much for us to be thankful for -- family, friends, health, and a strong and vibrant democracy. And we have a strong and growing University System that continues to serve students and this state with excellence.

Although we have faced some tough economic times in recent years, the state's revenue reports have been positive for three straight months. That is not just good news, but great news. Even though the University System has faced several challenges this past year; the public continues to give us high marks. They are confident in our ability and our dedication to make the right decisions. That confidence is due to the hard work of everyone in this System; everyone is doing his or her part.

We have been successful in our core responsibilities during these times because we have focused our energy and our resources on those responsibilities. We are using our dollars more

effectively and efficiently than ever before. And we continue to pursue additional avenues in this regard. Our faculty and staff are working harder than ever before and they have all assumed additional responsibilities in order to meet our enrollment growth challenge as we cut back on personnel costs.

I am very proud of all who have given their careers to the University System of Georgia. I am especially proud of the leadership provided by our presidents during this transition time. This will be a year of changes in presidential leadership. President Jacquelyn M. Belcher of Georgia Perimeter College has announced she is stepping down at the end of this year. President Nathaniel Hansford of North Georgia College & State University (“NGCSU”) will leave office at the end of December. Concurrently, Chairman Wooten and I inaugurated President Dorothy Leland at Georgia College & State University last Friday and yesterday named Dr. David L. Potter as the next President of NGCSU. I am equally proud of the University System Office staff and the commitment and leadership they are demonstrating.

This Board of Regents has had a lot with which to deal during the last two plus years. There have been an extraordinary number of big decisions to make. You have not shied away from those decisions, but you have acted in the best interests of the people of the State of Georgia. I thank you for standing tall. Our Governor believes in the value of higher education. With his leadership, we can make a compelling case for the value of the University System of Georgia to the many new members of the General Assembly. Two years ago, the national average turnover in legislatures across the country was 18%. Georgia had a 29% turnover in that election. This time, 50% of the Georgia Senate turned over and 40% of the House. The Board’s January meeting will coincide with the beginning of the annual legislative session. We are working to be ready for the session and to tell our great story. And we are excited to share the story of the service we are providing on every campus to the citizens of Georgia. Your role in helping to tell that story is critical. Let me just highlight a few themes of the message we will spread in the coming months.

On the broadest levels, the quality of our students continues to shine. Fall enrollment numbers show that the SAT scores for first-time freshmen continue to climb, rising to 1042 this fall for the System average. This is a six-point gain over fall 2003. The national average score for all college-bound SAT test takers was 1026. For the first time in the System’s history, every research, regional, and state university and state college had average SATs above 900! The Georgia Institute of Technology, with an average SAT score of 1333, once again led all institutions.

Retention continues to improve, and therefore, so do our graduation rates. The retention rate from the freshmen to the sophomore year from fall 2003 to fall 2004 for students retained anywhere in the System is 80.8%, an historic high. Institution-specific retention, the measure used for national benchmarking, is also at a historic high of 75.2%. And even more impressive

is the rise in our System of the six-year graduation rates. The six-year bachelor's graduation rate for first-time, full-time freshmen jumped from 43.5% to 46.6% (this is for the entering cohort of 1998), and the Systemwide graduation rate jumped from 50.3% to 53.7%. We still need to make improvements to exceed the national average, which is our goal.

This improved graduation rate also shows that our efforts to increase admissions standards have paid off. We have seen improvements each year in graduation rates. The work of the graduation task force and its report recommendations will continue to strengthen our efforts and improve these rates in coming years. I am thankful for these good numbers. They indicate that we are on the right path – that our determination to maintain and strengthen academic quality is the right thing to do – for the System, the state, and most importantly, our students.

Our students are bright, curious, and connected to the world. For example, during the 2003-2004 academic year, 4,388 University System of Georgia students studied abroad. This marks an increase of 17.5% in study-abroad numbers from the previous year. And we are still recovering from 9/11.

Our work to address critical state workforce needs continues to strengthen this state. In August, we reported that phase one of the Intellectual Capital Partnership Program (“ICAPP”) Health Professionals Initiative pumped more than 600 additional healthcare professionals into Georgia communities – with 700 more to come in phase two.

