

**MINUTES OF THE MEETING OF THE  
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA  
HELD AT  
Dalton College  
in Dalton, Georgia  
November 10 and 11, 1998**

**CALL TO ORDER**

The Board of Regents of the University System of Georgia met on Tuesday, November 10 and Wednesday, November 11, 1998 in the Cherokee Room of Westcott Hall on the campus of Dalton College. The Chair of the Board, Regent Edgar L. Jenkins, called the meeting to order at 1:00 p.m. on Tuesday, November 10. Present on Tuesday, in addition to Chair Jenkins, were Vice Chair Kenneth W. Canestra and Regents Thomas F. Allgood, Sr., David H. (Hal) Averitt, S. William Clark, Jr., J. Tom Coleman, Jr., George M. D. (John) Hunt III, Warren Y. Jobe, Charles H. Jones, Donald M. Leebern, Jr., Elridge W. McMillan, Edgar L. Rhodes, and Glenn S. White.

**ATTENDANCE REPORT**

The attendance report was read on Tuesday, November 10, 1998 by Secretary Gail S. Weber, who announced that Regents Juanita P. Baranco and Hilton H. Howell, Jr. had asked for and been given permission to be absent on that day.

**APPROVAL OF MINUTES**

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

## **SPECIAL PRESENTATION**

Chair Jenkins remarked that it was a pleasure to have the November Board meeting in Dalton, Georgia, which was a part of his own Congressional district when he represented the area, even though it is approximately 60 miles from his home town of Jasper. He explained that this was an area he had always had a great personal interest in and which has a great need for additional educational facilities, especially in the areas both north and west of Dalton. He thanked the Chancellor, the Regents, and the staff for their attendance at the meeting.

Chair Jenkins then introduced President James A. Burran.

President Burran thanked the Chair and welcomed the Board to Dalton College (“DALC”). He explained that this was only the second time in the college’s history that the Board of Regents had met at DALC, so it was a special occasion.

President Burran began his presentation about the history of Dalton College. He reminded the Board that until the passing of the Junior College Act of 1958 in the General Assembly, there were not many opportunities in this part of the State for individuals to achieve a higher level of education. In fact, the only institution north of Atlanta in 1958 was North Georgia College. As a result of the State’s and the Board’s recognition that higher education needed to be accessible to more Georgians, beginning in the early 1960s, a number of institutions were created, including DALC. On June 27, 1963, *The Daily Citizen News* reported that Dalton had been chosen as a site for one of the new institutions. Dalton Junior College was chartered in 1963 as the twenty-fourth institution of the University System of Georgia. In a May 1965 bond referendum, the voters of Whitfield County approved \$1.8 million for the construction of the first four buildings of the college by a 26 to 1 margin. The college opened to 524 students in September 1967, though the campus was not yet finished. Its mission was then, and is now, to provide a point of access to the System for Northwest Georgia. DALC’s service area comprises the Northwest Georgia region and the I-75 corridor, a ten-county region stretching from Dade to Fannin to Chattooga to Pickens Counties with a population of approximately 360,000 projected to grow to approximately 450,000 by the year 2010. In 1976, an agreement between the University System and the State Department of Education resulted in the addition of a jointly funded technical division at DALC and three other System institutions (Bainbridge College, Coastal Georgia Community College, and Clayton College & State University). In 1996, DALC assumed responsibility for the Dalton School of Health Occupations, a Department of Technical and Adult Education entity housed at Hamilton Medical Center. In September 1998, the Board of Regents approved the addition of a targeted group of management-related bachelor’s degrees at Dalton College. President Burran announced that the college expects to admit its first class of juniors in fall 1999 and perhaps to graduate its first class of bachelor’s degree recipients in 2001, which he asserted is a good way to start the new millennium.

Over the last 30 years, DALC has enrolled over 40,000 credit students and has graduated over 6,300, explained President Burran. He stated that the college is a solid academic institution, and some of the figures that support that include the following:

- The 1994-1995 entering class of DALC had an average Scholastic Aptitude Test (“SAT”) score of 773, while the average overall SAT score for System two-year institutions was 756.
- Retention rates from freshman to sophomore years average 63% at DALC, compared with 58% among System two-year schools.

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- DALC students transferring to System universities had an average grade point average of 3.07,

the highest among System two-year college students.

- DALC students ranked first among System two-year schools on the Regents' Test during fall 1997 and averaged fourth during the 1997-1998 academic year.
- Performance on licensure and certification exams:
  - RN 92%
  - LPN 100%
  - Medical technology 100%
  - Radiologic technology 100%

President Burran noted that in addition to the above, combined tuition and mandatory fees at DALC are the lowest in the System. The average expenditures for full-time equivalent students continue to be among the lowest in the System as well. Over half of DALC's faculty hold doctorate degrees, and the college uses a great deal of technology. There are 550 Pentium computers on campus, all instructional labs are state-of-the-art, and DALC is one of only ten System institutions using the Internet for student registration.

