

**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 13, 2007**

CALL TO ORDER

The Board of Regents of the University System of Georgia met on Tuesday, November 13, 2007, in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent Allan Vigil, called the meeting to order at 10:31 a.m. Present on Tuesday, in addition to Chair Vigil, were Vice Chair William H. Cleveland and Regents Kenneth R. Bernard Jr., James A. Bishop, Hugh A. Carter Jr., Robert F. Hatcher, Felton Jenkins, James R. Jolly, Donald M. Leebern Jr., Elridge W. McMillan, Patrick S. Pittard, Doreen Stiles Poitevint, Willis J. Potts Jr., Wanda Yancey Rodwell, Benjamin J. Tarbutton III, and Richard L. Tucker.

INVOCATION

Regent Benjamin J. Tarbutton III gave the following invocation. "Our heavenly Father, we must at this time of Thanksgiving, honor you for all you have bestowed upon us. We are so grateful for your kindness, guidance, and love. Through these fine qualities, allow us to live on earth as you have intended. Most merciful Father, during this time of thanks, let us be mindful of the needs of others and to give back as we are able. We thank you for the gift of life and all the many blessings that surround us. Lord, just two days ago we celebrated the lives of the military men and women who served our country, past and present. Let us never forget the sacrifices these men, women, and their families have made over the life of our country for the freedoms we enjoy today. Please be with them during these perilous times. Finally this morning, we say a special prayer for rain. We pray that this drought that our state and region have endured over the past few years fades into the history books. Dear Lord, please allow us the rains to return so that the lakes and reservoirs may again be full, the aquifers may recharge, and the citizens of our state may again feel comfortable about their water resources. We say and ask all of these things in Your name. Amen."

SAFETY BRIEFING

The Assistant Vice Chancellor for Compliance and Operations, Sandra L. Neuse, gave the Regents and audience a briefing of basic safety information in the event of an emergency.

ATTENDANCE REPORT

The attendance report was read on Tuesday, November 13, 2007, by the Secretary to the Board, Julia M. Murphy, who announced that Regent W. Mansfield Jennings Jr. had asked for and been given permission to be absent on that day.

CHANCELLOR'S REPORT

Thank you, Mr. Chairman. Let me first direct your attention to our newest exhibit from East Georgia College. This new exhibit showcases the various media explored in that college's art program. Of the student artists included in this show, more than a half dozen have shown in juried exhibitions, both regionally and internationally. Three have also had solo exhibitions. These are very high quality artists and artwork, and we appreciate East Georgia College's contributions to our ongoing cultural enrichment.

We are having a "two for one" special today! This is a two day meeting in one full day, albeit a potentially long one. I do appreciate, in advance, your commitment and patience as we move through an important as well as very full agenda. Let me take this time to mention a number of items and to also tee up some key agenda items for your attention. I will also put some of them into a larger context. The University System is a large, complex, and dynamic organization. As such, it is subject to the ebbs and flows of any organization. At times, the news is good – at times, less so. But that is the nature of any organization, and that is the challenge before us as we attempt to manage organizations and particularly as we address change. Every situation, however, is an opportunity to take stock, to evaluate, to make needed changes and to give new opportunities to current and new individuals. In our case, we now have the opportunity to undertake these actions within the context and framework of a much clearer and much more focused strategy. So, please remember this larger context as I move through the items in this report today.

The first item is the Fiscal Year 2009 Budget that you approved in August. This morning, the team and I met with the Governor to go through our request. As always, he was pleasant, probing, but non-committal. We will not know whether we have made the sale until he submits his final budget in November or December. As you know, the next step in the process is for the Governor to submit his full state budget recommendations to the General Assembly, which will, of course, include a recommendation for this System. We will then begin the process of supporting the Governor's budget and the recommendations for the University System within that budget. We have a strong record of support from our funding partners, and we will be working closely with them over the coming months on the Governor's recommendations. It is also important to note that the capital and operating budgets were framed within the context of our new Strategic Plan. I have mentioned often that budgets should be strategy implementing documents, and we discussed, today, how the budget would support those strategies. Clearly, our capital budget is a result of the capital model upon which you worked very hard for over a year. Both are already paying dividends for us in terms of enhanced credibility for our requests. There is a higher level of transparency on how the numbers were generated, and we did get a sense that there was a higher level of acceptance of the validity of those numbers. Whether they will survive in terms of the state's overall priorities, we will not know until later this year. We will, of course, ask for your support as we work with the General Assembly in the upcoming legislature. Thank you, in advance, for your support.

One of the key drivers of our budget is the funding formula, which is, in turn, driven by student enrollment, or, more specifically, the number of credit hours students take. The fall 2007 enrollment

report is being released today. I have the pleasure of making the official numbers public, although many of our institutions already have reported preliminary numbers for their campus. For those Regents who were not here last year, I did have a drum roll at this point. I was advised to dispense with that this year, and I have agreed to do so. The current enrollment in Georgia's 35 degree granting institutions is at an all-time high of 270,022 students for fall of 2007. This represents a gain of over 10,000 students from fall 2006. We have, since the fall of last year, added a University of West Georgia or a Valdosta State University to this System. This is a 3.9% increase over fall 2006, which represents a more robust rise from the more modest percentage increases in recent years of 2.5% from fall 2005 to 2006 and 1.5% from fall 2003 to 2004.

The increase in credit hours is up significantly, 4.4% from fall 2006 to fall 2007. This is good news for our funding formula. As we seek to meet an enrollment projection of 100,000 additional students by 2020, the details of this latest report show us how we are going to achieve this growth. Fortunately, we are seeing some significant increases at our two-year access institutions and at some of our comprehensive universities. This is exactly where we need to direct enrollment growth in the future so that we reach a more pyramid-shaped distribution. We need more of our students selecting our access institutions and our comprehensive universities as a 'first choice' for college. The System's seven state colleges posted an 8.7 % increase, although two state colleges had growth well over 8.7%. Middle Georgia College, for example, gained 12.9% and Gainesville State College gained 11.2%. The largest gains by type of institution were at our access institutions where enrollment grew by 6.2%. These institutions grew faster than the System as a whole. Atlanta Metropolitan College, which posted an 11.8% increase, is at an all time high. East Georgia College is up 15.6%; Georgia Highlands College posted a 10.5% increase; and South Georgia College is up 19.9%. The System's four-year comprehensive colleges and universities posted overall gains of almost 3% and enrollment increased 2.3% at our research universities. From our planning perspective, that is exactly where we want the increases to take place, and it is exactly the type of distribution of new students that we want. If you look at the four-year comprehensive state universities, Fort Valley State University stands out. President Rivers put a lot of effort into increasing enrollment. Enrollment is up 17.7% there. We are seeing the impact of new leadership and new programs at many of our institutions. Again, this reinforces my continuing view that leadership and management does make a difference. This is good news. We are a growth industry. People continue to flock to our System.

We have two student representatives with us today. Ryan Greene is a junior in business management at Georgia College and State University and serves as the current student government president there. Also with us today is Tiffani Rose Brown, President of the Student Government Association at Georgia State University, where she is pursuing a degree in English. Tiffani transferred from Georgia Perimeter College after she received her Associate's Degree. Thank you both for joining us today. Good luck in your studies, and I hope neither of you is cutting class to be here today.

In October, while we were holding a Board meeting in Carrollton, the University System held an international summit. This was our very first gathering among our academic leaders to discuss international education within the System. The event, at which I spoke, was well attended and held at the Carter Center. I point this event out, because the Director of International Programs,

Richard C. Sutton, and others involved with international education have done an excellent job of aligning the goals of these programs with the new Strategic Plan. *The New York Times*, in its annual education focus issue several weeks ago, noted the increasing importance of study abroad in the “must have” portfolio of any college student. *The New York Times* was also represented at our summit. As you are aware, the University System, through your guidance, has placed an emphasis on international education for a number of years and this past work clearly positions us well moving forward.

On another note, as you are aware from my previous communications to you and news reports, state auditors have uncovered some examples of abuse by state, as well as System, employees of the state purchasing card (“P-Card”) program. The Chief Audit Officer and Associate Vice Chancellor for Internal Audit, Ronald B. Stark, and I both spoke before a House committee on this issue on October 22. The committee had good and pointed questions, but was generally supportive of our stance and our actions going forward. Let me be clear that the P-Card program is an excellent program. The idea behind it is a good one. Using the P-Card versus a standard purchasing process eliminates about 14 administrative steps and will save an estimated \$100 per transaction. We had in excess of 600,000 transactions last year. If we had to eliminate P-Cards and go back to a purchase order system, we would add approximately 600,000 times \$100 to our cost structure. These cards also allow our campuses to be more responsive and reduce costs. Any program requires appropriate oversight to ensure that it is not misused or abused. This is a serious issue, and we are conducting our own, internal audit of all prior year P-card transactions from last year. We will use the results, if warranted, to censure; to create new systems and procedures; and to train, retrain, or change out leadership, if necessary. We will take all necessary steps to create a more effective risk management culture within the University System.

Last week, Mr. Stark provided a preliminary report of the first phase of our internal audit which noted the following key findings. So far, most of our campuses have excellent policies and controls and some campuses require improvement, but the overall conclusion is that there are several areas requiring improvement. Although we have not yet found major transgressions, we are finding a lot of managerial issues. Ultimately, my perspective is that this is all about leadership, all about management and creating a sense at every level of the organization that leadership means accepting the personal responsibility to manage risk, not only in the academic enterprise, but within all aspects of our operations. The reality is that we have a number of learning opportunities in this area, and we will learn. As stewards of public capital, we cannot accept any misuse of this program, or any other program, for that matter. The public’s confidence in our ability to manage dollars and manage risk means we must have zero tolerance for those who would knowingly compromise or even unknowingly mismanage risks for which they are responsible.

Water is another topic that is in the news and in our prayers as well. In response to the Governor’s Executive Order of October 24, we have developed and submitted a Systemwide water conservation plan to the Governor’s office. We have committed to achieving a 10-15% reduction in water usage among USG institutions on a cumulative basis from November 1 through March 30, compared to the same period for the previous year. This will be a challenge for us because we were in fact out in front

in many instances on this issue and we have already made some significant reductions. These further reductions will be on top of the reductions we have already made. That might a bigger challenge in some areas than others. Our institutions are taking the drought situation very seriously and establishing task forces and committees to develop and implement water conservation best practices on campus. Education is our core mission and a critical part of water conservation. We will educate all of our employees and students in this area. We are actively communicating with students, staff, and faculty on how they can help conserve water both on and off campus. Our faculty, befitting its expertise, is also acting as expert advisors to the administration during this problem. I am very proud that the expertise of the faculty in the System is becoming a part of the solution to Georgia's long-term water management problems.

I mentioned earlier that we have some key personnel changes here in the System Office and on our campuses. First, we announced the retirement or resignation of presidents at two institutions. Dr. Carl V. Patton will retire from Georgia State University at the end of this academic year. Also, Dr. Richard J. Federinko is leaving the presidency of Middle Georgia College at the end of this year to take up a new challenge in his home state of Alabama at Troy University. And, as you are all aware, Dr. James A. Burran will be stepping down shortly from the presidency of Dalton State College. In that search, we announced the three finalists for this position, and Regent Jolly, the committee chair, along with Regents Wanda Yancey Rodwell, Benjamin J. Tarbutton III, and Allan Vigil, will be working with the Chief Operating Officer, Robert E. Watts, the sector head for the access institutions, and me to further assess the three finalists. We will be bringing forward a recommendation shortly. We would like to get this done prior to year end. All three of these presidents have made significant contributions to their respective institutions and communities, and, by extension, the University System. Each will be missed. For the Board, this means a very active season ahead as we conduct searches to replace the presidents whose resignations and retirements we have just announced.

We also will be losing the services of two outstanding individuals in the University System Office. But fortunately, neither will be leaving the System; they will be moving to new positions within the System. William R. Bowes will be leaving his position as Vice Chancellor for Fiscal Affairs to become the vice president for finance and chief financial officer for the Medical College of Georgia. This means Bill also will be resigning his position as the Board's treasurer. Regent Robert F. Hatcher will have some additional comments on Bill later in today's meeting. Assistant Vice Chancellor Joy Hymel has traded her duties as head of the System's economic development efforts to join Georgia Tech as the business development officer in the strategic partners office of the Enterprise Innovation Institute. For those of you who were in the Centergy Building over at Technology Square last night, Joy will be moving a few floors down from her current office in the Technology Square complex. Joy has led the Economic Development Department in the development and creation of a number of programs, key among these being the System's response to Georgia's health professionals worker shortage through the Intellectual Capital Partnership Program ("ICAPP[®]") program. She has provided key leadership for the System and at the institutions through her guidance and leadership. She leaves us and ICAPP[®] in a much stronger position today thanks to her dedicated and professional efforts. Again, both Bill and Joy will be missed, but we know where to find them.

We also have some new faces in the System Office. Chairman Vigil has already introduced Dr. Susan Herbst, our new Executive Vice Chancellor and Chief Academic Officer. She took up her duties on November 1, and we are delighted that she has joined the University System. For the first time since my arrival, we now have permanent, or should I say non-interim, leadership in Academic Affairs, and this should impact productivity there greatly. Also J. Reid Christenberry has returned to the fold to become the new Associate Vice Chancellor for Operations in the Office of Information and Instructional Technology. Reid has been the Chief Information Officer (“CIO”) at Miami of Ohio University for the last 4 years and was the CIO at Georgia State prior to that time. We welcome these two individuals as they begin to add their respective creative talents to our efforts.

Our presidents, faculty, and staff win a lot of awards, and I could fill up all of the time talking about them, but I do want to mention one very prestigious appointment. The Skidaway Institute of Oceanography Director, James Sanders, has been appointed to the Environmental Protection Agency's (“EPA”) Science Advisory Board by EPA Administrator Stephen Johnson. The three-year appointment will run through October 2010. Sanders will join approximately 30 other scientists from academia, industry and environmental communities on the EPA Science Advisory Board. The Board provides scientific advice to the EPA administration and various congressional committees. Members of this board constitute a distinguished body of scientists, engineers and economists who are recognized, non-governmental experts in their respective fields. This is yet one more reflection of the tremendous quality of the people and the leaders that we have within this System.

In a few minutes we will make presentations to recipients of the Chancellor’s Office customer service awards program. I think that it is important to recognize individuals, institutions, programs, and teams that are making a real difference in improving customer service and implementing process improvements across the System. Two weeks ago, Governor Perdue recognized outstanding examples of customer service statewide. The Governor’s Excellence in Customer Service Awards for 2007 recognized six individuals and eight teams. First-year winners in the Team Georgia Customer Service Recognition Program were selected from among more than 400 nominations across the state. Nominees were judged by a blue ribbon panel of leaders from the business community and the public sector. The University System was recognized twice. Bainbridge College was recognized in the category of the Governor’s Award in Customer Service for Team Excellence for its Academic Resource Center. I love the word “team” and I want to see even more “team” awards. The System was presented with the Governor’s Special Award for Extraordinary Commitment to Customer Service. This award was presented in my name, but the award reflects the overall commitment throughout the System to customer service. I gladly accepted it on behalf of all of the employees and teams who are working tremendously hard to improve our processes and procedures and customer focus within in the System. This is a commitment of which we are quite proud. And, we will build on this commitment in the coming year.

Let me turn now to several items of key importance on today’s agenda. All relate closely to our Strategic Plan and are themselves interrelated: one affects and supports the others. You will see three presentations today. Jan Kettlewell’s report on teacher education in the System; Shelley Nickel’s report on maintaining affordability of a college education; and President Bruce Grube of Georgia

Southern University will report on his Systemwide Project on improving retention and graduation rates.

There is much good news in Jan's report on teacher education. I do not want to steal her thunder, but please note these key points. The University System is committed to being the primary provider of new teachers in the state of Georgia. We are increasing the number of new teachers by expanding current programs and by developing additional, flexible routes into teaching. For example, I spoke earlier about the development of a collaborative between Georgia Tech and Georgia State to take those people with technical backgrounds who want to teach and give them the teaching skills from a university with a teaching mission. Again, we still have work to do, but that is an example of the kind of cooperation and leveraging of resources that will allow us to turn out more teachers. Our Colleges of Education are further changing the way they do business. They are developing creative solutions to meet the market demands. For example, you heard a presentation at an earlier meeting on the masters of education market. They are discussing ways to make our programs more attractive to today's potential teachers of all ages, backgrounds, and career histories. Our teacher quality and quantity initiatives also are paying dividends for us. System-prepared teachers remain working in Georgia's classrooms at a higher rate than those coming through other routes to certification.

Goal 5 of the Plan has a focus on affordability of college. In her presentation today, Shelley Nickel will frame the discussion for work on this goal and share some interesting data showing that despite our low tuition, strong state support, and the HOPE scholarship, we continue to have low participation from lower income students. Affordability is one of the barriers to higher education. This is important because an educated workforce produces a robust economy, a more engaged citizenry, and a healthier population. Enlarging that educated pool will necessitate some innovative work on how we not only maintain, but increase affordability.

President Grube will discuss two key metrics of performance: retention and graduation. These are, of course, connected. Retention can be seen as a leading indicator of academic performance, both by students and by our institutions in terms of supporting student learning. Graduation rates are lagging indicators. We clearly need to treat both indicators as active measures that call for our disciplined and timely response. Dr. Grube's group is taking that approach and he will bring forward some recommendations that will give us a more focused process and robust response to these key indicators. I should point out that you have seen a number of these Systemwide projects come forward. Many of them have price tags associated with them. We will address resource allocation next year as we start to discuss how to allocate the resources that we receive through the budget process.

Also let me direct your attention to an item on the Academic Affairs Committee. Last month, you heard about the new Georgia ONmyLINE distance education initiative. This month, the committee will be asked to recommend, for the full Board's approval, a number of education degrees that will be offered in the new Georgia ONmyLINE franchise model. Last month you heard the concept and this month we are going to actualize that with degree programs. Again, I want to stress our distance education programs continue to move forward. Last night, those of you who had that privilege of

joining us saw the technology of the future. Today, you are going to start to approve programs for future growth. This action item is the next step in the new program model to respond to demand and regain a significant part of the distance education market share.