And we continue to push forward with a very ambitious agenda for the University System. During this meeting alone, there have been presentations on teacher preparation activities, mission review, and the cost of textbooks. We are continuing our efforts to discover more efficiencies in how we conduct our business. The best practices presentation today is an example of how we are going to our campuses for the best ideas to share with other institutions. Our work on statewide assessment is another example of this Board's forward-thinking approach. These items and more will demand our full attention and effort in the coming months.

There is a great deal to be done, and we will do it with the resources we have. Most importantly to me, our focus on the long term tells me that despite recent tough economic times, we still have that critical “can do” attitude that has served Georgia so well. We continue to have a focus that ensures our attention to excellence in all that we do for our students and the state. The University System is on the right path, and we are moving forward.

I know that this state believes in and depends upon the University System of Georgia. That belief is founded in the trust they place in us to act for today and for the future. People

throughout Georgia depend upon the University System for higher education, for the preservation of culture, for cultural appreciation, for economic development, for research that improves lives, and for healthcare. This is what universities do – we prepare society for the future. The value of an educated society almost goes without saying – it’s why we work so hard on our goal of creating a more educated Georgia. There’s no better or more compelling story playing, nor one that touches the lives of so many individuals for the better. Former President of Harvard University James Bryant Conant once said, “A liberal education... frees a man from the prison-house of his class, race, time, background, family, and even his nation.”

We have faced and are facing some challenging economic times. We are dealing with them positively, as you expect. It is time to focus on the future and move forward. I believe our funding partners will be fair with us as they continue to depend on the University System of Georgia to move this state forward. We do have a great deal to be thankful for and to anticipate in the coming months and years. Mr. Chairman, that concludes my report.

UNFINISHED BUSINESS

Chair Wooten stated that there had been a question about the elimination of academic programs. The staff had returned with a response, and he was pleased to report that, as part of its ongoing efficiency and accountability effort, over the past three fiscal years, the Board’s review has resulted in the approval of 97 new degree programs and the termination of 212 degree programs that were not being utilized for a net reduction of 115 programs. The Board is dedicated to this review process and not allowing the System to have mission or program creep. Chair Wooten commended the University System Office staff for their efforts in this regard.

NEW BUSINESS

Chair Wooten announced that there would be no December 2004 meeting of the Board of Regents. He then asked for a motion to authorize Chancellor Meredith to take any actions necessary on behalf of the Board between this meeting and the December 2004 Board meeting with such actions to be ratified by the Board at the January 2005 meeting. With motion properly made, variously seconded, and unanimously adopted, the Board approved this authorization.

Vice Chair Shelnut announced that the University System of Georgia Foundation, Inc. would be hosting its annual awards dinner on Friday, November 19, 2004. He thanked the Regents for their support and the presidents for their help. President G. Wayne Clough of the Georgia Institute of Technology and President Carl V. Patton of Georgia State University have allowed their staff to help on this project. Governor Sonny Perdue and 600 other guests would be attending to tout higher education in Georgia. There will be a planned program, a silent auction, and a public auction, including art work from the institutions. He reminded the Regents that the three primary functions

of this event are to provide scholarships at all institutions, to recognize key faculty around the System, and to recognize successful alumni from the System.

PETITIONS AND COMMUNICATIONS

Secretary Gail S. Weber announced that the next Board meeting would take place on Tuesday, January 11, and Wednesday, January 12, 2005, in the Board Room in Atlanta, Georgia.

FINE ARTS PRESENTATION

Chair Wooten announced that the Regents would next enjoy a fine arts presentation. He then called upon the Chair of the Board of Regents Academic Advisory Committee on the Fine and Applied Arts (the “Advisory Committee”), Thomas Cato, who is also Chair of the Department of Art, Music, and Theatre and Associate Professor of Art at Armstrong Atlantic State University, and the coordinator of the visual arts exhibition and fine arts performances at this meeting, Chair of the Department of Fine Arts at Savannah State University (“SSU”), Peggy Blood, to come forward and introduce themselves and the presentation.