DALC currently enrolls 3,000 credit students and 6,000 noncredit students annually, said President Burran. Over the next five years, credit enrollment is projected to reach 3,425, reflecting both the population growth in the region and the continued awareness of the need for a more highly educated workforce. To meet the needs of a growing region and an expanded college mission, the Board of Regents has authorized two capital construction projects over the last three years. President Burran pointed out those projects on a campus map for the Regents and explained that the first of these, a 50,000-square-foot general classroom building with an entire floor dedicated to computer-based instruction, is nearing completion. Additionally, in the fiscal year 1999 budget's minor capital projects list, there is a major addition to the college library, which will put DALC in good shape in respect to both electronic and traditional library resources over the next 15 to 20 years. Moreover, in October, the Dalton College Foundation (the "Foundation") purchased five acres of land for future expansion. President Burran pointed again to the map, explaining that this parcel of land will hopefully make a good site for a continuing education/economic development building. In addition, the Foundation has raised \$1.73 million since April 1998 for three endowed faculty chairs as part of the Eminent Scholar Trust Fund and for the campus expansion.

In closing, President Burran stated that Dalton College is well positioned to serve the current and future needs of Northwest Georgia. He expressed that this is an exciting time for DALC as it prepares to meet the new millennium and that the faculty and staff were glad the Regents were present to help them celebrate. Finally, he noted that the real reason that this or any other college exists is because of the people associated with it, and he called upon three people who represent various segments of the institution to talk about Dalton College, beginning with Mr. Hubert Marsh, Teen Center Manager for Whitfield County Public Health Center. Mr. Marsh was a student at DALC from 1969 to 1971, and he and his wife have been loyal supporters of the college ever since.

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Mr. Marsh thanked President Burran and greeted the Board on behalf of the alumni of Dalton College. He noted that he attended DALC in its formative years. He said that it was a great school then and now. He expressed that he has many good memories associated with DALC. What he learned at DALC prepared him in many ways for the future. He was prepared to further his education at a four-year college, and he was prepared to face the world because of the caring faculty and staff who taught him to deal with persons of all origins. He also learned to accept and respect all people for who they are, because at DALC, every student was shown the greatest respect, regardless of their socioeconomic background, race, or sex. These are the tools with which he left Dalton College, the same tools he uses today on the job, with his children, in his church, and in his community. Mr. Marsh returned to Dalton to begin his career after graduation, and some of the same individuals who taught him were still at Dalton College. They helped him to get his first job, the job with which he is still associated. They have become friends for life, and they are always willing to offer a helping hand to make students successful. Mr. Marsh proclaimed that Dalton College is a school that all of Northwest Georgia can be proud of, one that has prepared many students since 1967, one that has filled the toolbox of many who entered the door with only a flicker of hope that they could be successful. In closing, he thanked the Board, the Chancellor, the staff, and the faculty for all they have done in preparing students, for the support they give to Dalton College, and for the tools of life that carry him from day to day.

President Burran next introduced Ms. Pam Thomason from Chatsworth, Georgia, a sophomore at Dalton College. Ms. Thomason said that she began attending DALC in fall 1995 and that she was honored to speak before the Board on this occasion to share her experiences and the possibilities for her future because of the college. She works as a student assistant in the Office of Computing and Information Services. She stated that the faculty and staff there provide her with a wonderful working environment, they encourage her learning, and they are very supportive. The faculty and staff have provided her with the tools for success; they have set an example, shared their knowledge, and provided leadership, encouragement, and support. Because of the bachelor's degrees that DALC will be offering, she can now stay within the community to pursue a bachelor's degree. In closing, Ms. Thomason said that the community ambassadors of Dalton College had recently changed the college's mission statement, and it now reads "to provide a learning environment in which all students are valued, appreciated, and celebrated." She said that she has felt that sentiment since she has been a student at the college.