As you can see, we have a short day but a full agenda. And, as always, please complete your feedback form. These are extremely useful to us in shaping future agendas in ways that you find productive and rewarding. If you have concerns, we ask that you please put them on your feedback form and not allow them to fester. We will try to respond to them as quickly as we can. We are in a higher gear on a number of fronts. I will have a full summary in my state of the system remarks early next year. Until then, we will remain focused on the Plan and the Budget, even as we seek out new leadership in key posts in the System. Thanks for your hard work and contributions. You have had a busy year. Your dedication to your board responsibilities is serving the System well. Your work is appreciated, by me, by our presidents, by our faculty, our staff and our students. On behalf of the entire System, you have our best wishes for a safe, joyous and rewarding holiday season with family and friends.

Let me conclude my report on a more somber note and one that really brings home the precious nature of family and friends. I am speaking of the passing of a former member of this Board and a true educational champion for all Georgians. I am referring to the sad news last week of the death of former Regent Joseph Greene.

He was appointed to the Board of Regents in 1984 and was named by his colleagues on the Board as chairman from 1988-1989, with his work as a Regent concluding in 1991. During his tenure on the Board, Professor Greene was instrumental in developing strategic planning for the University System, increasing accessibility for minorities at Georgia's public institutions, and improving procedures for presidential searches. But his service to education went far beyond his tenure as a Regent. He was the former Cree Walker Professor of Business Administration at Augusta State University, where, at the time of his passing, he still served as the University's Customer Service Champion. He never gave up; he never quit looking for new ways to serve others and Augusta State. He was a trailblazer during a momentous time in the state's recent history. Professor Greene was the first African American to serve on a number of community and state boards in an era when racial tensions were high and integration was in its early stages. He offered a voice of fairness, a voice of equity, and one of reason. Professor Greene's service not only calmed a troubled state, but also gave voice to minority and poor residents of all colors who had been virtually invisible in local and state governments. He was an alumnus of Augusta State as well as the University of Georgia and served on the Augusta State Foundation Board.

I know you join me in mourning his passing. His passing and his accomplishments are important and poignant reminders of the significant role this Board has played in Georgia's development for 75 years. This Board's positive influence comes down, in the end, to the high quality of the people on the Board – to the high quality of leadership exercised by the hundreds of individuals just like you who have served as Regents. Joseph Greene certainly raised the bar very high in this regard. Please join me in a moment of silent reflection and tribute to his life and his good work.

Mr. Chairman, that concludes my report. I would be happy to answer any questions at this point. There were no questions.

APPROVAL OF MINUTES

Motion properly made and duly seconded, the minutes of the Board of Regents meeting held on October 9-10, 2007, were unanimously approved as distributed.

PRESENTATION: REGENTS' AWARD FOR TEACHING EXCELLENCE – KENNESAW STATE UNIVERSITY

Chair Vigil called upon the Chief Academic Officer & Executive Vice Chancellor for Academic Affairs, Susan Herbst to update the Board on the Regents' Awards including the one presented at this meeting. Dr. Herbst thanked the Board for the opportunity to celebrate teaching and learning and asked the Assistant Vice Chancellor for Academic Affairs, Dorothy Zinsmeister, to outline the framework for how the awards are bestowed. Referring to an organizational chart provided to the Regents in their Board materials, Dr. Zinsmeister explained the selection process. There are two types of Regents' awards, Teaching Excellence and Scholarship of Teaching and Learning. The Teaching Excellence Awards are divided into two categories, one for faculty recipients and one for departments or programs that demonstrate teaching excellence. Awards in these categories are made according to sector: Two-Year/State Colleges, Regional/State Universities, and Research Universities. She further explained that the department/program awards are made in the fall of each year, while the faculty awards recipients are acknowledged in the spring at the University System of Georgia Foundation, Inc. Regents' Awards for Excellence Celebration ("the Gala"). Dr. Zinsmeister then turned the floor over to Dr. Herbst to recognize this year's recipient of the Regents' Award for Teaching Excellence in the category of Regional and State Universities – Departments and Programs. Dr. Herbst stated that this award recognizes the following attributes:

- faculty efforts to improve teaching and student learning;
- curriculum and pedagogical innovation;
- data-driven processes for reviewing and reshaping curricula; and
- exemplary programs for advising, mentoring, recruiting and retaining students.

For the Regional and State University sector, the 2007 award-winning program is the Professional Sales Degree Program at Kennesaw State University, led by Dr. Terry Loe, the Director for the Center for Professional Selling ("the Center"). After acknowledging President Daniel S. Papp of Kennesaw State University ("KSU") and the contingent of staff from the university who were also present, Dr. Herbst presented the award.

Dr. Loe expressed his appreciation to Board for the award and the opportunity to thank the Board for it in person. He jokingly added that he believed this was the time that President Papp wanted him to ask for a new football stadium for KSU. He said he could not put a single finger on the work of the Center and its accomplishments, but he felt a Chinese Proverb central to its success: "If your vision

is for one year, plant wheat. If your vision is for a decade, plant trees. If your vision is for a lifetime, plant people.” The Center has greatly impacted the lives of students, not only at KSU, but across the country and around the world. It has also had an impact on the sales profession itself, which is the Center’s long term goal. Quoting Hilary Hinton “Zig” Ziglar, Dr. Loe said that students in the Center for Professional Selling are taught that “You can have everything in life that you want if you will just help enough other people get what they want.” He said that they understand what that means. Dr. Loe also stated that the faculty and students of the sales program understand that their role/job as sales people is contrary to what most people in society may view it as. The goal of a sales person is to understand the customer as an individual, as well as, the businesses with which they work. The customer is trying to reach certain goals in life, striving for a certain quality of life. It is the job of sales people, and the role of KSU’s students as they graduate, to help those people reach their goals and dreams. Dr. Loe said that this is what their students are taught and is central to the success of the program itself.

As he closed, Dr. Loe stated that he believes that when done right, the sales profession has as big an impact on society and the quality of life, nationally and internationally, as almost any other profession. He said that the genesis of KSU’s professional sales program was with the establishment of its sales major in 1989. He credited the late Dr. Terry E. Powell and Dr. Rich Rexieson with starting the program in 1990-1991. He noted that most of the programs in the Center are still faculty driven. Since its inception, the program has ebbed and flowed and now enjoys great success on a broad scale. Dr. Loe stated that this level of national and international success would not be possible without the enthusiastic support of a lot of people. He then thanked the following administrators from Kennesaw State University: former President Betty Siegel, President Daniel S. Papp, the Dean of the Michael J. Coles College of Business, Timothy S. Mescon, and the Chair of the Marketing and Sales Department, Keith Tudor. Dr. Loe also thanked the following staff members of the Center including the Associate Professor of Marketing and Professional Sales, Gary L. Selden, who has been a part of the program since the early 1990s; the Administrative Secretary for the Marketing and Professional Sales Department, Mary Foster, who coordinates the Center and the Associate Director of the Center, Scott Widmier, who Dr. Loe commended for his outstanding work. He stated that the Center would not have the national and international status they have attained without Dr. Widmier. Dr. Loe then thanked the Board again for the award and the monetary gift that accompanied, adding that it would be put to good use.

Chair Vigil congratulated the award recipients and thanked them for attending the meeting. The Chairman added that since football came up in Dr. Loe’s acceptance speech, he would be remiss if he did not congratulate the University of Georgia on a fine victory over the University of Florida.

PRESENTATION: THE CHANCELLOR’S OFFICE CUSTOMER SERVICE AWARDS

Chair Vigil stated that he believes customer service is a passion and a way of life. Instead of walking through the day people have to have the desire and passion to do the best they can to provide service in their every contact with people. He added that customer service cannot be just a slogan, but must have real meaning. “You have to believe in it. You have to want to be of service. People have to buy

into it.” Chair Vigil further stated that the University System, led by Chancellor Davis, has responded to Governor Perdue’s call for better customer service to an award-winning level. He then welcomed the Special Assistant to the Chief Information Officer, Jim D. Flowers, to the podium to update the Board on the accomplishments of the University System regarding customer service.

Mr. Flowers thanked the Chairman, the Board and the Legislative Analyst and Projects Director for External Affairs, Deborah R. Scott, who assisted him with the awards ceremony. He stated that this awards program was in concert with the Governors’ Customer Service Awards, which were presented on October 30, 2007. The University System Office received a total of 350 nominations from employees and students across the System representing most of the System’s institutions. Mr. Flowers stated that there were six nomination categories and four levels of awards, which were Gold, Silver, Bronze and Honorable Mention. Mr. Flowers noted that the late Professor Joseph Greene, whose passing Chancellor Davis acknowledged in his remarks, chaired the committee that governed this process. Mr. Flowers described Professor Greene as being very fair and just in administrating the awards program, and added that he would be missed. Although a total of 34 awards were made only the gold level winners were presented with awards at this meeting. They are as follows:

Excellence Award of the Year – Individuals (Gold)

Awarded to individuals who have demonstrated the most outstanding service to our customers over the last year. Their actions reflect all five of the state's customer service attributes: courteous, helpful, accessible, responsive, and knowledgeable.

Institution: Allison Strong, Financial Aid Counselor, North Georgia College and State University
University System Office: Vernon Davis, Manager - Office Resource, University System Office

Excellence Award of the Year – Team (Gold)

Awarded to the teams who have demonstrated outstanding team service to our customers over the last year.

Institution: OASIS Center for Advising and First Year Programs, Valdosta State University
Team Leader: Beverley Blake, Director of Learning Support
Patrick C. Burns, Associate Professor and Department Head for the Center for Advising and First Year Programs accepted the award on behalf of the team.
University System Office: Library Services – GIL Express Program Team, OIIT
Team Leader: Merryll S. Penson, Executive Director of Library Services

Call Center Excellence Award (Gold)

Awarded to exceptional call centers based on outstanding performance and improvement in customer service.

Institution: Georgia State University Information Systems and Technology Help Center,
Georgia State University

Call Center Leader: Timothy D. Jones, Help Center Manager
University System Office : OIIT Customer Service Help Desk
Call Center Leader: David Disney, Director, Customer Services
The Helpdesk Team Leader, M. Suzanne Kille accepted the award on behalf of the team.

Outstanding Customer Service Leadership Award (Gold)

Recognizes a leader in a department, division, program or institution who, through his or her leadership in customer service, has made a significant, positive impact on customer service to the citizens and customers of the University System of Georgia over the last year.

Institution: Linda Lyons, Director, Center for University Learning, Kennesaw State University
University System Office: Debbie Farmer, Business Analyst III - PeopleSoft HRMS Support

Outstanding Customer Service Improvement Initiative Award (Gold)

Awarded to a division or program that has designed and implemented a planned process improvement or initiative that has resulted in a significant positive impact on their customers over the last year.

Institution: Kennesaw State University, College of Business
Victor B. Marshall, Instructor of Management
Richard M. Franza, Chair, Department of Management and Entrepreneurship
University System Office: Brenda Trezvant, Administrative Assistant, Media and Publications

Customer Service Institution of the Year (Gold)

Awarded to the institution that has shown the highest commitment, the highest performance levels and the most improvement in customer service across the organization over the last year.

Institution: Kennesaw State University
Daniel S. Papp, President
Linda Lyons, Customer Service Champion

It was noted that several customer focused programs have been successfully implemented at Kennesaw, all of which have demonstrated the five key exemplary attributes of customer service. He added that Ms. Lyons was very instrumental in all of these efforts which included: the Coles College of Business team, the financial aid project which has reduced student wait times for seeing counselors, and overall training for staff to increase customer friendliness.

Mr. Flowers congratulated the customer service winners and expressed his appreciation to the nominators, Customer Service Champions, the Review Committee and other employees who helped make the Customer Service Program a success. Chancellor Davis also thanked Mr. Flowers and Ms. Scott for their exemplary leadership of the Customer Service Program.

For a full listing of the Chancellor's Customer Service Award recipients visit the following website:

www.customerfocus.usg.edu.

At approximately 11:40 a.m., Chair Vigil adjourned the Regents into their regular Committee meetings.

COMMITTEE OF THE WHOLE: STRATEGIC PLANNING

Chair Vigil reconvened the Board meeting in its regular session, convened the Strategic Planning Committee as a Committee of the Whole, and turned the Chairmanship of the meeting over to the Board Vice Chair William H. Cleveland, the Chair of the Committee.

Chair Cleveland stated that the Board would hear three presentations on projects related to the strategic plan. He introduced the Associate Vice Chancellor for Planning and Implementation, Shelley C. Nickel. Ms. Nickel, he stated, is heading up the implementation of the System's new strategic plan, which the Board adopted in August. She is also spearheading the fifth goal of that plan: Maintaining Affordability So That Money Is Not a Barrier to Participation in the Benefits of Higher Education. He added that she would frame the discussion about what issues the Board will examine concerning this goal in the coming year.

Ms. Nickel stated that it is important to maintain the affordability of higher education because higher educational attainment directly relates to the economy of the state and its overall health. She cited increased income, greater community participation, lower unemployment rates, better health, and a citizenry more likely to vote as benefits. Using data from the 2002 Census, Ms. Nickel directed the Regents' attention to a map which illustrated the percentage of Georgia's population, 25 years and older, with a bachelor's or advanced degree. Only 10 of Georgia's 159 counties have populations where more than 30% of that age group hold a bachelor's degree or higher, which indicates that the System's aspirational goal across the state is to assist more people to attain higher levels of education.

Although there are many reasons people do not pursue higher education, Goal 5 focuses on affordability, i.e., the cost of attendance and ability to pay. One barrier to affordability is the cost of attendance, which includes tuition and fees, room, board, and books. These latter expenses have a huge effect on the total cost of attendance. For example, the University of Georgia's tuition and fees are \$5,622; however, the estimated total cost of attendance is \$16,054. Other barriers are related to the students' ability to pay and include lack of information on available financial aid, inability to navigate a cumbersome financial aid system, and the lack of need-based aid. Addressing these barriers should increase the participation of lower-income students in higher education, while keeping the debt burden for all students low.

While Georgia ranks fairly high in the college participation rate of those who graduate from high school, its participation of lower income 18-24 year olds, which includes those who do not finish high school, is fairly low. This data, from 1993 to 2005, shows that while the nation as a whole is doing better, some of the other states in the southern region are doing a better job than Georgia. Georgia's rank improved by 5 from 47 in 1993 to 42 in 2005, but North Carolina improved by 21 from 42 to 21 and Virginia by 13 from 39 to 26. More recently, because of a state decision to

increase the participation rates of low income students, North Carolina’s rate increased by 4.7% in three years compared to Georgia’s 1%. In response to Regent Tarbutton’s question about reaching out to Virginia and North Carolina for best practices, Ms. Nickel stated that she is in the process of doing that. She added that North Carolina has a statewide initiative to increase the participation of lower income students.

Another data point that reveals affordability is student loan debt. Nationally, students are borrowing. Last year the increase in debt was 8%, compared to roughly a 4% rise in starting salaries. Georgia’s overall debt for students graduating from both public and private institutions after four years of college is about \$17,700. The following sampling of some System institutions shows the average student loan debt held by graduating students in 2006 as reported by the Project on Student Debt.

| <u>Institution</u> | <u>Average Debt</u> |
|---------------------------------|---------------------|
| Georgia Institute of Technology | \$14,895 |
| Georgia Southern University | \$18,146 |
| Georgia State University | \$15,419 |
| University of Georgia | \$13,478 |
| Valdosta State University | \$16,220 |

In response to questions from several Regents, Ms. Nickel clarified that the data shows the average total debt per student, not including students who incurred no debt during matriculation. She stated that the data is self-reported by institutions across the country and does not include private loans that parents may take out for their children. This student borrower information is compiled by the Project on Student Debt, which is a part of the nonprofit Institute for College Access and Success in Berkeley, California. Compared to other state institutions, the University System of Georgia is in the middle of pack nationally. Due to the System’s low tuition rates and high state support, the System also places fairly well in the southern region.

Another measure of affordability is tuition and fees. Referring to a chart which showed the median annual tuition and fees for public four-year colleges and universities, Ms. Nickel compared the University System of Georgia’s average tuition and fees to the national average, the Southern Regional Education Board (“SREB”) states, and South Carolina averages. She explained that she included South Carolina because it has the highest tuition and fees in the SREB. Georgia’s percent increase from 1995-2006 adjusted for inflation is just 27.4%, compared to the rest of the region at 75%. The percent of household income that is needed for tuition and fees is relatively the same as it was in 1995, which means, the University System of Georgia is doing a good job of keeping tuition and fees affordable. Ms. Nickel emphasized, however, that tuition and fees are not the total cost of attendance, adding that in some cases, it is only a third of the cost. She also indicated that it would be impossible for the University System to keep its tuition costs this low without strong state support. Presently, state support for the System ranks above the national average per full-time equivalent (“FTE”) student by \$1,500.

Another piece of paying for college in Georgia is the Helping Outstanding Pupils Educationally (“HOPE”) scholarship. HOPE was designed as a merit based aid program to provide an incentive for high school students to do well and to attend Georgia colleges. Over the past 14 years, the Georgia lottery has provided \$3.8 billion to about 1.1 million students. About 1/3 of students typically lose their scholarship after their freshman year. In 2004, changes were made to HOPE to make the qualifications more equitable across the state. These changes impacted the number of students who are eligible. One would hope that there will be a higher number of students retaining their scholarship since they are more highly qualified from the offset. In addition to HOPE the state does provide service cancellable loans for teachers and nurses, two areas where there are typically shortages. These loans are paid back by working in that field in Georgia for a particular time. State support for this program is currently at about \$12 million and last year that served about \$4,000 recipients.