Dr. Cato greeted the Regents and thanked them for allowing the Advisory Committee to present a sampling of some of the wonderful fine arts programs around the System. He thanked the members of the Advisory Committee who were present at the meeting and asked them to stand and be recognized. Former U.S. Secretary of Education William J. Bennett wrote, “Art no less than philosophy or science issues a challenge to the intellect. The great works of music, sculpture, painting, engraving, and all other forms of artistic expression engage the mind, teaching lessons about order, proportion, and genius.” He stated that basic arts education includes the disciplines of literature, visual art and design, performing art, and media arts. Dr. Cato stated that the arts are as important now as during the Renaissance. The arts keep us connected to our goals in life as well as our spirits in prosperous times and times of turmoil. The arts challenge our thinking, he said, and they soothe our souls. That is why the University System of Georgia strives to engage all of its students in the arts. Dr. Cato said that the students were eager to perform for the Regents, so without further ado, he called upon Dr. Blood to introduce the performers.

Dr. Blood announced the order of the performances at this meeting, which was as follows:

1. North Georgia College & State University’s Patriot Choir, conducted by Dr. John M. Broman, Professor of Music and Director of Choral Activities, performing “God Bless America” by Roy Ringwald and “The Army Song” by H. W. Arberg
2. Valdosta State University Repertory Dancers, choreographed by Assistant Professor of Communication Arts Catherine Schaeffer, dancing to an excerpt from Concerto Des Amis, Antonio Vivaldi, Concert in C, Concert Grosso in B Minor, Concerto 11 in D Major

3. Georgia Perimeter College Choir, conducted by Music Coordinator and Director of Choral Activities Susan Sigmon, performing “Give Me That Old Time Religion” by Moses Hogan and “The Tiny Song” by Martina Williams
4. Columbus State University’s Department of Theatre, directed by Program Coordinator and Associate Professor of Theatre Education Brenda May Ito and the Director of Opera and Professor of Organ Joseph Golden, performing a selection from “Little Shop of Horrors” with music by Alan Menken and lyrics and book by Howard Ashman
5. Savannah State University Choir, conducted by Choral Director Nan Poole Spicer, performing “In Bright Mansions Above” arranged by Roland M. Carter and “Even Me” arranged by Doris Jones Wilson
6. Georgia State University Orchestra members Svetlin Belneev, violin, and Lubitza Braikova, viola, conducted by Assistant Professor of Violin Nancy Schechter, performing Ludwig van Beethoven’s Movement No. 1, Allegro Commodo

Following the performances, Dr. Cato said that the arts are the heart and soul of college campuses in his opinion. There are many young artists and performers in programs like these throughout the University System of Georgia. He asked the Regents for their continued support of the arts in the System and said that all students should have the opportunity to experience the benefits of having the arts in their lives. In closing, he asked the Assistant Vice Chancellor for Planning, Joseph J. Szutz, to approach the Board.

Dr. Blood said that she would like to come back again next year with another fine arts presentation. She said that this annual fine arts presentation was Dr. Szutz’s idea and that he would retire at the end of this year. In his honor, the Advisory Committee was presenting to him a plaque to thank him for presenting works of university faculty and students in the University System Office. She thanked him for the opportunity to make this presentation to the Board.

Dr. Szutz stated that the art hanging on the office walls and the fine arts presentations made in the last two years are representative of the incredible amount of talent that the students bring to the institutions and the high quality of the development and nurturing of that talent accomplished by the faculty. He said that he hopes this tradition will continue for years to come. He thanked the Regents and stepped down.

Dr. Cato then presented a plaque to Dr. Blood in appreciation for her work coordinating the fine arts presentations.

Chair Wooten thanked all the presenters and performers for their fine work and wished everyone a

happy and safe holiday season. He then invited everyone to a reception following the Board meeting in honor of the performers.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at approximately 12:40 p.m. on November 17, 2004.

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

s/ _____
Joel O. Wooten, Jr.
Chair, Board of Regents
University System of Georgia