The University System is already taking some steps to try to keep college affordable. For example, the fixed-for four tuition policy, while designed to give students an incentive to take more courses and graduate in four years, also allows students to plan on what their expenses will be. The System is also working hard to continue the strong state support it receives by being accountable. Additionally, Chancellor Davis recently charged President David Potter from North Georgia College & State University with a Systemwide project on fundraising. Through his leadership the System will find out how it compares with institutions across the nation in fundraising. Once the numbers come in, the System will know what level of effort to expect, be able to set some targets and measure its results. The expectation is that some funding from fundraising will be focused on opportunity grants. Another recent development is the Georgia Institute of Technology’s (“GIT”) Tech Promise program, in its inaugural year. This program is designed to assist students with financial need graduate from college with no more than \$10,000 in debt. GIT estimates that it will take an endowment of \$50 million to sustain this program. Currently there are about 200 students being assisted by this program with an estimated projected cost this year of \$2 million. Ms. Nickel stated that she worked with the Fiscal Research Center at Georgia State University (“GSU”) to calculate the cost to fund a program that awarded a modest grant to students based on need. Using the parameters listed below, the cost is estimated to be about \$30 million per year and would serve about 21,000 students. Even at a modest average grant of \$1,437, the program would be very costly.

- Undergraduate Georgia residents
- For families with incomes below \$30,000 (declines with income above \$15,000)
- Maximum grant \$3,500 for a full-time student
- Grant would distribute \$30.6 million to 21,298 needy students, 12.8% of USG undergraduates (Fiscal Research Center, GSU)
- The average grant would be \$1,437

Regent Pittard commented that Davidson College, a private institution in North Carolina has instituted a new policy that assists all admitted students with costs without factoring in loans. Simply put, “if a student gets accepted into the institution, the student gets in whether or not he or she can pay.” This was achieved by using a portion of the college’s resources and services to provide free

room and board and tuition to a small number of students. As a result, they ended up spending a fraction of the cost of what it would have been had they given those need-based students the money to pay for the tuition, meals, and the like. Regent Pittard asked Ms. Nickel if it might be possible to employ some of the methods used by Davidson College, such as having a number of residence hall rooms set aside for need-based students, to the System's institutions. In response, Ms. Nickel stated that although things like that had not been done in Georgia, it is definitely an idea worth exploring.

Another way of addressing the problem is through information and better customer service. The System has enlisted the Enterprise Innovation Institute at GIT, led by Vice Provost Wayne Hodges, to assist the System in a project to streamline the financial aid process. Gainesville College and the Georgia Student Finance Commission have also agreed to participate to apply process improvement techniques that should result in some quick and immediate efficiencies. The goal is to apply them Systemwide. The System also wants to increase access to financial aid information through college fairs and support of GAcademy411, the website designed to assist students plan, apply and pay for college.

Ms. Nickel stated that it is also possible to provide access to financial aid by pursuing a public policy change regarding how students apply for financial aid. The Free Application for Federal Student Aid ("FAFSA") is how a student applies for federal financial aid, based on need. Although this form is difficult to manage, Ms. Nickel indicated that if the System requires this form students would access federal financial aid. Students must fill out the FAFSA to be eligible to receive the Pell grant from the federal government. When HOPE first started, the FAFSA was required, specifically because there was previously an income cap on the program during its first two years. Referring to a bar graph, Ms. Nickel pointed out that there was a jump in the number of students in the state of Georgia who received the Pell grant from 1991-1992 to 1992-1993 because the FAFSA was required. Incrementally, Georgia has increased in the number of Pell grant recipients but research has shown that in states which require the FAFSA for state funded scholarships and grants, more students access federal funding to go to college. Following questions and comments from several Regents it was determined that most people do not fill out the FAFSA because it is a complicated income form that must be submitted early on in the calendar year, far in advance of the April 15th income tax deadline. The form's complexity is particularly an issue for the lower income and first generation students that the System is attempting to reach. Ms. Nickel stated that the System does a good job of telling people to fill out the form, but does not do enough to help them. Therefore it is in the System's best interest to require the FAFSA and to go into the high schools to help parents and students navigate the financial aid maze.

In response to Regent Jenkins' question regarding the current availability need-based scholarships in Georgia, Ms. Nickel stated that the Leveraging Educational Assistance Partnerships ("LEAP") program is the only state funded need-based program. The \$1.5 million program matches state funds with federal dollars. Although private foundations also provide need-based scholarships, LEAP is the only public program funded by state dollars. Regent Pittard asked whether or not there were figures that tracked the number of need-based students who are HOPE eligible. Ms. Nickel stated that since the FAFSA is not a current requirement for the HOPE application, these figures are

not available. Regent Pittard commented that this is an area on which the System needs to focus because if HOPE eligible students do not enroll or matriculate up to the sophomore year, then something is wrong with the System.

In conclusion, despite having low tuition and fees, a fairly lucrative HOPE scholarship, and strong state funding, the University System of Georgia still has low participation in its colleges of lower income students. Through work on funding issues, public awareness, better customer service and possibly requiring the FAFSA, the System can expect to see an increase in their participation which will have a very positive impact on the state's economy.

Following Ms. Nickel's presentation, Regent Leebern officially welcomed her back to the University System Office and thanked her for an excellent presentation.

Regent Cleveland thanked Ms. Nickel for her presentation and introduced the Associate Vice Chancellor for P-16 Initiatives, Jan Kettlewell to make her presentation on the Board's initiative to double the number and double the diversity of teachers prepared in the System and retained in the state's public schools. He added that this initiative is an important part of the fourth goal of the strategic plan – Strengthening Partnerships with the State's Other Education Agencies.

Dr. Kettlewell presented a status report on the progress within the University System on preparing teachers to meet the needs of Georgia's public schools. She framed her discussion in the context of Goal 4 of the Board of Regents' Strategic Plan, "strengthening the University System of Georgia's partnerships with the state's other education agencies." The first action of Goal 4 is to "endorse and help implement the goals adopted by the Alliance of Education Agency Heads" ("AEAH"). Dr. Kettlewell noted that Chancellor Davis serves on the Alliance along with the heads of the State Department of Education ("DOE"), Department of Technical and Adult Education ("DTAE"), Department of Early Care and Learning ("DECAL"), Governor's Office of Student Achievement ("GOSA"), Georgia Professional Standards Commission ("PSC"), and the Georgia Student Finance Commission ("GSFC").

The five goals of the Alliance are as follows:

- increase the high school graduation rate, decrease high school drop-out rate, and increase post-secondary enrollment rates;
- strengthen teacher quality, recruitment, and retention;
- improve workforce readiness skills;
- develop strong educational leaders, particularly at the building level; and
- improve the SAT/ACT scores of Georgia students.

For this presentation, Dr. Kettlewell focused on Goal 2: strengthen teacher quality, recruitment, and retention. She stated that some members of the Board would remember the development of the Regents' Policy on teacher preparation, called the Regents' Principles for the Preparation of Educators for the Schools ("the Principles"). The Principles called upon System institutions to

increase their responsiveness to the needs of the public schools. The first graduating class to benefit from the implementation of the Principles yielded 2,660 new teachers in 2002.

In 2004, the Board adopted a plan to double the number and the diversity of teachers prepared by the University System. The System's baseline year for what has been termed the "Double-Double" Initiative was 2004. At that time the Board said that it wanted to increase the number of overall teachers prepared by the System from 3,157 to 7,000 by 2010.

From both of these baseline points, 2002 when the Principles were implemented and 2004 when the Double-Double Initiative took effect, Dr. Kettlewell gave the Board a progress report on the number of teachers prepared by the University System to meet the needs of Georgia's public schools. She asked the Regents to review the *2007 Report on Preparation of New Teacher by University System Institutions* that was distributed to them in their Board materials.

Since 2002, the System has prepared 20,100 new teachers. In 2007, the University System saw a 44% increase in the number of teachers it prepared in 2002, from 2,660 to 3,822. From the 2004 baseline year, the System prepared 21% more teachers in 2007 than in 2004 with the number rising from 3,157 in 2004 to 3,822 in 2007. The University System of Georgia's production of teachers from ethnic minority groups has also increased by 17% compared to the 2004 baseline year for "Double-Double" from 601 to 702. The bottom-line: Teacher production is up in all University System of Georgia institutions in general as well as in the number of minority teachers prepared.

Dr. Kettlewell explained that the yield rate, as mentioned in the report, refers to the number of teachers prepared in one year who are hired as teachers in the public schools the next year. She added that since the University System's yield rate is 77% it is apparent that the public schools are hiring teachers prepared by the System.

Another measure of effectiveness relates to how long teachers stay in the classroom, once hired. Dr. Kettlewell stated that there are two ways to get more teachers: 1) prepare more, or 2) keep the ones you have. She said that thus far, the System has only been able to track its graduates for one year, but of those hired in fall 2006 to teach in the public schools, only 5% left after one year. This compares to a 14% attrition rate for non-System prepared teachers. She stated that as the years progress they will have more data with which to benchmark progress, adding that every teacher kept is one less that the System has to prepare to meet the state's need.

Next, Dr. Kettlewell directed the Regents' attention to a map showing where teachers prepared by the System in 2005 were hired in the public schools in 2006. She explained the graphic to the Board, stating that the "big message" is that System prepared teachers are hired statewide. In Appendix C of the Report, Dr. Kettlewell asked the Regents to review a table of the actual numbers of teachers prepared by institution each year between 2004 and 2007. She stated that the four institutions shown in the bar graph have demonstrated the greatest increases in the number of new teachers between 2004 and 2007. They are as follows.

| USG Institutions with Highest Increases in Teacher Preparation 2004 to 2007 | | | |
|--|--------------------|--------------------|------------------------|
| <u>Institutions</u> | <u>2004</u> | <u>2007</u> | <u>Increase</u> |
| Armstrong Atlantic State University | 181 | 318 | 76% |
| Georgia State University | 363 | 462 | 27% |
| Kennesaw State University | 358 | 473 | 32% |
| University of West Georgia | 306 | 416 | 36% |
| University of Georgia <i>(largest overall producer of new teachers)</i> | 543 | 572 | 5% |

In terms of the largest percentage increases in the number of minority teachers prepared between 2004 and 2007:

| USG Institutions with Highest Increases in Minority Teacher Preparation 2004 to 2007 | | | |
|---|--------------------|--------------------|------------------------|
| <u>Institutions</u> | <u>2004</u> | <u>2007</u> | <u>Increase</u> |
| Armstrong Atlantic State University | 27 | 79 | 193% |
| Augusta State University | 14 | 33 | 136% |
| Georgia State University <i>(highest producer of minority teachers)</i> | 169 | 180 | 6.5% |
| Kennesaw State University | 25 | 47 | 88% |
| University of Georgia | 25 | 61 | 144% |

Dr. Kettlewell showed a bar graph which compared the System's teacher production target as outlined in the strategic plan and a rough estimate of the projected need between now and 2020. The estimated projection was based upon data from the Georgia Professional Standards as to the number of new teachers hired in the public schools in previous years. She explained that the projections included an anticipated 30% reduction in new teacher attrition based upon work underway that the System is doing with its partners in the Alliance of Education Agency Heads.

Using the graph, Dr. Kettlewell pointed out that in 2004 the University System of Georgia met only 29% of the state's need as 3,157 new teachers were produced by the System but 10,929 hired. In 2007, the System is still providing 29% of the needed production, 3,822 of the total 13,395 teachers hired statewide. If the System succeeds in meeting the targets set for 2010 in its "Double-Double" Initiative, it would meet 60% of the projected need. The System's institutions have set an aspirational goal of meeting 80% of the state's need for new teachers by 2020. This means that the System would need to produce around 9,500 new teachers, assuming a need of 12,000. In order to do this, colleges of arts and sciences and colleges of education will need to receive a higher allocation of resources within their institutions.

Dr. Kettlewell acknowledged the work of the Director of P-16 Data Management, Mark E. Pevey. She stated that Dr. Pevey has built the data system linkages between the System institutions and the public schools. These systems allow deans to follow the teachers they prepare into the public schools from their desktops and to use the data about the success of their graduates

for program improvement. She added that Dr. Pevey and his staff also developed the report the Regents' received in collaboration with the deans of colleges of education, noting that they would get this report annually. Dr. Kettlewell stated that the System's progress toward meeting 80% of the state's need for new teachers would also be reported annually on the P-16 Department's Balanced Scorecard.

In response to questions from several Regents, Dr. Kettlewell stated that without an influx of new funding and resources for the institutions, the System may not meet the target of 7,000 new teachers by 2010. She explained that when the Double-Double goals were first adopted in 2004, the University System requested a substantial budget increase from the state. Although that increase was denied, System institutions have implemented alternative programs for teacher preparation, enhanced recruitment, and hired more part-time faculty to meet the need. As a result, the numbers have grown. The financial strain of maintaining that upward momentum, however, is becoming evident as there was a slight decline in the number of teachers prepared by the University System from 2006 to 2007. Dr. Kettlewell noted that the alternative programs being implemented by the institutions include online and collaborative degree programs such as those proposed in the Committee on Academic Affairs (see pages 32-35 for approved programs). Other measures that are being taken by the System include the teacher preparation programs that have been established at Macon State College ("MSC"), Dalton State College ("DSC"), Gordon College ("GC"), Gainesville State College ("GSC"), and Georgia Gwinnett College ("GGC"). Dr. Kettlewell stated that these programs are showing great numbers of enrolled students, a trend that is expected to continue. However, as the programs at DSC and MSC, for example, are relatively new, they have not yet yielded graduates. She also mentioned collaborations between four-year and two-year institutions such as, Valdosta State University, which is offering its Bachelor of Science degree in Early Childhood Education on the campus of Abraham Baldwin Agriculture College ("ABAC"). The same type of collaborative effort is also being utilized by Albany State University and Darton College.

Regarding questions on yield rates, Dr. Kettlewell explained that the students are counted in the teacher production numbers once the University System recommends them for certification. However, they are not included in the yield rate until they have been hired into the Georgia Public Schools ("GPS") system. Currently, 77% of teachers prepared by the System in 2006 are currently teaching in GPS this year. The other 13%, however, are not easily tracked as these teachers may be pursuing an advanced degree, teaching in a private school in Georgia, or teaching out of state. Dr. Pevey further explained the attrition data, stating that the 5% attrition figure includes any one who was working as a teacher in 2006, but is no longer employed with the GPS workforce in 2007, terminated or otherwise. Although the one year attrition rate is 5%, Dr. Kettlewell indicated that for the state of Georgia as a whole, the attrition rate for third year teachers is approximately 26%, while the attrition rate for fifth year teachers is about 35%. When asked how the state can make the teaching profession more attractive after the fifth year, Dr. Kettlewell said that some innovative ideas and programs have come out of the AEAH and the System's partnerships with the Georgia Professional Standards Commission and the Georgia Public Schools. One such program is the Georgia Teacher Alternative Preparation Program[®] ("Georgia TAPP"), a classroom-based teacher

preparation option for individuals who have the basic qualifications to teach but did not complete teacher education requirements as part of their degree programs. This program acts as a bridge between individuals who hold a bachelor's degree or higher in a discipline, but lack the underpinnings of an education preparation program. Dr. Kettlewell further stated that students are actively recruited for this and other alternative teacher preparation programs.

Another initiative that has come out of the System's partnerships is the Georgia Professional Standards Commission Certified Teacher Survey. This survey allows teachers to anonymously give feedback on their working conditions and their feelings about the teaching profession. She stated that they have surveyed teachers in several school districts to find out what they feel is wrong with the schools and why they want to leave. Once gathered, this information is brought to the attention of the district's administrators, school boards, and business community. Dr. Kettlewell stated that after these school districts make some of the changes, the teachers often decide to stay. These surveys, coupled with standard exit interviews have provided keen insight into why some teachers choose to leave the profession. Dr. Kettlewell also mentioned that in the AEAH, Chancellor Davis has suggested differentiating salaries by teaching field. For example, in universities, those who teach accounting are paid more than those who teach philosophy. This is not because accounting is valued more than philosophy in academia, but because of the market. She added that this is something that other states have already implemented.

In conclusion, despite the slight decline seen in the teacher production numbers for overall and minority teachers between 2006 and 2007, the System and its partners are doing everything they can to make sure that it does not become a trend. Through the various Systemlevel initiatives, partnerships, and the implementation of new teaching programs, the University System of Georgia is striving to meet the goals set forth in the Double-Double initiative and to meet the state's need for quality teachers.

Regent Cleveland thanked Dr. Kettlewell for her presentation and, as there were no further questions, he turned the floor over to President Bruce Grube of Georgia Southern University for the concluding presentation, the final report of the Task Force on Improving Retention and Graduation Rates, which he chaired. This Systemwide presidential project pertains to both the first goal of the Board's strategic plan, Renewing Excellence in Undergraduate Education, and the second goal, Creating Enrollment Capacity to Meet the Needs of 100,000 Additional Students by 2020.

Dr. Grube stated that his team, which was comprised of individuals from all segments of the University System, was charged by Chancellor Davis to look into and implement strategies for improving retention and graduation rates throughout the System. More importantly, each member of the team brought special expertise with them including individuals who are recognized nationally for their accomplishments and expertise in this area. The team members responsible for this report are as follows.

- Bruce Grube, President, Georgia Southern University (Chair of the Team)
- Linda Bleicken, Provost and Vice President for Academic Affairs, Georgia Southern University

- Virginia Carson, Vice President for Academic Affairs, Georgia Highlands College
- Nannette Commander, Assistant Vice President for Undergraduate Recruitment and Retention, Georgia State University
- Sara Connor, Liaison, University System Office
- Betty De Vane Hatcher, Associate Professor of Education, Albany State University
- Ron Henry, Provost, Georgia State University
- Cathie Mayes Hudson, Associate Vice Chancellor, Research and Policy Analysis, University System Office
- Nancy King, Vice President for Student Success and Enrollment Services, Kennesaw State University
- Mark May, Dean, Retention and Student Success, Clayton State University
- Melanie McClellan, Vice President for Student Services and Dean of Students, University of West Georgia
- Gary McGaha, Interim President, Atlanta Metropolitan College
- Carole Moore, Special Assistant to the Vice Provost, Georgia Institute of Technology
- Jayne Perkins Brown, Director of Strategic Research and Analysis, Georgia Southern University
- Teresa Thompson, Vice President for Student Affairs and Enrollment Management, Georgia Southern University

A lot of research has been done on retention, progression, and graduation rates (“RPG”). Examining it across the scope of the diverse institutions that make up the University System of Georgia is a very complex subject matter. Dr. Grube and his team framed their recommendations in such a way that all institutions could work within them. Although the impact will not be the same across the board, the work of the team will have an effect on all System institutions. Dr. Grube pointed out that since some System institutions have retention rates in the 90 percentile, the amount of return from some of those institutions implementing these recommendations may be quite a bit less than they will be at other institutions.

The team deliberately decided to focus on no more than three to four recommendations. Advising, for example, is a key component of retention and graduation. President Ronald M. Zaccari of Valdosta State University, however, is handling that subject matter in another task force. Affordability and need-based financial aid is also a key issue as evidenced by the earlier presentation by the Associate Vice Chancellor for Planning and Implementation, Shelley C. Nickel; that issue is also being handled separately. Dr. Grube stated that he and his team believe that the four recommendations they have put forth are very salient. They are as follows:

1. All USG institutions must have a first-year experience program.
2. All USG institutions must have a system in place which ensures adequate upper-division course availability for students (upper-division as defined for 2 year and 4 year institutions).
3. All USG institutions must have a Student Employment Office.
4. Each academic department (or division) must have an action plan for improving student retention which addresses target areas for improvement as delineated in this report.

Although these are not in a prioritized order, as a result of the feedback received from the campuses, the team believes recommendation 4 should be the first priority. That recommendation states that each academic department, or division for two-year institutions, must have an action plan for improving student retention and graduation rates in that department, complete with goals and targets that are set, can be measured, and are tied to the institution's overall goals. While all departments and divisions will ultimately be expected to have plans, Dr. Grube suggests that certain key departments should be looked at first. As all campuses have gatekeeper courses, usually in the core mathematics and English composition courses, Dr. Grube stated that those are the first departments that should develop and submit plans because of the effects on these gatekeeper courses on retention. Dr. Grube said that in the mathematics core courses, for example, it is not unheard of to have a 50% rate of "Ds," "Fs" and withdrawals in some of the courses. The problem is that the retention rate for students falling in those lower grade categories tends to be much higher than the rate for nonretention among the student population in general. For this reason, there is a more immediate need to look at those departments that house those core gatekeeper courses. Through the department plans, faculty will come into direct responsibility for retention, progression, and graduation. Part of any student's success in college is due in part to a professor who took the time to mentor and guide him or her; hence, faculty has the most direct effect on retention. However, there are not a lot of measures or rewards associated with this. Keeping in mind the tendency to prioritize and complete things that are measured and associated with a budget, the object of having these action plans within the departments is to bring it home to the very people who may be able to affect students the most. There are a lot of things to be done within those plans, which can range from things as simple as implementing advising processes within a department, to the things that are more complex such as course design, which Georgia State University, for example, has undertaken in some of its core. This recommendation includes several possible interventions which would be involved in the plan.

The next recommendation from the task force is for all University System of Georgia institutions to have a first year experience program. Dr. Grube stated that institutions lose the largest percentage of students in that first year; therefore, there is a need to pay special attention to these first year students to help them proceed and progress. These activities can include very complex programs that involve cohorts of students going through selected coursework, summer programs or things as simple as the Georgia Southern University's "Welcome" brochure. Dr. Grube explained that this brochure is not only given to the students, but mailed out to their homes so that parents may also read and discuss it with the students.

Dr. Grube stated that the issues faced by many first year students are as follows:

- They tend to not spend enough time studying
- They do not feel engaged in their studies or feel that their studies are relevant to them
- They do not use a lot of the available support services
- They do not take advantage of faculty and academic support mechanisms that are out there for them.

Therefore, the first year experience initiatives may consist of several programs which address these issues such as advising, common reading programs, common course sequences, convocations, first

year seminars, learning communities, mentoring, orientation, peer leaders, service learning, civic engagement, supplemental instruction, and, of course, summer academic programs. Although he did not go into detail on each item, Dr. Grube noted that many of the new residence halls are built around the learning communities' concept.

Between retention and graduation is progression. Dr. Grube noted that one issue that slows progress is the unavailability of the courses that are required to complete the major and graduate. For this reason, the task force recommends that all University System of Georgia institutions have a system in place that assures adequate upper division course availability. Upper division courses are defined as second year and beyond at the two-year institutions and junior and senior level courses at the four-year institutions. The ideal result of this recommendation would be a two-year course schedule published in advance so that students can tell well ahead of time when a course is going to be offered. Dr. Grube acknowledged that there are some limits to that since it is not always possible to accurately predict demand for these upper division courses or for the lower level courses. He does, however, believe that a good attempt can be made at the proposed advance scheduling.

The task force's final recommendation is for all University System of Georgia institutions to have a student employment office. Dr. Grube stated that many of the System's students work while they are going to school. Through research, the task force found that those who work on campus tend to persist better than those who are working off campus. The problem on most of the campuses, however, is that the students have to wander all over asking whether jobs are available in given departments and areas of the university. Therefore, a centralized student employment office is recommended. These services can be housed within the human resource department or through the more economical alternative of a web-based central location that students can access and find out what is available to them. The bottom line is that students who work on the campus tend to be more engaged in the campus culture and persist at higher rates than students who are working off the campus in a job which takes their minds completely away from the university.

In terms of implementing the recommendations and the various initiatives they will entail, Dr. Grube said that the System is fortunate in that it can build upon the existing work that has been done with retention and graduation. He noted that the Strategic Plan calls for increasing the six year RPG rate by 1% per year so that the System can reach the national average by the year 2015. Since there are already established targets for retention and graduation rates for all of the institutions, the immediate task is to reexamine and reset them as necessary. The most fundamental measure that the System will have from the institutions is how they progress towards those targets that have been set for them.

Dr. Grube stated that the most immediate step is for the institutions to prepare the retention, progression, and graduation plans for each of their departments and divisions with an emphasis on the gatekeeper core courses. Next, the University System will need to be inventoried to find out how many institutions already have recommended programs and initiatives in place, for example, first year experience programs. Dr. Grube stated that many of the System's campuses already have first year experience opportunities available for their students. Once the inventory is complete, he said, it will be a matter of working with individuals who have expertise in the target areas and campus representatives to see if those first year experience pieces can be improved, and, more importantly, to

see if they have a bearing upon the retention of students from fall to fall of progressing students. The same thing is true for student employment offices. He stated that several of the campuses already have offices or services in place. These existing programs can serve as models for those who do not. Additionally, the creation of an action plan for each department and division needs to be required for Fall of 2008 to ensure course availability for upper division courses at the four-year institutions and the second year courses at two-year institutions.

Dr. Grube noted that presidential leadership will be vital to the success of implementing these recommendations because the institutional culture has to support retention, progression, and graduation. The institution's cultural climate has to change appropriately, thus the president has to have the will and the leadership ability to get them in place. The conditions necessary to promote retention, progression, and graduation include: a sense of high expectations, a feeling of community and a sense of purpose. Dr. Grube stressed that students need to feel that they belong and commented that one of the reasons that Georgia Southern University is so successful with its African American students is that they feel that it is a hospitable place for them to be. He added that this gives them a sense of belonging that GSOU strives to foster in all of its students. Dr. Grube stated that in order for students to have a sense of purpose, the faculty and administrators must agree and have a collective sense of "What are we doing here and why are we doing it?" He also pointed out that everything has to be intentional – well thought out, well supported, and in some cases, actually mandated on the campuses. The programs need to be integrated, i.e. various new programs should not be implemented without some way of tying them together to get results. The programs must be collaborative. Dr. Grube stated that it is particularly important for the institution's academic affairs office to work very closely with its student affairs office. Both of these departments work with RPG issues but in different ways. Dr. Grube stated that since it is easy for people in these complex organizations to get "siloeed up", these two departments must work to keep the lines of communication open and work together to ensure the students' success. The programs have to be fundamentally academic at their core since that is, of course, what the University System is all about, but the student affairs departments must also play a role. In conclusion, Dr. Grube said that these four conditions, without question, require presidential leadership at every institution. He then asked for questions.

In response to Regent Jenkins' question regarding measurable results from the special funding initiative to enhance retention, progression, and graduation rates, Dr. Grube stated that the data was just made available in late October and that a report would be forthcoming. As GSOU was one of the five institutions awarded funding, Dr. Grube mentioned that GSOU's retention rate has gone up approximately 2 ½%. He added that although retention is a lead indicator that the initiative is producing results, the six-year graduation rate lags, making it is more difficult to see immediate change in the graduation rates. For example, he stated that GSOU put some reforms in place in the year 2000 that are just now yielding measurable results in the graduation rate. He noted that GSOU has seen its graduation rate move from 36% to 43%, which he acknowledged is still unacceptable. However, as the changes they continue to implement new programs, they will continue to monitor it for measurable impact on RPG. Regent Jenkins congratulated President Grube on GSOU's accomplishments and suggested a fifth recommendation as follows: "All USG institutions must have a mandatory tutoring/peer mentoring program for academically at risk students based on high

school SAT records and early evaluation of college grades. This program should use qualified upper class students who will be fairly compensated as well as faculty.” Dr. Grube said that was a great recommendation and that as the inventory of the University System campuses is conducted, the Board will find that many of the campuses already have that type of program in place with great results. Dr. Grube added that there are budget issues associated with that and other recommendation given earlier, which he would not get into in this presentation. He added that a program such as the one Regent Jenkins described would be part of the first year experience programs discussed earlier and is clearly a part of the retention issue.

As there were no further questions, Regent Cleveland thanked Dr. Grube for his leadership and hard work on the task force, adding that this project is very important to the quality of education in the System and its capacity planning going forward. Regent Cleveland then thanked all three presenters for their informative presentations and adjourned the Committee meeting.

Following the Committee of the Whole on Strategic Planning, Chair Vigil called for the Committee Reports.

EXECUTIVE AND COMPENSATION COMMITTEE

The Executive and Compensation Committee met on Tuesday, November 13, 2007, at approximately 9:31 a.m. in room 7019. Committee members in attendance were Chair Allan Vigil, Vice Chair William H. Cleveland, and Regents Robert F. Hatcher, James R. Jolly, Donald M. Leebern Jr., Willis J. Potts Jr., and Richard L. Tucker. University System of Georgia staff members who were also present included Chancellor Erroll B. Davis Jr., the Chief Operating Officer, Robert E. Watts, the Senior Vice Chancellor for External Affairs, Thomas E. Daniel, the Chief Academic Officer & Executive Vice Chancellor for Academic Affairs, Susan Herbst, the Associate Vice Chancellor for Legal Affairs, J. Burns Newsome, the Associate Vice Chancellor for Media and Publications, John Millsaps, and Secretary to the Board, Julia M. Murphy. Also in attendance was Ms. Andrea Jones of the Atlanta Journal Constitution. Chair Vigil reported to the Board that the Committee reviewed two items, neither of which required action. Those items are as follows.

1. Information Item: University System of Georgia Trademarks on Burial Items

With respect to policy 711.08 on University System of Georgia trademarks, the Committee discussed the guidelines implementing this policy adopted in 1982 and re-affirmed two years ago, which prohibit the use of University System of Georgia trademarks on burial items. The current policy is listed below.

It was decided that the Chief Operating Officer, Robert E. Watts, will do further research on these guidelines and this item will come forth as an information item at a future meeting of the Executive and Compensation Committee meeting.

2. Information Item: Executive Session

At approximately 9:40 a.m. on Tuesday, November 13, 2007, Chair Vigil called for an Executive Session for the purpose of discussing personnel and compensation issues and possible real estate acquisitions. With motion properly made and variously seconded, the Regents who were present voted unanimously to go into Executive Session. Those Regents were as listed above. Also in attendance for the Executive Session were Chancellor Erroll B. Davis Jr., the Chief Operating Officer, Robert E. Watts, Secretary to the Board, Julia M. Murphy, Associate Vice Chancellor for Legal Affairs, J. Burns Newsome, and the Chief Academic Officer & Executive Vice Chancellor for Academic Affairs, Susan Herbst. 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 10:00 a.m., Chair Vigil reconvened the Committee meeting in its regular session and announced that no actions were taken in the Executive Session.

The Committee meeting adjourned at 10:03 a.m.

COMMITTEE ON ACADEMIC AFFAIRS

The Committee on Academic Affairs met on Tuesday, November 13, 2007, at approximately 11:50 a.m. in the Board Room. Committee members in attendance were Chair Willis J. Potts Jr., Vice Chair Elridge W. McMillan, and Regents Kenneth R. Bernard Jr., W. Mansfield Jennings, Jr., James R. Jolly, Patrick S. Pittard, Doreen Stiles Poitevint, and Wanda Yancey Rodwell. The Vice Chair of the Board, Regent William H. Cleveland, Chancellor Erroll B. Davis Jr., the Secretary to the Board, Julia M. Murphy, the Chief Academic Officer & Executive Vice Chancellor, Susan Herbst, and the Vice Chancellor for Academic Planning and Programs, Sandra S. Stone were also in attendance. Chair Potts reported to the Board that the Committee had reviewed 11 items, 9 of which required action. Item 5 was modified by staff prior to the Committee meeting. Additionally, 47 regular faculty appointments were reviewed and recommended for approval. Out of the aggregate, 43 actions concerned part-time retiree appointments. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Establishment of an External Associate of Arts Offered Predominantly at a Distance via Multiple Technologies, East Georgia College

Approved: The Board approved the request of President John Black that East Georgia College ("EGC") be authorized to establish an external Associate of Arts offered predominantly at a distance via multiple technologies, effective November 13, 2007.

Abstract: EGC sought approval to offer the core curriculum as part of its existing Associate of Arts degree online at a distance. The program, which will be offered primarily via the Internet, will provide students with an opportunity to earn an Associate of Arts degree who cannot attend a campus-based program due to geographic location or life responsibilities. The target audience of the program is off-campus, non-traditional students located in a 20-county service area of the institution.

The institution has reallocated funds for part-time instructors to support the external delivery of the program.

Delivery Method and Need: Based on tracking online course participation, EGC has determined that the time is optimal to provide the Associate of Arts degree online. EGC offered one course online in spring 2003 with an enrollment of 18 students. Subsequently, the institution offered thirteen classes online in spring 2007 with an enrollment of 468 students. Four of the courses offered during spring 2007 were new courses offered on a trial basis. When asked about scheduling needs through the institution's student satisfaction survey, students list online classes as generally their greatest need and request. In addition, EGC has reported that online classes tend to be the first courses to fill during early advisement and registration.

Projected Enrollment: The institution anticipates enrollments of 25 to 30 students during the first three years of the distance delivery of the program.

Funding: The program will be supported through existing courses and existing faculty resources. Funds are available to provide the necessary technology for faculty use in developing and administering online courses. President Black has provided reverification that funding for delivery of the program is available at the institution.

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

2. Establishment of an External Master of Business Administration Offered at a Site in Sandersville, Georgia College & State University

Approved: The Board approved the request of President Dorothy Leland that Georgia College & State University ("GCSU") be authorized to establish an external Master of Business Administration offered at a site in Sandersville, effective November 13, 2007.

Abstract: GCSU sought approval to offer its existing Master of Business Administration degree at a site in Sandersville. The program will be offered for a cohort group of students with an expectation of a one-time delivery. GCSU is responding to the Sandersville Chamber of Commerce's request for the external delivery of this program to support local business and industry in the area.

Delivery Method and Need: GCSU has entered into an agreement with Sandersville Technical College to use facilities space to deliver the program face-to-face with students in the community. The part-time, lock-step program will use faculty from GCSU's main campus in Milledgeville to staff the courses. The program has been presented to prospective students as a one-time possibility at the Sandersville location.

Projected Enrollment: The institution anticipates an initial cohort of 18 to 22 students for the program.

Funding: The program will be supported through existing courses and existing faculty resources. President Leland has provided reverification that funding for delivery of the program is available at the institution.

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

3. Establishment of Several Programs as External Degree Offerings at the Fayette Site: Bachelor of Science with a major in Integrative Studies, Bachelor of Science with a major in Psychology, Bachelor of Applied Science with a major in Administrative Management, and a Master of Business Administration, Clayton State University

Approved: The Board approved the request of President Thomas Harden that Clayton State University (“CSU”) be authorized to establish the following programs as external degree offerings at the Fayette site, effective November 13, 2007: Bachelor of Science with a major in Integrative Studies, Bachelor of Science with a major in Psychology, Bachelor of Applied Science with a major in Administrative Management, and a Master of Business Administration.

Abstract: CSU sought approval to offer three academic programs in addition to a Master of Business Administration degree at a site in Fayette. The programs are the following: Bachelor of Science with a major in Integrative Studies, Bachelor of Science with a major in Psychology, Bachelor of Applied Science with a major in Administrative Management, and a Master of Business Administration. The proposed external degree programs have demonstrated high enrollments on campus and could meet the needs of adult learners. The primary target population for the aforementioned programs will be non-traditional students who have some college credit but have not completed a baccalaureate degree.

Delivery Method and Need: The programs will be offered face-to-face at the Fayette site. Other services provided at the external site location include admissions, financial aid, registration, and advisement. Other resources, such as the library, bookstore, and campus mail will be accessible to students at the Fayette site through a university courier service. The site will be connected to the campus computer network through a virtual private network. A significant number of faculty and staff live in the proposed service area and may work at both the site and main campus.

Projected Enrollments: The institution anticipates the following enrollments during the first three years of external delivery for each program:

| <u>External Degrees Offered at a Fayette Site</u> | <u>Projected Enrollments</u> | | |
|---|-------------------------------------|----------------------|----------------------|
| | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> |
| Master of Business Administration | 20 | 30 | 40 |
| Bachelor of Science with a major in Integrative Studies | 30 | 35 | 40 |
| Bachelor of Science with a major in Psychology | 15 | 20 | 25 |
| Bachelor of Applied Science with a major in Administrative Management | 15 | 15 | 15 |

Funding: The programs will be supported through existing courses and existing faculty resources.

President Harden has provided reverification that funding for delivery of the programs is available at the institution.

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

4. Establishment of a Major in Biostatistics under the Doctor of Philosophy Degree, 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 a major in Biostatistics under the Doctor of Philosophy degree, effective November 13, 2007.

Abstract: MCG sought to establish a new major in Biostatistics under the Doctor of Philosophy degree. The program will be housed in the School of Graduate Studies, Department of Biostatistics.

Need: Doctoral level statisticians are in demand at agencies such as the Centers for Disease Control and Prevention, the Georgia Division of Public Health, and the Georgia Center for Cancer Statistics. Biostatisticians are needed in academic, industrial, and government sectors. Currently, a majority of the eight students enrolled in the master's level program have expressed an interest in pursuing a doctoral degree. Students will also be recruited from the existing Master of Public Health program.

Objectives: The primary objective of the proposed program is to provide students with rigorous training in applied and theoretical statistics in order to prepare them for careers as doctoral-level biostatisticians. Biostatisticians make important contributions to the drug development process both in the design and analysis of clinical trials to test the efficacy and safety of pharmaceutical products.

Curriculum: The coursework for the proposed doctoral program consists of 42 credit hours of required courses, 18 hours of electives, at least 12 hours of pre-dissertation research, and at least 42 credit hours of dissertation research. Required courses include, but are not limited to, Introduction to Clinical Trials, Introduction to Biostatistics, Biostatistical Consulting in Research, Investigation of Problems in Biostatistics, and Responsible Conduct of Research.

Projected Enrollment: The institution anticipates enrollments of 3, 6, and 9 during the first three years of the program.

Funding: The program will be supported through a combination of existing and new courses. Recruitment efforts are underway to fill two faculty lines. President Rahn has provided reverification that funding for the program is available at the institution.

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

5. Establishment of one new Major within the Master of Education Degree, and several existing Master's Programs, to be offered Online by University System Institutions as part of a Franchise Model: Master of Education with a major in Accomplished Teaching, Master of Arts in Teaching with a major in Special Education, Master of Education with a major in Instructional Technology, Master of Education with a major in Middle Grades Education (math and science certification), Master of Education with a major in Reading, Language and Literacy Education (Teaching English as a Second Language), and Master of Arts in Teaching with a major in Reading, Language, and Literacy (Teaching English as a Second Language)

Approved: The Board approved the establishment of the distance education delivery of several existing Master of Education programs offered between and among university system institutions as part of a franchise model, effective November 13, 2007. The programs under consideration are the following as presented on the grid below with each corresponding lead and collaborating institution.

Modified: This item was modified prior to the Committee meeting to clarify that in addition to the several existing degrees being offered online, one new degree would also be offered online.

| <u>Degree Name</u> | <u>New or Existing</u> | <u>Lead Institution(s)</u> | <u>Collaborating Institution(s), New or Existing Program</u> |
|--|------------------------|----------------------------------|--|
| MEd with a major in Accomplished Teaching | New | Valdosta State U. | Columbus State U. (new) Georgia Southern U. (new) |
| MAT with a major in Special Education | New | Valdosta State U. (new) | North Georgia College & State U. (new) |
| MEd with a major in Instructional Technology | Existing | Georgia Southern U. | Valdosta State U. |
| MEd with a major in Middle Grades Education (math and science certification) | Existing | North Georgia College & State U. | Valdosta State U. |
| MEd with a major in Mathematics Education | Existing | Georgia State U. | Not Applicable |
| MEd with a major in Science Education | Existing | Georgia State U. | Not Applicable |
| MEd with a major in Reading, Language and Literacy Education (Teaching English as a Second Language) | Existing | Georgia State U. | North Georgia College & State U., (new) Valdosta State U. (new) |

| <u>Degree Name</u> | <u>New or Existing Program</u> | <u>Lead Institution(s)</u> | <u>Collaborating Institution(s), New or Existing Program</u> |
|---|--------------------------------|----------------------------|--|
| MAT with a major in Reading, Language, and Literacy Alternative Preparation (Teaching English as a Second Language) | Existing | Georgia State U. | North Georgia College & State U., (new) Valdosta State U. (new) |

Legend: MEd – Master of Education; MAT – Master of Arts for Teachers

Collaborating Institutions: Those institutions for which a program is new will not confer the degree, but rather, only offer courses in the program.

Abstract for Existing Programs within the Franchise Model: The franchise model is a collaborative approach to offering education programs such that specific institutions are granted the authority to offer programs in a co-curricular format via multiple distance technologies in order to provide enhanced educational opportunities to teacher educators. The aforementioned programs are, for the most part, existing master of education programs that will now be offered by a group of institutions through various distance education technologies. Collaborating institutions for which the program is new will not confer the degree, but rather, only offer courses in the program. Valdosta State University has submitted a request to offer the Master of Arts for Teachers (“MAT”) with a major in Special Education as a companion degree to their existing Master of Education program in the same discipline. The Master of Arts for Teachers program was developed to offer a master’s degree route to initial teacher certification for individuals who already hold a bachelor’s degree in an academic discipline. Proposals to offer the aforementioned programs will be maintained on file in the system office. Existing programs will be offered under the auspices of a lead institution.

The lead institution will be the sole academic entity that will confer the degree. Collaborating institutions will participate in the model by offering courses as part of the existing program. The model is scalable and thus projections concerning student enrollments will vary based on need and demand in each participating institutional service area.

The programs will be supported through existing faculty resources. Institutions participating in this model have provided verification of resources for online and other forms of delivery. The Office of Academic Affairs will work with the institutions denoted in the grid above to measure the success and continued effectiveness of these existing degrees offered at a distance.

Master of Education with a major in Accomplished Teaching (New, Collaborative Degree)

Approved: The Board approved the request of President Ronald M. Zaccari, President Bruce Grube, and President Frank D. Brown that, respectively, Valdosta State University (“VSU”), Georgia Southern University (“GSOU”), and Columbus State University (“CSU”) be authorized to establish a Master of Education with a major in Accomplished Teaching, a new degree program, effective November 13, 2007.

Abstract: Valdosta State University, Georgia Southern University, and Columbus State University requested Board approval to offer a new collaborative Master of Education with a major in Accomplished Teaching degree that will be offered fully online. A major in accomplished teaching provides teachers with the tools and training to enable enhanced student learning and instructional excellence in the classroom. The degree also provides a more in-depth awareness of education standards with a systematic approach of refined practices that are prevalent in the classroom. The major includes some content courses in the cognate, but provides several courses that focus on such areas as assessment, student achievement, student learning styles, and teaching from a basic to an accomplished level.

Students may earn the degree from any of the three institutions; however, each institution will only teach one-third of the courses included in the program. The degree nomenclature corresponds to the master's completion level of the Georgia Framework for Teaching adopted by the Georgia Department of Education and the Professional Standards Commission.

Under this framework, the following six domains and corresponding competencies form the foundation of the 36-semester hour program: content and curriculum, knowledge of students, learning environments, assessment, planning and instruction, and professionalism. The framework is further embedded in the *Regents' Principles for the Preparation of Educators for the Schools*.

Need: Over the last five years, the University System has lost market share in its master of education programs for teachers. A 43% to 35% decline in degrees conferred occurred between academic years 2002 and 2006. Projections for academic year 2008 show non-System degree providers earning 71% of the market share compared to the USG's market share of 29%.

Objectives: The Master of Education with a major in Accomplished Teaching has the following proposed objectives for graduates: 1) enhance teachers' knowledge and skills in content and curriculum; 2) increase teachers' understanding of strategies to help students deepen their learning; 3) extend teachers' knowledge about planning and instruction; 4) help teachers to become proficient in performance-based assessment; and 5) assist teachers with their continued development as professionals.

Curriculum and Application: As one of the franchise online programs, students will apply and register for this program through Georgia ONmyLINE. Students will select their home institution from among the three institutions in the collaborative. The home institution will retain all of the student's records, but regardless of home institution, all students in the program will take courses from all three institutions in the collaborative. Students admitted to the program are required to hold a teaching certificate and an earned baccalaureate degree. The teaching certification will be accepted in lieu of institutional cut-off scores on the Graduate Record Examination. None of the courses have prerequisites other than admission to the program.

Administration: The degree will be administered through the same structure at each institution as is any other graduate degree in education. The University System Office will assist with recruitment,

admission, and registration through a web portal designed specifically for this and other franchise degrees; however, once an applicant becomes an enrolled student in one of the specified institutions, administration of the program under the auspices of the home institution will be followed.

Columbus State University will administer the program through the Department of Teacher Education within the College of Education. Georgia Southern University will administer the program through the Department of Teaching and Learning within the College of Education. Valdosta State University will administer the program through the Department of Middle, Secondary, Reading, and Deaf Education within its College of Education. Because this is an asynchronous program, students will be required to use a broad range of electronic technology made available through each institution.

Projected Enrollment: Institutions participating in the collaborative, accomplished teaching program anticipate enrollments of 7, 14, and 24 during the first three years of the online program.

Funding and Resources: Faculty participating in the program will teach no more than one of the courses presented in the program of study per semester. Course offerings will be rotated among the institutions. The program will be supported through a combination of existing and new courses. Library and facilities resources will be provided through each institution. The franchise model programs were provided seed funding or “loans” from a system office initiative. After the programs have operated with substantial cohorts, initial funds used to start the programs will be returned to the system office. President Ronald Zaccari, President Bruce Grube, and President Frank Brown have provided reverification that funding for the program is available at their respective institutions.

Assessment: Assessments for degree effectiveness will be embedded in each course of the degree program. Specific reviews required by the National Council for the Accreditation of Teacher Education (“NCATE”) and the Georgia Professional Standards Commission for accreditation will occur at intervals within the timeframe required at the institution to which a student enrolls. The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. The program will be reviewed in concert with each institution’s programmatic schedule of comprehensive program reviews.

6. Establishment of a Major in Robotics under the Doctor of Philosophy Degree, 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 major in Robotics under the Doctor of Philosophy degree, effective November 13, 2007.

Abstract: Robotics, the science and technology of robots, has expanded from industrial robots to smart sensor networks, micro-robots, and medical robots. Research that models motion with real-time computation can be applied to various projects and objects. GIT’s program will be housed within the College of Computing and the College of Engineering. The robotics program will enhance GIT’s ability to support entrepreneurial activity in this field and provide new opportunities for

economic growth in robotics. Fundamental technologies in this area include high-energy batteries, low power motors, lightweight structures, and embedded computers. The program is intended to meet the industrial and societal demand for advanced education and research in robotics.

Need: In defense and security, a growing need has emerged for robot systems. For example, several transportation tasks associated with Department of Defense projects will be moved to autonomous vehicles. Simultaneously, technologies for defense have broad civilian applications in transportation, automation, traffic monitoring, and logistics. New degrees of automation and industrialization will drive advances and the need for roboticists in such areas as agriculture, healthcare including assistive and surgical robots, security, defense, law enforcement, search and rescue, manufacturing, and forestry.

Objectives: GIT's primary objective is to educate multidisciplinary researchers in robotics.

Curriculum: Students are required to successfully conduct, document, and defend original research culminating in a doctoral thesis. Students will be required to take such courses as Robotics Research, Dynamics of Mechanical Systems, Digital Imaging Systems, Mechanics, Controls, and Perceptions in addition to courses in their core areas of research.

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

Funding: The program will be supported through a combination of existing and new courses. President Clough has provided reverification that funding for the program is available at the institution.

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

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

The administrative and academic appointments were reviewed by the Chair of the Committee on Academic Affairs. The full list of approved appointments is on file with the Office of Faculty Affairs in the Office of Academic Affairs.

8. Establishment of the Barbara and Elmer Sunday Professorship in Marketing, Georgia State University

Approved: The Board approved the request of President Carl V. Patton that Georgia State University ("GSU") be authorized to establish the Barbara and Elmer Sunday Professorship in Marketing, effective November 13, 2007.

Abstract: GSU sought approval to establish the Barbara and Elmer Sunday Professorship in Marketing to be housed within the J. Mack Robinson College of Business. The Barbara and Elmer Sunday Professorship in Marketing complements the efforts of Georgia State University and its foundation to raise funds for endowed faculty positions. The Sunday professorship holder will be actively engaged in teaching, research, and other activities consistent with the purpose of the professorship.

Toward that end, the Georgia State University Foundation has received gifts that total \$244,000 and has established an endowed account with the funds. The funding amount exceeds the minimum requirement of \$200,000 for professorships established at the research and regional university levels as stipulated in *The Policy Manual*, Section 803.0402.

Biosketch: Barbara and Elmer Sunday are the in-laws of long-time J. Mack Robinson College of Business marketing faculty member, Assistant Dean for Corporate Relations, Kenneth L. Bernhardt. Mr. Sunday (now deceased) earned his undergraduate degree in metallurgical engineering from George Washington University and later in his career, earned a Master of Business Administration from Rutgers University. Mr. Sunday taught production management for several years at Rutgers. He was a copper smelter expert who traveled to many parts of the world consulting on copper mining and smelting. He spent the bulk of his career with American Metals Climax. Barbara Sunday graduated from the University of Delaware and was involved in volunteer community activities over many years. She currently resides in West Grove, Pennsylvania. The Sundays were very supportive of their son-in-law's academic career. Ken and Kathy Bernhardt wanted to honor Kathy's parents by establishing this professorship in their names. Ken Bernhardt and his wife, Kathy donated and helped raise funds for the professorship. Contributions from J. Mack Robinson are also part of the establishment of this special faculty position.

9. Establishment of the Bill and June Flatt Professorship in Foods and Nutrition, University of Georgia

Approved: The Board approved the request of President Michael F. Adams that the University of Georgia ("UGA") be authorized to establish the Bill and June Flatt Professorship in Foods and Nutrition, effective November 13, 2007.

Abstract: UGA sought approval to establish the Bill and June Flatt Professorship in Foods and Nutrition. The Bill and June Flatt Professorship in Foods and Nutrition will reside in the Department of Foods and Nutrition in the College of Family and Consumer Sciences. The appointed professor shall be engaged in teaching, research, public service, or a combination of such duties consistent with the purpose of the Bill and June Flatt Professorship in Foods and Nutrition. The professorship is supported by an endowment of \$268,493. The funding amount exceeds the minimum requirement of \$200,000 for professorships established at the research and regional university levels as stipulated in *The Policy Manual*, Section 803.0402.

Biosketch: Bill Flatt and his wife, June Nesbitt Flatt, have been loyal supporters of the University of Georgia since they, and their two daughters, Melynda and Kathy, moved from Adelphi, MD to Athens, GA in 1969. Both daughters attended the University of Georgia and June was active in university activities until she was paralyzed in 1973 by Guillain Barre Syndrome. Although a quadriplegic, she continued her loyal support of the University of Georgia Bulldogs and provided inspiration for Bill during his career. Bill, June, and her brother, Ray Nesbitt, established the Gladys F. (Nannie) Nesbitt/Flatt Education Fund to honor June's mother, who assisted in caring for June for 20 years (1973 – 1994). Bill has been a D. W. Brooks Distinguished Professor of Foods and Nutrition and Animal and Dairy Sciences since 1994, and has been actively involved in teaching nutrition, as well as conducting energy metabolism research. Prior to 1994, he served as Dean and Coordinator of the College of Agricultural and Environmental Sciences (1981 – 1994), Director of the Georgia Agricultural Experiment Stations (1970- 1981), and Professor and Head of the Department of Animal and Dairy Science (1969 – 1970). Prior to coming to Georgia, he was a research scientist and head of the USDA Agricultural Research Service Energy Metabolism Laboratory at Beltsville, MD (1956 – 1969).

10. Information Item: Reinstatement of the Guidance and Counseling Program, Fort Valley State University

The Vice Chancellor for Academic Planning and Programs, Sandra S. Stone, discussed the reinstatement of Fort Valley State University's guidance and counseling program. Documents concerning the reinstatement are on file in the Office of Academic Affairs.

11. Information Item: Report on Implementation of the Regents' Test

The President of the University of West Georgia, Beheruz N. Sethna, reported on implementation of the revised Regents' Test. Report materials are on file in the Office of Academic Affairs.

The Committee meeting adjourned at approximately 1:00 p.m.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

The Committee on Finance and Business Operations met on Tuesday, November 13, 2007, at approximately 11:45 a.m. in the Board Room. Committee members in attendance were Chair Robert F. Hatcher, Vice Chair Hugh A. Carter Jr., and Regents James A. Bishop, Felton Jenkins, Donald M. Leebern Jr., Benjamin J. Tarbuton III, and Richard L. Tucker. The Chair of the Board, Regent Allan Vigil, the Vice Chancellor for Fiscal Affairs, William R. Bowes, and the Assistant Vice Chancellor for Fiscal Affairs, Usha Ramachandran, were also in attendance. Chair Hatcher reported to the Board that the Committee reviewed three items, two of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Revision of The Policy Manual, Section 802.0903, Employment Beyond Retirement

Approved: The Board approved revisions of The Policy Manual, Section 802.0903, Employment Beyond Retirement, to become effective November 13, 2007.

Background: The purpose of the proposed changes in the policy is to ensure that the rules governing reemployment of system retirees are consistent with the policies and procedures of the Teacher’s Retirement System (“TRS”) and provide sufficient clarity and guidance to university system human resource officers. The proposed changes provide three options for reemployment of retirees, each of which conforms to TRS restrictions.

Please note that the strike-through text represents deletions from the current version and the highlighted bold text represents additions.

| <i>Current Policy</i> | <i>Revised Policy</i> |
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| Policy 802.0903 Employment Beyond Retirement | Policy 802.0903 Employment Beyond Retirement |
| <p>When an individual retires from the University System of Georgia and is receiving benefits from the Teachers Retirement System, the Employees Retirement System, or the Regent’s Retirement Plan, he/she shall not be reemployed by the University System without the prior approval of the Board of Regents. When an employee has retired from the University System of Georgia, he/she may be reemployed by the University System of Georgia under the following conditions:</p> <ol style="list-style-type: none"> 1. The reemployment of a University System of Georgia retiree must be approved by the Board of Regents; 2. A rehired retiree must have a minimum break of 30 days between effective date of his/her retirement and the effective date of his/her reemployment; 3. The work commitment of a rehired retiree must be less than half-time; i.e, less than 50%; 4. The salary that is paid to a rehired retiree must be less than 50% of the annual benefit-base compensation amount that he/she was earning at the time of his/her retirement; and | <p>When an individual retires from the University System of Georgia and is receiving benefits from the Teachers Retirement System, the Employees Retirement System, or the Regent’s Retirement Plan, he/she shall not be reemployed by the University System without the prior approval of the Board of Regents. When an employee has retired from the University System of Georgia, he/she may be reemployed by the University System of Georgia under the following conditions:</p> <ol style="list-style-type: none"> 1. The reemployment of a University System of Georgia retiree must be approved by the Board of Regents; 2. A rehired retiree must have a minimum break of 30 days one month between effective date of his/her retirement and the effective date of his/her reemployment; 3. The work commitment of a rehired retiree must be less than half-time; i.e, less than 50%; 4. The salary that is paid to a rehired retiree must be less than 50% of the annual benefit-base compensation amount that he/she was earning at the |

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| <p>5. The salary that is paid to a rehired retiree must be consistent with his/her work commitment (BR Minutes, April 2002).</p> | <p>time of his/her retirement; and either:</p> <p>A. Less than 50% of the annual benefit-base compensation amount that he/she was earning at the time of his/her retirement, with consideration for the average merit increase percentages that have been applied since the employee retired, or;</p> <p>B. Less than 50% of the average compensation for the position into which the retiree is being hired based on the institutions' existing compensation plan, or, if not applicable, the average compensation of existing or previous incumbents, or;</p> <p>C. Less than 50% of a reasonable market competitive rate for the position into which the retiree is being rehired as determined by the institutional chief human resources officer.</p> <p>5. The salary that is paid to a rehired retiree must be consistent with his/her work commitment (BR Minutes, April 2002).</p> |
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2. Revision of The Policy Manual, Section 704, Tuition and Fees

Approved: The Board approved the revision of The Policy Manual, Section 704, Tuition and Fees, as provided below to implement the Guaranteed Tuition Plan concerning part-time students, to become effective in the spring semester 2008.

Background: At the June 2006 meeting, the Board of Regents approved a policy to implement the University System of Georgia's Guaranteed Tuition Plan. This plan provides that new students enrolled in an undergraduate program at a University System of Georgia research, regional or state

university shall be charged the institution’s approved guaranteed tuition rate for a fixed period of four years. New students enrolled at two-year institutions shall be charged the institution’s approved rate for a fixed period of three years. At the end of the guarantee period, students will be assessed the institution’s new guaranteed rate that will be charged to entering freshmen in that year.

Recognizing that some students who have other obligations can only attend on a part-time basis, it was recommended that the Board include an addendum to amend the policy as follows:

| <i>Current Policy</i> | <i>Revised Policy</i> |
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| Policy 704.012 The Guaranteed Tuition Plan | Policy 704.012 The Guaranteed Tuition Plan |
| <p>A. Pursuant to Section 704.011, the Board of Regents shall annually approve guaranteed tuition rates for each of the institutions comprising the University System of Georgia.</p> <p>B. New students enrolled in an undergraduate program at a University System of Georgia research, regional or state university shall be charged the approved guaranteed tuition rates for these institutions, which shall be fixed for new students for a period of four years (12 consecutive semesters, including fall, spring, and summer).</p> <p>C. New students enrolled in an undergraduate program at a University System of Georgia two-year college shall be charged the approved guaranteed tuition rates for these institutions, which shall be fixed for new students for a period of three years (nine consecutive semesters, including fall, spring, and summer).</p> <p>D. New students enrolled in an undergraduate program at a University System of Georgia state college shall be charged the approved guaranteed tuition rates for these institutions as follows:</p> | <p>A. Pursuant to Section 704.011, the Board of Regents shall annually approve guaranteed tuition rates for each of the institutions comprising the University System of Georgia.</p> <p>B. New students enrolled in an undergraduate program at a University System of Georgia research, regional or state university shall be charged the approved guaranteed tuition rates for these institutions, which shall be fixed for new students for a period of four years (12 consecutive semesters, including fall, spring, and summer).</p> <p>C. New students enrolled in an undergraduate program at a University System of Georgia two-year college shall be charged the approved guaranteed tuition rates for these institutions, which shall be fixed for new students for a period of three years (nine consecutive semesters, including fall, spring, and summer).</p> <p>D. New students enrolled in an undergraduate program at a University System of Georgia state college shall be charged the approved guaranteed tuition rates for these institutions as follows:</p> |

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| <ol style="list-style-type: none"> 1. For new students enrolled in lower-division programs, the lower-division guaranteed tuition rate shall be charged and fixed for these new students for a period of three years (nine consecutive semesters including fall, spring, and summer). 2. For new students enrolled in upper-division programs, the upper-division guaranteed tuition rate shall be charged and fixed for these new students for a period of two years (six consecutive semesters including fall, spring, and summer). <p>E. New students enrolled initially in the university college programs at Armstrong Atlantic State University's Liberty Center, Augusta State University, Columbus State University, and Savannah State University who progress to the regular undergraduate programs offered by these institutions shall be charged the approved guaranteed tuition rates which shall be fixed for a period of five years (15 consecutive semesters) including fall, spring, and summer. New students who enter the regular undergraduate program at these institutions shall be charged the guaranteed tuition rate for four years (12 consecutive semesters) as provided for under Section 704.012 paragraph B.</p> <p>F. New students enrolling in the summer semester.</p> <ol style="list-style-type: none"> 1. New students enrolling in an undergraduate program at a University System of Georgia institution in summer 2006 may | <ol style="list-style-type: none"> 1. For new students enrolled in lower-division programs, the lower-division guaranteed tuition rate shall be charged and fixed for these new students for a period of three years (nine consecutive semesters including fall, spring, and summer). 2. For new students enrolled in upper-division programs, the upper-division guaranteed tuition rate shall be charged and fixed for these new students for a period of two years (six consecutive semesters including fall, spring, and summer). <p>E. New students enrolled initially in the university college programs at Armstrong Atlantic State University's Liberty Center, Augusta State University, Columbus State University, and Savannah State University who progress to the regular undergraduate programs offered by these institutions shall be charged the approved guaranteed tuition rates which shall be fixed for a period of five years (15 consecutive semesters) including fall, spring, and summer. New students who enter the regular undergraduate program at these institutions shall be charged the guaranteed tuition rate for four years (12 consecutive semesters) as provided for under Section 704.012 paragraph B.</p> <p>F. New students enrolling in the summer semester.</p> <ol style="list-style-type: none"> 3. New students enrolling in an undergraduate program at a University System of Georgia institution in summer 2006 may |
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be charged either the nonguaranteed tuition rate approved by the Board of Regents effective fall 2005, or the guaranteed tuition rate approved by the Board of Regents effective fall 2006 pursuant to the policy established by each University System of Georgia institution and subject to:

a. If charged the nonguaranteed tuition rate for summer 2006, new students shall be charged the guaranteed tuition rate beginning fall 2006, which shall be fixed as provided under Section 704.012 paragraphs B through E.

b. If charged the guaranteed tuition rate for summer 2006, new students shall continue to be charged the same guaranteed tuition rate beginning fall 2006, which shall be fixed at that rate beginning with fall 2006 as provided under Section 704.012 paragraphs B through E.

2. New students enrolling in an undergraduate program at a University System of Georgia institution for the first time in summer 2007 and any summer thereafter shall be charged the guaranteed tuition rate approved by the Board of Regents for the year in which that summer

be charged either the nonguaranteed tuition rate approved by the Board of Regents effective fall 2005, or the guaranteed tuition rate approved by the Board of Regents effective fall 2006 pursuant to the policy established by each University System of Georgia institution and subject to:

a. If charged the nonguaranteed tuition rate for summer 2006, new students shall be charged the guaranteed tuition rate beginning fall 2006, which shall be fixed as provided under Section 704.012 paragraphs B through E.

b. If charged the guaranteed tuition rate for summer 2006, new students shall continue to be charged the same guaranteed tuition rate beginning fall 2006, which shall be fixed at that rate beginning with fall 2006 as provided under Section 704.012 paragraphs B through E.

2. New students enrolling in an undergraduate program at a University System of Georgia institution for the first time in summer 2007 and any summer thereafter shall be charged the guaranteed tuition rate approved by the Board of Regents for the year in which that summer

occurs and be charged the new fall guaranteed tuition rate as provided under Section 704.012 paragraphs B through E.

G. Transfer students

1. Transfer students from non-University System of Georgia institutions shall be charged the guaranteed tuition rate effective the year in which they transferred, which shall be fixed for two years (six consecutive semesters). This policy shall become effective for such students beginning with spring semester 2007.
2. Transfer students from University System of Georgia institutions who first entered the System in fall 2006 or thereafter shall be charged the guaranteed tuition rate at their new institution that was approved for the year in which they first entered the University System, if that year does not precede the year of transfer by more than four years. Students will retain that guaranteed tuition rate for the balance of four years. This provision, however, shall not apply to students who transfer to the Medical College of Georgia's health profession programs as third-year students. These students shall pay the guaranteed tuition rate in effect in the year they transfer and shall retain that guaranteed tuition rate for no more than two years (six consecutive semesters).

occurs and be charged the new fall guaranteed tuition rate as provided under Section 704.012 paragraphs B through E.

G. Transfer students

1. Transfer students from non-University System of Georgia institutions shall be charged the guaranteed tuition rate effective the year in which they transferred, which shall be fixed for two years (six consecutive semesters). This policy shall become effective for such students beginning with spring semester 2007.
2. Transfer students from University System of Georgia institutions who first entered the System in fall 2006 or thereafter shall be charged the guaranteed tuition rate at their new institution that was approved for the year in which they first entered the University System, if that year does not precede the year of transfer by more than four years. Students will retain that guaranteed tuition rate for the balance of four years. This provision, however, shall not apply to students who transfer to the Medical College of Georgia's health profession programs as third-year students. These students shall pay the guaranteed tuition rate in effect in the year they transfer and shall retain that guaranteed tuition rate for no more than two years (six consecutive semesters).

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| <p>3. Transfer students who enroll during summer shall be subject to the same rules as apply to new students (paragraph F subparagraphs i and ii) except that the guaranteed tuition rate will be fixed only for two years (six consecutive semesters).</p> <p>4. Students who are entering the University System of Georgia for the first time but choose to attend one System institution during the summer and enter a second System institution in the fall shall be treated as a new student at the second institution pursuant to Section 704.011 paragraph F if the number of academic credits earned during the summer is 12 credits or less. If the number of credits earned is greater than 12, the student shall be treated as a transfer student.</p> <p>H. Students enrolled in programs requiring more than four years to complete. University System of Georgia research, regional, and state universities may, under limited circumstances, extend the guaranteed tuition rate up to two additional consecutive semesters for certain selected programs that require more than four years to complete. A list of these programs must be provided to the Board of Regents annually.</p> <p>I. Students jointly enrolled in high school and a University System institution. Students who graduate from a Georgia high school with college credit are eligible for the guaranteed tuition rate as new students. Students in the two</p> | <p>3. Transfer students who enroll during summer shall be subject to the same rules as apply to new students (paragraph F subparagraphs i and ii) except that the guaranteed tuition rate will be fixed only for two years (six consecutive semesters).</p> <p>4. Students who are entering the University System of Georgia for the first time but choose to attend one System institution during the summer and enter a second System institution in the fall shall be treated as a new student at the second institution pursuant to Section 704.011 paragraph F if the number of academic credits earned during the summer is 12 credits or less. If the number of credits earned is greater than 12, the student shall be treated as a transfer student.</p> <p>H. Students enrolled in programs requiring more than four years to complete. University System of Georgia research, regional, and state universities may, under limited circumstances, extend the guaranteed tuition rate up to two additional consecutive semesters for certain selected programs that require more than four years to complete. A list of these programs must be provided to the Board of Regents annually.</p> <p>I. Students jointly enrolled in high school and a University System institution. Students who graduate from a Georgia high school with college credit are eligible for the guaranteed tuition rate as new students. Students in the two</p> |
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| <p>academies (the Georgia Academy for Mathematics and Engineering at Middle Georgia College and the Advanced Academy of Georgia at the University of West Georgia) are treated as new students when they first enter the University System of Georgia (i.e., they are eligible for the tuition rate prevailing when they start their program for a period of 12 consecutive semesters).</p> <p>J. Students called to active military duty. A student eligible to received the guaranteed tuition rate as provide under sections 704.011 and 704.012 who is called to active duty will receive an extended guarantee for the period of service up to two years (six consecutive semesters).</p> <p>K. Transient and nondegree-seeking students. Transient and nondegree-seeking students shall be charged the guaranteed tuition rate at the institution they attend as approved by the Board of Regents for that year.</p> <p>L. Expiration of the guaranteed tuition rate. The guaranteed tuition rate for new and transfer students will expire at the end of the periods described under this section. Students shall be charged the guaranteed tuition rates established for the next semester in which they enroll at the same institution and be charged the new guaranteed tuition rates established each year by the Board of Regents.</p> <p>M. Appeal process. Each University System of Georgia institution shall establish a process to allow students to appeal their eligibility for the guaranteed tuition rate based upon</p> | <p>academies (the Georgia Academy for Mathematics and Engineering at Middle Georgia College and the Advanced Academy of Georgia at the University of West Georgia) are treated as new students when they first enter the University System of Georgia (i.e., they are eligible for the tuition rate prevailing when they start their program for a period of 12 consecutive semesters).</p> <p>J. Students called to active military duty. A student eligible to received the guaranteed tuition rate as provide under sections 704.011 and 704.012 who is called to active duty will receive an extended guarantee for the period of service up to two years (six consecutive semesters).</p> <p>K. Transient and nondegree-seeking students. Transient and nondegree-seeking students shall be charged the guaranteed tuition rate at the institution they attend as approved by the Board of Regents for that year.</p> <p>L. Expiration of the guaranteed tuition rate. The guaranteed tuition rate for new and transfer students will expire at the end of the periods described under this section. Students shall be charged the guaranteed tuition rates established for the next semester in which they enroll at the same institution and be charged the new guaranteed tuition rates established each year by the Board of Regents.</p> <p>M. Appeal process. Each University System of Georgia institution shall establish a process to allow students to appeal their eligibility for the guaranteed tuition rate based upon</p> |
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| <p>extenuating circumstances. Each institution shall have the final decision on any appeal.</p> <p>N. The provisions of section 704.012 shall not apply to courses offered as distance learning courses or to undergraduate programs for which differential rates have been approved, except that the provisions shall apply to the undergraduate programs in Landscape Architecture and Forestry and Natural Resources at the University of Georgia (BR Minutes, October 2006).</p> | <p>extenuating circumstances. Each institution shall have the final decision on any appeal.</p> <p>N. The provisions of section 704.012 shall not apply to courses offered as distance learning courses or to undergraduate programs for which differential rates have been approved, except that the provisions shall apply to the undergraduate programs in Landscape Architecture and Forestry and Natural Resources at the University of Georgia (BR Minutes, October 2006).</p> <p>O. At the expiration of the guaranteed tuition rate term, part-time students (as defined in this section) shall be charged the non-guaranteed tuition rate as described in section 704.013, paragraph E. Part-time students shall be defined as attempting no more than 48 cumulative semester credit hours over the four-year guarantee period.</p> <p>For students at two-year institutions, part-time students shall be defined as attempting no more than 36 hours over the three-year guarantee period. For students enrolled at state colleges, part-time students shall be defined as attempting no more than an average of 12 credit hours for each year of the guarantee period.</p> <p>This section is applicable only to those part-time students who began as freshmen in the University System of Georgia in fall 2006 (or later) and who were on the guaranteed tuition plan.</p> |
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3. Information Item: First Quarter Revenue and Expenditure Report for Fiscal Year 2008

The Vice Chancellor for Fiscal Affairs, William R. Bowes, provided a report on the University System of Georgia's first quarter revenue and expenditure report for fiscal year 2008, which is on file in the Office of Fiscal Affairs.

Following the presentation, Regent Leebern thanked Vice Chancellor Bowes for his years of service on the behalf of the Board, stating that he has shown himself to be a true professional.

The Committee meeting adjourned at approximately 12:05 p.m.

COMMITTEE ON ORGANIZATION AND LAW

The Committee on Organization and Law met on Tuesday, November 13, 2007, at approximately 11:40 a.m. in room 7019, the Chancellor's Conference Room. Committee members in attendance were Chair James R. Jolly and Regents Kenneth R. Bernard Jr., Elridge W. McMillan, Patrick S. Pittard, Doreen Stiles Poitevint, Willis J. Potts Jr., Wanda Yancey Rodwell, and Benjamin J. Tarbutton III. Also in attendance were the Vice Chancellor for Academic Planning and Programs, Sandra S. Stone, Assistant Vice Chancellor for Academic Affairs, Dorothy Zinsmeister, the Associate Vice Chancellor for Legal Affairs, J. Burns Newsome, the Assistant Vice Chancellor for Legal Affairs, and Kimberly Ballard-Washington. Chair Jolly announced to the Board that the Committee reviewed one item which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. **Bylaw Revision: Duties of the Vice Chair**

Approved: The Board amended Bylaw IV.6 to provide that the Vice Chair shall be an *ex officio*, voting member of all Board committees.

Please note that the highlighted bold texts represent additions to the policy language.

Previous Language

Bylaws, Section IV.6: Vice Chair

The Vice Chair shall be a member of the Board and shall perform the duties and have the powers of the Chair during the absence or disability of the Chair.

Approved Revision:

Bylaws, Section IV.6: Vice Chair

The Vice Chair shall be a member of the Board and **an ex officio, voting member of all committees of the Board. The Vice Chair** shall perform the duties and have the powers of the Chair during the absence or disability of the Chair.

The Committee meeting adjourned at approximately 11:50 a.m.

COMMITTEE ON REAL ESTATE AND FACILITIES

The Committee on Real Estate and Facilities met on Tuesday, November 13, 2007, at approximately 12:05 p.m. in the Board Room. Committee members in attendance were Chair Richard L. Tucker, Vice Chair Benjamin J. Tarbutton III, and Regents James A. Bishop, Hugh A. Carter Jr., Robert F. Hatcher, Felton Jenkins, Donald M. Leebern Jr. Chair Tucker reported to the Board that the Committee reviewed 16 items, 15 of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Naming of the Cora Lee Fanning Memorial Garden, University of Georgia

Approved: The Board approved the naming of the garden area located in the courtyard behind the Fanning Institute at the University of Georgia (“UGA”) the Cora Lee Fanning Memorial Garden in recognition of Cora Lee Fanning.

Understandings: President Michael Adams confirmed that this naming conforms to the UGA naming guidelines and with the Board of Regents naming policy.

Dr. J.W. Fanning’s wife and partner, Cora Lee, served Georgia in immeasurable ways. Their 61-year partnership influenced thousands of young men and women. Mrs. Fanning’s belief that a married couple often performed community service as a team was exemplified in her partnership with Dr. Fanning. She was an advisor to Leadership Georgia where she persuaded the program to include spouses as full participants.

2. Naming of the Warren and Mary Mitchell Plaza, University of Georgia

Approved: The Board approved the naming of the outdoor entrance area to the Stegeman Coliseum Practice Annex at the University of Georgia (“UGA”) the Warren and Mary Mitchell Plaza in recognition of Warren and Mary Mitchell.

Understandings: President Adams confirmed that this naming conforms to the UGA naming guidelines and with the Board of Regents naming policy.

Warren Mitchell received a Bachelor of Business Administration from UGA in 1948. Mary Mitchell received a Bachelor of Fine Arts from UGA in 1947. Warren was a charter member of the Bulldog Club, the President’s Club, the Partners Program, the National Alumni Association, and was a member of the Heritage Society. Warren was the lone inductee into the Athletic Association’s Circle of Distinctions second class in 2003.

The Mitchells established two charitable gift annuities to benefit the UGA Athletics Department, the Terry College of Business, and the University of Georgia. The UGA Athletic Association has received a significant amount in proceeds from one of these annuities.

3. Ground Lease and Rental Agreement, Student Housing, Eastman Campus, Middle Georgia College

Approved: The Board declared approximately 2.58 acres of real property on the Eastman Campus of Middle Georgia College (“MGC”), no longer advantageously useful to MGC or other units of the University System of Georgia, but only to the extent and for the purpose of allowing this real property to be ground leased to MGC Real Estate Foundation II, LLC (the “LLC”) for the purpose of providing a student housing facility containing 143 beds and 143 parking spaces.

Authorization of Ground Lease

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 2.58 acres of real property on the Eastman Campus of MGC for a period not to exceed 32 years (not to exceed 30 years from the date the LLC obtains a certificate of occupancy and providing a construction period of not more than two years), with an option to renew for up to an additional five years should there be debt outstanding at the end of the original ground lease term, for the purpose of providing a 143 student housing bed facility, 143 parking spaces, and site amenities.

Authorization of Rental Agreement

The Board authorized the execution of a rental agreement between the LLC, Landlord, and the Board of Regents, Tenant, for the above referenced student housing facility, parking, and site amenities for the period commencing on the first day of the first month after the LLC obtains a certificate of occupancy but not earlier than August 1, 2009 and ending the following June 30 at a rent not to

exceed \$440,000 per year annualized, with options to renew on a year-to-year basis for up to 30 consecutive one-year periods (the total not to exceed 30 years from the date of the certificate of occupancy) with rent increasing no more than 3% for each option period exercised.

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

The Board authorized the execution of a site license between the LLC, Licensee, and the Board of Regents, to allow early site access to mobilize and commence site work.

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

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

In October 2007, the Executive Director for Real Estate Ventures, Marty Nance, presented an information item concerning the need to obtain student housing at the Eastman Campus of MGC through a privatization process.

4. Demolition, Ground Lease and Rental Agreement, Student Housing, Middle Georgia College

Approved: The Board declared approximately 3.14 acres of real property on the campus of Middle Georgia College (“MGC”), no longer advantageously useful to MGC or other units of the University System of Georgia but only to the extent and for the purpose of allowing this real property to be ground leased to MGC Real Estate Foundation II, LLC (the “LLC”) for the purpose of providing student housing facilities containing 556 beds.

Authorization of Ground Lease

The Board authorized the execution of ground leases, including necessary access, use, and construction easements and encroachments, between the Board of Regents, Lessor, and the LLC, Lessee, for the above-referenced approximately 3.14 acres of real property on the campus of MGC for a period not to exceed 32 years (not to exceed 30 years from the date the LLC obtains a certificate of occupancy for all 556 student housing beds and providing a construction period of not more than two years) with an option to renew for up to an additional five years should there be debt outstanding at the end of the original ground lease term, for the purpose of providing 556 student housing beds, and site amenities.

Authorization of Rental Agreements

The Board authorized the execution of rental agreements between the LLC, Landlord, and the Board

of Regents, Tenant, for student housing facilities and site amenities for the period commencing on execution of the above referenced ground lease and ending the following June 30 at a rent not to exceed \$1.00, with options to renew on a year-to-year basis for up to 32 consecutive one-year periods (the total not to exceed 30 years from the date of the certificate of occupancy for all 556 student housing beds) with rent increasing to \$750,000 per year annualized on the first day of the first month after the LLC obtains a certificate of occupancy for the initial 278 student housing beds, and further increasing to \$1,500,000 per year annualized on the first day of the first month after the LLC obtains a certificate of occupancy for an additional 278 student housing beds (for a total of 556 student housing beds), with rent increasing no more than 3% for each option period exercised after occupancy of the total development of 556 student housing beds.

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

The Board authorized the execution of site licenses between the LLC, Licensee, and the Board of Regents, to allow early site access to mobilize and commence site work.

Authorization to execute the rental agreements and site licenses was delegated to the Vice Chancellor for Facilities.

Authorization of Demolition

The Board declared Wilham Hall and Eastlake Hall on the campus of MGC to be no longer advantageously useful to MGC or other units of the University System of Georgia and authorized the demolition and removal of these buildings.

The Board requested the Governor to issue an Executive Order authorizing the demolition and removal of these buildings from the campus of MGC.

The demolition of these buildings is subject to satisfactory completion of environmental review prior to issuance of an Executive Order.

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

In October 2007, the Executive Director for Real Estate Ventures, Marty Nance presented an information item concerning the need to replace and obtain additional student housing at MGC through a privatization process.

The MGC housing plan is phased to accommodate the demolition of Wilham Hall and Eastlake Hall while maintaining current occupancy during the construction process. Construction of Regents Hall containing approximately 278 student housing beds will be completed and ready for occupancy by August 2008. Until Regents Hall is completed, Wilham Hall will be rented out of the ground lease premises for a nominal sum. Upon obtaining a certificate of occupancy for the Regents Hall, Wilham

Hall will be released for demolition. Warrior Hall containing approximately 278 beds will be completed and ready for occupancy by August 2009.

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.

5. **Approval of Air Rights Lease, Easement and Operating Agreement, Agreement for Development, and Rental Agreement for the Parker H. Petit Science Teaching Laboratory, Georgia State University**

Approved: The Board declared the air rights above a certain elevation over approximately 3.163 acres of real property on the campus of the Georgia State University (“GSU”), 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 these air rights to be leased to Science Park, LLC (the “LLC”) for the purpose of providing not less than 248,806 square feet of a proposed Parker H. Petit Science Teaching Laboratory (“Petit Science Building”), which shall encompass no less than 347,400 square feet of research space on GSU’s campus.

Authorization of Air Rights Lease

The Board authorized the execution of an air rights lease between the Board of Regents, Lessor, and the LLC, Lessee, for the above-referenced air rights on the campus of GSU, for a period not to exceed 33 years (not to exceed 30 years from the date the LLC obtains a certificate of occupancy and providing a construction period of not more than three years), with an option to renew for up to and additional 5 years should there be debt outstanding at the end of the original air rights lease term, for the purpose of providing not less than 248,806 square feet of the Petit Science Building.

Authorization of Rental Agreements

The Board authorized the execution of a rental agreement between the LLC, Landlord, and the Board of Regents, Tenant, for not less than 248,806 square feet in the Petit Science Building for the period commencing on the first day of the first month after the LLC obtains a certificate of occupancy and ending the following June 30 at a rent not to exceed \$6,100,000.00 per year with options to renew on a year-to-year basis for up to 30 consecutive one-year periods (the total not to exceed 30 years from the date of the certificate of occupancy) with rent increasing no more than 3% for each option period exercised.

Authorization of Easement and Operating Agreements

The Board authorized the execution of easement and operating agreements between the Board of Regents and the LLC wherein each party grants to the other party such easements as are necessary for such other party to have necessary access and to define operational responsibilities.

Authorization of Development Agreement

The Board authorized the execution of an agreement for development between the Board, GSU, the LLC, and the Georgia State Financing and Investment Commission ("GSFIC"), wherein GSFIC will act as the developer for the Petit Science Building.

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

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

Understandings: In April 2005, the Board authorized the naming of the building for Parker H. Petit. In February 2006, the Board received information about the Petit Science Building. In May 2006 the Board received information about the Petit Science Building and the appointment by GSFIC of an architectural / engineering firm and a program management firm. In March 2007, the Board adopted the resolution prepared by the Revenue Division of the Department of Law covering the issuance of 2007A and 2007B General Obligations Bonds by GSFIC, which included funds of \$27,500,000 for the Petit Science Building.

6. Authorization of Project, Intramural Sports Complex, University of Georgia

Approved: The Board authorized Project No. BR-10-0803, Intramural Sports Complex, University of Georgia ("UGA") with a total project budget of \$2,500,000 to be funded from UGA institutional funds.

Understandings: UGA has limited intramural facilities for football, softball, and soccer. The intramural and club sports program within the UGA's Department of Recreation Sports program has seen a growth in participation of over 1,800 students during the last five years. A large multi-purpose field will be constructed on a site on South Milledge Avenue.

The estimated construction cost for this project is \$1,950,000.

The project is consistent with UGA's Master Plan.

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

7. Authorization of Project, Renovation of Ramsey Center Room 232, University of Georgia

Approved: The Board authorized Project No. BR-10-0802, Renovation of Ramsey Center Room 232, University of Georgia (UGA") with a total project budget of \$3,400,000 with current funding for the first phase from \$400,000 from the UGA Athletic Association and \$2,000,000 from UGA Student Affairs Auxiliary funds.

Understandings: The Ramsey Center was completed in 1995.

The proposed renovation is a two-phase project. The first phase will create an interstitial floor within the 30 foot high bay space in Room 232. The first floor will provide additional student cardiovascular and strength and conditioning space, and office space for the volleyball coaching staff. The second phase will provide build-out of the second level for additional fitness and instructional exercise space.

Funding in hand is for the first phase of the project only. Prior to the second phase UGA will identify funding.

The estimated construction cost for this project is \$2,700,000.

The project is consistent with UGA's Master Plan.

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

8. Authorization of Project, Expansion and Renovation of Georgia Museum of Art, University of Georgia

Approved: The Board authorized Project No. BR-10-0801, Expansion and Renovation of Georgia Museum of Art, University of Georgia ("UGA") with a total project budget of \$20,000,000, to be funded from private funds.

The Board appointed the first-named architectural firm listed below for the identified project and authorized the execution of a contract with the identified firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to execute a contract with other listed firms in rank order.

Understandings: The original project was approved by the Board in June 1998 as a privately funded companion to Project No. J-34 Performing and Visual Arts Center Phase II, School of Art. The approximately 28,000-square-foot expansion and renovation will include a second level expansion of the existing galleries, with a connection on the west side of the existing building, as well as an expansion of the storage area on the north side of the existing building. Additionally, a prominent entry, public reception space, and additional gallery space for permanent collections and traveling exhibitions will be provided. Exterior improvements will include outdoor public spaces, display areas, and a sculpture garden.

The estimated construction cost for this project is \$14,750,000.

The project is consistent with UGA's Master Plan.

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

Number of architectural firms that applied for this commission: 12

Recommended firms in rank order:

- 1) Stanley Beaman & Sears, Inc., Atlanta
- 2) Collins Cooper Carusi Architects, Inc., Atlanta
- 3) Cooper Carry, Inc., Atlanta

9. Authorization of Project Budget Modification, Performing and Visual Arts Center Phase II, School of Art, University of Georgia

Approved: The Board modified the budget of Project No. J-34, Performing and Visual Arts Center Phase II, School of Art, University of Georgia (“UGA”), to increase the total project budget from \$39,270,000 to \$40,930,000.

Understandings: The Performing and Visual Arts Center Phase II, School of Art project, approved by the Board in June 1998, is in construction. UGA institutional funds are available to add energy recovery units, a photography suite, and additional audio-visual equipment for general purpose classrooms. The energy recovery units are anticipated to provide a life cycle pay back of 5 to 7 years.

Funding of this cost increase of approximately \$1,660,000 will be from UGA internal funds.

| | <u>June 1998</u> | <u>Now</u> |
|--|------------------|--------------|
| Total Project Cost | \$39,270,000 | \$40,930,000 |
| Construction Cost (Stated Cost Limitation) | \$32,401,921 | \$34,182,921 |

10. Appointment of Program Management Firm, Library, Georgia Gwinnett College

Approved: The Board appointed the first-named program management firm listed below for the identified project and authorized the execution of a contract with the identified firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to execute a contract with other listed firms in rank order.

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

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

Project Description: The approximately 86,000-square-foot library will provide adequate space to house, service, and make library collections accessible to Georgia Gwinnett College

students, faculty and community. The facility will include a state-of-the-art technology, media, and learning center for individual study, as well as student collaboration.

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| Total Project Cost | \$28,300,000 |
| Construction Cost (Stated Cost Limitation) | \$19,456,750 |

Number of program management firms that applied for this commission: 14

Recommended firms in rank order:

- 1) Hendessi & Associates, Inc., Alpharetta
- 2) Silverman Construction Program Management, Inc., Atlanta
- 3) Heery International, Inc., Atlanta

11. Appointment of Architectural Firm, Alpharetta Academic Facility, Georgia State University/Georgia Perimeter College

Approved: The Board appointed the first-named architectural firm listed below for the identified project and authorized the execution of a contract with the identified firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to execute a contract with other listed firms in rank order.

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

Project No. BR-50-0801, Alpharetta Academic Facility, Georgia State University/Georgia Perimeter College

Project Description: The approximately 53,500-square-foot facility will provide classrooms, instructional labs, offices, library space and other support spaces, and also approximately 500 parking spaces.

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| Total Project Cost | \$12,800,000 |
| Construction Cost (Stated Cost Limitation) | \$10,000,000 |

Number of architectural firms that applied for this commission: 27

Recommended firms in rank order:

- 1) Chapman Griffin Lanier Sussenbach, Architects, Inc., Atlanta
- 2) Stevens & Wilkinson Stang & Newdow, Inc., Atlanta
- 3) Richard Wittschiede Hand, Atlanta

12. Appointment of Architectural Firm, Engineering Technology Center and Renovation of Building I, Southern Polytechnic State University

Approved: The Board appointed the first-named architectural firm listed below for the identified project and authorized the execution of a contract with the identified firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to execute a contract with other listed firms in rank order.

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

Project No. BR-31-0801, Engineering Technology Center and Project No. J-129, Renovation of Building I, Southern Polytechnic State University

Project Description: The Engineering Technology Center, an approximately 130,000-square-foot facility, will provide laboratory, classroom and office space. The facility will include the Computer Engineering Technology, Electrical Engineering Technology, Industrial Engineering Technology, Mechanical Engineering Technology, Mechatronics Engineering, Systems Engineering, and Telecommunications Engineering Technology programs.

Renovation to Building I, including the renovation of the existing building and a 9,000-square-foot addition, will provide studio space classrooms and support spaces for the architecture program,

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| Total Project Cost | \$40,000,000 |
| Construction Cost (Stated Cost Limitation) | \$30,800,000 |

Number of architectural firms that applied for this commission: 31

Recommended firms in rank order:

- 1) Cooper Carry, Inc., Atlanta
- 2) Facility Design Group, Inc., Smyrna
- 3) Perkins & Will, Inc. Atlanta

13. Appointment of Architectural Firm, Business/Health Science Remediation, Clayton State University

Approved: The Board appointed the first-named architectural firm listed below for the identified project and authorized the execution of a contract with the identified firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to execute a contract with other listed firms in rank order.

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

Project No. BR-83-0804, Business/Health Science Remediation, Clayton College & State University

Project Description: The Business/Health Science Building will be remediated including replacing all existing windows with a double pane argon filled window system, replacing the existing ceiling system, replacing the existing main electrical panel, adding a vestibule with double entrance doors, replacing the existing mechanical system and add two new air handler units. Additionally, three classrooms will be converted to two chemistry and one biology classroom. Planning and design of a science building will also be performed.

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| Total Project Cost | \$9,000,000 |
| Construction Cost (Stated Cost Limitation) | \$5,300,000 |

Number of architectural firms that applied for this commission: 31

Recommended firms in rank order:

- 1) The S/L/A/M Collaborative, Inc., Atlanta
- 2) Leo A. Daly, Company, Norcross
- 3) Smith Carter, PC, Atlanta

14. Appointment of Architectural Firm, Science Building, Clayton State University

Approved: The Board appointed the first-named architectural firm listed below for the identified project and authorized the execution of a contract with the identified firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to execute a contract with other listed firms in rank order.

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

Science Building, Clayton State University

Project Description: The new science building, an approximately 99,400-square-foot facility, will include classrooms, seminar rooms, instructional and research labs, an animal facility and greenhouse space, and will augment the functionality of the existing Business/Health Sciences Building.

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| Total Project Cost | \$34,100,000 |
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16. Information Item: Update on Institute of Genetics

The Vice Chancellor for Facilities, Linda M. Daniels, presented an update on the Institute of Genetics in Bartow County. Ms. Daniels provided the Board with the following information.

The Board of Regents acquired the assets of the Georgia Institute of Genetics in Cartersville in 1972, when the Institute dissolved after almost thirty years of agricultural research in genetics mostly significantly related to the improvement of cotton quality and disease resistance. The assets included 300 acres of property in Cartersville on Highway 20 in the vicinity of Interstate 75 and Highway 411 about 40 miles north of Atlanta. In 1994 the Board sold 50 acres for private development. Remaining is 50 acres south of Highway 20 and 200 acres north of Highway 20.

In December 1997 the Board approved the Bartow Center to be established on 50 acres of the Genetics property. Bartow County contributed \$2.5 million for the land as well as significant gifts in kind for site work and infrastructure including roads and utilities. In the process, the Board further articulated its role as stewards of this property. To address this charge, the Vice Chancellor for Facilities commissioned a land use plan to be developed for the remaining Genetics property. The land use plan included optimal siting of the Bartow Center on the eastern portion of the Genetics property north of Highway 20. The first building on the site, a 100,000 gross-square-foot classroom/administrative/multipurpose facility was completed as a GO bond funded major capital project. The center enrolled its first cohort of over 1,100 students in the fall semester of 2005. The master site development plan also included an array of mixed use development, including retail and multi-family housing, intended to have a synergistic relation with the 50 acre Bartow Center.

In May 2005 the Board received an update on the status of the Genetics property and several other issues that have potential impact: These included a planned realignment of Highway 20 by Georgia Department of Transportation (“DOT”). In collaboration with Georgia DOT, the Office of Facilities minimized the acreage lost and obtained significantly more, and better, road frontage.

The Office of Facilities also reported collaborative efforts with Georgia Power and Bartow County to locate a new high voltage transmission line in a manner that preserved the value and utility of the overall property. The original land use plan that was developed is now outdated by changing events, the success of the Bartow Center, and the growth in Bartow County. Ms. Daniels stated that it is time to revisit and reassess the land use plan to ensure that the System will continue to be good stewards of this valuable land asset.

Bartow County continues to be a valuable partner with the System and supports the emphasis on the overall site remaining focused on its Higher Education mission. Commissioner Clarence Brown has recently approached the System about furthering mutual interests and working together to enhance the use and value of the property. He has proposed that the System considers integrating into our planning consideration for a needed area State Patrol facility, a relocation and enlargement of the existing adjacent fire station and, if appropriate, a Special Purpose Local Option Sales Tax (“SPLOST”) funded community center.

In addition, existing historic Institute of Genetics buildings, including the gin and caretakers houses, have been stabilized. A long term plan for their use has not been finalized. The Office of Facilities has retained a new master planning firm to update the land use plan and to develop a new master plan for the entire Genetics property. They have asked the planners to develop plans that will: meet the long term higher education needs of Georgia Highlands College and the local community as well as the University System as a whole in providing the appropriate array of programs based on local demographics and state wide needs;

1. address the meaningful use of the existing historic buildings;
2. consider the facilities that the County has discussed with us; and
3. maximize the value of the Genetics property asset.

In closing, Ms. Daniels stated that the presentation of this information item was to familiarize members of the Committee with the history of this property. She said that action on aspects of the plan the require Board approval would be brought back to the Board in a future presentation.

The Committee meeting adjourned at approximately 12:20 p.m.

COMMITTEE OF THE WHOLE: STRATEGIC PLANNING

The Committee on Strategic Planning met as a Committee of the Whole on Tuesday, November 13, 2007, in the Board Room, room 7007. The Chair of the Committee, Regent William H. Cleveland, called the meeting to order at 1:34 p.m. Present, in addition to Chair Cleveland, were the Chair of the Board, Regent Allan Vigil and Regents Kenneth R. Bernard Jr., James A. Bishop, Hugh A. Carter Jr., Robert F. Hatcher, Felton Jenkins, James R. Jolly, Donald M. Leebern Jr., Elridge W. McMillan, Patrick S. Pittard, Doreen Stiles Poitevint, Willis J. Potts Jr., Wanda Yancey Rodwell, Benjamin J. Tarbutton III, and Richard L. Tucker. Chair Cleveland announced that the Committee met for the purpose of hearing three presentations related to the Board's Strategic Plan. Presenters included the Associate Vice Chancellor for Planning and Implementation, Shelley C. Nickel, the Associate Vice Chancellor for the Georgia P-16 Initiative, Jan Kettlewell, and President of Georgia Southern University, Bruce Grube. These presentations were for informational purposes only, and no actions were taken.

1. Information Item: Goal Five of the Strategic Plan – Maintaining Affordability

The Associate Vice Chancellor for Planning and Implementation, Shelley C. Nickel, discussed the fifth goal of the Board's Strategic Plan: Maintaining Affordability So That Money Is Not a Barrier to Participation in the Benefits of Higher Education.

2. Information Item: Goal Four – Strengthening Partnerships: Double the Number, Double the Diversity

The Associate Vice Chancellor and Co-Facilitator of the Georgia P-16 Initiative, Jan Kettlewell, provided information to the Strategic Planning Committee of the Whole on the Board's initiative to

double the number and double the diversity of teachers prepared in the University System of Georgia and retained in the state's public schools. This initiative is part of the fourth goal of the Board's Strategic Plan: Strengthening the University System of Georgia's Partnerships with the State's Other Education Agencies.

3. **Information Item: Goal One – Renewing Excellence and Goal Two – Creating Enrollment Capacity: Systemwide Project: Improving Retention and Graduation Rates**

The President of Georgia Southern University, Bruce Grube, presented the final report of the Task Force on Improving Retention and Graduation Rates and discussed next steps. This Systemwide project pertains to both the first goal of the Board's Strategic Plan, Renewing Excellence in Undergraduate Education to Meet Students' 21st Century Educational Needs, and the second goal, Creating Enrollment Capacity to Meet the Needs of 100,000 Additional Students by 2020.

The Committee meeting adjourned at approximately 2:45 p.m.

UNFINISHED BUSINESS

Regent Tucker, Chair of the University System of Georgia Foundation, Inc. ("the Foundation") made a several announcements regarding the Regents' Awards for Excellence Celebration ("the Gala"), which will be held on Saturday, March 29, 2008 at the Hyatt Regency. These announcements included a call for nominations for the Elridge McMillan Lifetime Achievement Award. He asked the Regents to make their nominations known to the Executive Director of the Foundation, Jan Kettlewell, by December 1, 2007. Once an honoree is chosen, Regent Tucker stated that he would report the choice to the Board. In response to a question from Regent Jolly, Regent Tucker stated that although there are no written requirements for the nominations, nominees should be people who have shown a lifetime or major commitment to higher education in Georgia. He noted that Regent McMillan, received the first award, which is now named for him. Representative Louise McBee from Athens, who also spent a long time in the University of Georgia offices was the second recipient, and last year's honoree was former Governor Zell Miller for his work and dedication toward higher education in Georgia. Following this brief history of the award, Regent Tucker stated that there is an immense field of candidates out there, but the Foundation needs the Regents to nominate a candidate or candidates they think would be worthy. He added that he was sure the Foundation would have a comprehensive list and a robust discussion in selecting from many, many qualified individuals.

Regent Tucker also announced that Regents who have not submitted their list of companies that the Foundation should solicit for the Gala, should contact Dr. Kettlewell so that a solicitation packet can be sent out. Using a sample solicitation packet, Regent Tucker pointed out a response card, which he said would be mailed out to the Regents. Regent Tucker stated that the Foundation has a \$1.2 million goal and some good plans underway to raise that money, but sponsorships from his fellow Regents are needed to reach that goal. He urged them to help the fundraising effort by filling out and

submitting their cards. Finally, Regent Tucker asked all Regents who need accommodations at the event rate at the Hyatt for the night of the event to contact Dr. Kettlewell so that the Foundation can expand its block of rooms that have already sold out. In closing, Regent Tucker stated he could not think of anything more important to the Foundation than what it is moving toward in March and thanked the Regents for their time and support.

NEW BUSINESS

Regent Hatcher asked William R. Bowes, the Vice Chancellor for Fiscal Affairs and Treasurer of the Board of Regents of the University System of Georgia, to join him at the podium. He then stated that Mr. Bowes' departure from the System Office to the Medical College of Georgia to head the financial operations gives the Board and System Office mixed feelings. He stated that it is a good career move for Mr. Bowes and gets him back on campus, which gives him something he likes. It is also good for President Daniel W. Rahn and the Medical College of Georgia, and the Board and staff are glad he is staying in the System because, as the Chancellor said earlier, "we know where to find [him]." He stated that Mr. Bowes is a great guy and a great talent who will be missed in the System Office. Regent Hatcher added that he particularly would miss Mr. Bowes because he has been a great teacher and a great coach to him as the Chair of the Finance and Business Operations Committee over the last couple of years. Regent Hatcher said that he was honored to have the opportunity to speak about Mr. Bowes, to wish him well, present him with a resolution. He then gave a brief biography of Mr. Bowes, which is as follows.

William R. Bowes is a native of New York, where he attended Hofstra University and he went through school playing guitar in a band. He has more than 25 years of experience in higher education starting in 1980 with the Department of Higher Education in Connecticut, where he worked on such things as formula funding, tuition and fees, capital project planning, student financial assistance. In 1988, he went over to Connecticut State University in New Haven and in 1995, the University System recruited him to come to Georgia. He is married to Liz and now has two homes, one in Augusta and one here in Atlanta.

Regent Hatcher told Mr. Bowes that he has been a great friend, coach, and teacher, patiently explaining very complex financial affairs to both the Regents and staff. He further described Mr. Bowes as a man of character with an amazing grasp of both finance and his constituents and the effect that the financial decisions have on people. On behalf of the University System, Regent Hatcher thanked Mr. Bowes for his 12 years of service to the System Office and wished him well for the future. He then asked the Board to formally approve a resolution officially recognizing Mr. Bowes' contributions to the University System of Georgia, which he read for the benefit of those present.

The following resolution was unanimously adopted by the Board of Regents at its meeting on the thirteenth day of November, two thousand and seven, and states as follows:

The Board of Regents of the University System of Georgia recognizes and salutes William Bowes.

The following resolution was unanimously adopted by the Board of Regents of the University System of Georgia at its meeting on the 13th day of November 2007 and states as follows:

Whereas, William Bowes has served the University System of Georgia Board of Regents with distinction for the past 12 years, and

Whereas, he has shown dedication and progressive leadership in managing the annual budget development and the allocation process for the University System as well as overseeing the development and implementation of Board fiscal policies and procedures including the creation of new budget allocation methods, and

Whereas, he has led critical efforts to maintain and improve the University System's health benefit programs and to foster innovation approaches to creating new efficiencies within the System, and

Whereas, he has served with a high degree of stewardship in his role as Board Treasurer

Now, therefore, be it resolved, that the Board of Regents of the University System of Georgia extends to William Bowes its heartfelt and grateful appreciation for his exemplary work and conveys to him its best wishes for a joyful and successful future.

Regent Hatcher then presented the framed resolution to Mr. Bowes, who stated that, after spending 12 years with the System, it is almost hard for him to leave. Mr. Bowes said that he could still recall the first Board meeting he attended in October 1995 at Gordon College. Most of all, he said, he remembered how warmly he was welcomed and received by the Board, staff and the whole University System of Georgia community, being a native New Yorker, no less. Mr. Bowes stated that it has been an honor and a privilege to work with this Board. He stated that he was very grateful to have had the opportunity to be part of the accomplishments that have been achieved by this System over the last 12 years. He cited the fine leadership of the Board, the hard working and dedicated System Office staff and the excellent people in the institutions who continue to meet the challenges that the Board has set before them as the reason for these great achievements. Mr. Bowes stated that while he will miss everyone, he would especially miss those with whom he has worked the longest including the Senior Vice Chancellor for External Affairs, Thomas E. Daniel, the Chief Operating Officer Robert E. Watts, the Associate Vice Chancellor for Planning and Implementation, Shelley C. Nickel, the Assistant Vice Chancellor Fiscal Affairs, Usha Ramachandran, the Vice Chancellor for Facilities, Linda M. Daniels, the Associate Vice Chancellor, Research & Policy Analysis, Cathie Mayes Hudson, the Chief Information Officer & Vice Chancellor for Information and Instructional Technology, Thomas L. Maier, and many others. Mr. Bowes added that he has a special place in his heart for Ms. Angelia Thomas because, as his assistant, she has taken very good care of him and the affairs of Fiscal Operations. He noted that the good news is that he will be staying within the System at the Medical College of Georgia and will continue to support the goals and efforts of the Board. He thanked the Board and his colleagues again for their great work and the opportunity to serve.

Next, Chair Vigil stated that since there would not be a meeting in December, the Board needed to authorize the Chancellor to take any action necessary on behalf of the Board between this meeting and the January meeting, with such actions to be ratified by the Board in January.

With motion properly made, seconded and unanimously adopted, the Board approved the Chancellor's authority to take necessary actions on behalf of the Board until the January Board of Regents meeting at which time those actions would come before the Board for ratification.

PETITIONS AND COMMUNICATIONS

With the permission of Chair Vigil, Secretary Julia M. Murphy asked the Regents who had not done so already to RSVP to her if they would be attending the African American Male Initiative Best Practices Conference to be held November 30 – December 1, 2007, at Kennesaw State University. She noted that their fellow Regent, Regent Elridge W. McMillan, would be honored at the Friday evening event. Secretary Murphy also announced that if a special called meeting of the Board was necessary between now and the January meeting she would contact the Regents to make them aware of their options. Lastly, she reiterated Regent Tucker's call for nominations for the Elridge McMillan Lifetime Achievement Award, asking that they turn their nominations in to Dr. Kettlewell by December 1, 2007, and reminded everyone to mark their calendars for the Gala on March 29, 2007, where the award would be presented.

COMMITTEE OF THE WHOLE: EXECUTIVE AND COMPENSATION

At approximately 3:05 p.m. on Tuesday, November 13, 2007, Chair Allan Vigil called for an Executive Session for the purpose of discussing personnel and compensation issues and possible property acquisitions. 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 Vigil, Vice Chair William H. Cleveland and Regents Kenneth R. Bernard Jr., James A. Bishop, Hugh A. Carter Jr., Robert F. Hatcher, Felton Jenkins, James R. Jolly, Donald M. Leebern Jr., Elridge W. McMillan, Patrick S. Pittard, Doreen Stiles Poitevint, Willis J. Potts Jr., Wanda Yancey Rodwell, Benjamin J. Tarbutton III, and Richard L. Tucker. 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. Chancellor Erroll B. Davis, Jr., the Chief Operating Officer, Robert E. Watts, the Interim Chief Academic Officer & Executive Vice Chancellor for Academic Affairs, Susan Herbst, the Senior Vice Chancellor for External Affairs, Thomas E. Daniel, and the Secretary to the Board, Julia M. Murphy, were present for part of the Executive Session.

At approximately 4:17 p.m., Chair Vigil reconvened the Board meeting in its regular session to report and vote on the actions discussed in Executive Session. With motion properly made, seconded, and adopted, the Board unanimously approved the following:

1. Approval to Waive Board Policy 202 Regarding the Board's Procedures for the Selection of Presidents

Approved: The Board approved the recommendation of Chancellor Erroll B. Davis Jr. to waive Board Policy 202 regarding the Board's procedures for the selection of presidents.

Walk-on: This item was added by unanimous consent as a walk-on item to the Committee's agenda.

2. **Approval to Waive Board Policy 201(C) Which Prohibits Persons Serving as Acting President from Consideration for Election as President**

Approved: The Board approved the recommendation of Chancellor Erroll B. Davis Jr. to waive Board Policy 201(C) regarding the prohibition against a person serving as acting president of a University System institution from being a candidate for the president of that institution, so as to allow the Committee and the Board to consider the candidacy of the current Interim President of Atlanta Metropolitan College.

Walk-on: This item was added by unanimous consent as a walk-on item to the Committee's agenda.

3. **Approval to Elect Dr. Gary McGaha as the President of Atlanta Metropolitan College at the Salary Discussed in Executive Session**

Approved: With the approval of the waivers and the recommendation of Chancellor Erroll B. Davis Jr., the Board elected Dr. Gary McGaha, the Interim President of Atlanta Metropolitan College, as the President of Atlanta Metropolitan College at the salary discussed in Executive Session.

Walk-on: This item was added by unanimous consent as a walk-on item to the Committee's agenda.

4. **Approval to Accept The Chancellor's Recommendation with Respect to a Salary Adjustment for the President of Georgia Southern University**

Approved: The Board approved the salary adjustment for the president of Georgia Southern University as proposed by Chancellor Erroll B. Davis Jr. in Executive Session.

Walk-on: This item was added by unanimous consent as a walk-on item to the Committee's agenda.

5. **Information Item: Announcement of Presidential Search Committees**

The Presidential Search Committees for Georgia State University, Middle Georgia College, and Valdosta State University as chosen by Chair Allan Vigil were announced to the full Board. They are as follows.

Walk-on: This item was added by unanimous consent as a walk-on item to the Committee's agenda.

Presidential Search Committee: Middle Georgia College

Regent W. Mansfield Jennings Jr., Chair
Regent James A. Bishop
Regent Patrick S. Pittard
Chair Allan Vigil

Presidential Search Committee: Georgia State University

Regent William H. Cleveland, Chair
Regent Kenneth R. Bernard Jr.
Regent Robert F. Hatcher
Regent Elridge W. McMillan
Regent Willis J. Potts Jr.
Regent Wanda Yancey Rodwell
Chair Allan Vigil

Presidential Search Committee: Valdosta State University

Regent Elridge W. McMillan, Chair
Regent Robert F. Hatcher
Regent Doreen Stiles Poitevint
Regent Benjamin J. Tarbutton III
Chair Allan Vigil

The Committee meeting adjourned at approximately 4:20 p.m.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at approximately 4:22 p.m. on November 13, 2007.

s/_____
Julia M. Murphy
Secretary, Board of Regents
University System of Georgia

s/_____
Allan Vigil
Chair, Board of Regents
University System of Georgia