Next, President Burran introduced Dr. Beth Biron, Professor of Romance Languages and English, who is also very involved with the European Council of the Regents' Global Center. Dr. Biron welcomed the Board and the Chancellor to Dalton on behalf of the faculty of Dalton College. She explained that she had been at DALC since 1972 and had watched the college grow in many directions, adding many new programs. She said it is particularly exciting for her to be involved in the new international effort that Chancellor Portch has so vigorously supported in the System. In this area of the State, which depends so heavily on international business, it is especially important that the college give to its students some understanding of the global community in which they will be living in the next century. It has been somewhat difficult for the school to reach the 2% of the students who need to study abroad, because they first have to sell the students on the idea that this is something for them. However, in the past three years, since the establishment of the Regents' Study Abroad Scholarships, 36 DALC students have been sent on study abroad programs. Perhaps more significantly, just last year, 10% of the 100-member faculty studied abroad or worked in international programs. They went to South Africa, India, England, France, and Russia. When those faculty members returned, they infused the curriculum with an invaluable international understanding. In addition, DALC has collaborated with sister institutions. For example, this will be the third year that Dr. Biron is

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directing a program in France, and DALC has had 15 other institutions represented in the faculty and in the student body of that program. Dr. Biron expressed appreciation for the support that the Regents have given through scholarships and awards for faculty members, and she noted that the academic community has matched those funds. The Foundation has recently established two \$1,000 scholarships for students, and last year, members of a local civic club gave the entire amount for one student to study in England. The college hopes to continue this momentum. She thanked the Board for providing this additional opportunity for the students as DALC continues to grow and to make a difference in Northwest Georgia.

President Burran stated that this concluded his report.

Chair Jenkins thanked President Burran and each member of the panel for their outstanding remarks and for the contributions that each of them is making to the Dalton community.

## **PRESENTATION: HISPANIC TASK FORCE**

Chair Jenkins introduced Senior Vice Chancellor for Human and External Resources Arthur N. Dunning, who would be introducing a special presentation about the Hispanic Task Force (the “Task Force”).

Dr. Dunning thanked Chair Jenkins and noted that one of the Board’s special initiatives this year, in addition to the technology initiative, is focused on the growth of the Hispanic population in the State of Georgia and the impact of that growth on the University System. Chair Jenkins had requested that the Chancellor’s staff create a task force using talent from both within the System and in the community. The task is to examine the potential impact of this population growth on the State of Georgia and how the University System should prepare to receive Hispanic students. Dr. Dunning reported that the Task Force is now in place and its members are hard-working and creative. At this meeting, there would be some discussion on the work of the Task Force and an examination of the demographic information related to the Hispanic population in Georgia. Associate Vice Chancellor for Planning and Policy Analysis Cathie Mayes Hudson would be reviewing with the Regents these demographics, which help define the issues in the State of Georgia. Dr. Lisa A. Rossbacher, President of Southern Polytechnic State University, would be updating the Board on the work of the Task Force. As chair of the Task Force, Dr. Rossbacher has experience at universities where she worked with large Hispanic populations both as a faculty member and as an administrator. Finally, Mr. Erwin Mitchell of Dalton, Georgia would be discussing that community’s experience and how it has responded to unprecedented growth in the Hispanic population. Mr. Mitchell is a partner in the Dalton law firm of Mitchell & Mitchell, P.C., and he has taken it upon himself to respond to the community’s phenomenal growth in the Hispanic population. Dr. Dunning noted that in 1991, slightly more than 5% of Dalton’s public school students were Hispanic. This year, nearly 41% of Dalton school children are Hispanic. Moreover, Dalton has done such a remarkable job at responding to this growth that it has been part of a national news story in *TIME Magazine*. In closing, Dr. Dunning introduced Dr. Hudson.

Dr. Hudson greeted the Board. She explained that the Task Force began its work this year by analyzing what it knows about the Hispanic population in the United States and in Georgia and that she would be presenting a brief overview of what the Task Force had determined so far. There has been dramatic growth in the Hispanic population over the last few years. Between 1980 and 1990, the rate of growth was 53%, approximately five times the rate of the rest of the U.S. population. The growth rate over just the last four years was 26%. Half of that growth was due to a natural increase, and the other half was due to in-migration. The birth rate among Hispanic women who are U.S. citizens is currently 40% higher than the birth rate of African-American women in the nation, which had historically been the highest. In August, the census released a report showing that Hispanic children, for the first time, outnumbered African-American children. Moreover, it is speculated that by 2010, and perhaps even sooner, Latinos will become the nation’s largest minority. However, Dr. Hudson said that Georgia is not among the states with the largest Hispanic populations, as it has neither a large population nor a large percentage comparatively. While Georgia is the tenth largest state in terms of overall population, it is the seventeenth state in terms of Hispanic population. Moreover, nationally, the Hispanic population is extremely young. Approximately 30% of Latinos are under age 15, which Dr. Hudson commented is a remarkable statistic. In comparison, approximately 20% of the Caucasian population is under age 15. Although in-migration is high, 67% of Hispanics are native-born Americans. More Hispanic children live in families within two-parent households than non-Hispanic children.

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Dr. Hudson stated that Latinos in the United States have lower educational attainment rates. As a consequence, they have higher unemployment rates. Unemployment rates are highest among Puerto Ricans, followed by Central and South Americans, Mexicans, and Cubans. Hispanics are more likely to be uninsured, to earn less over their lifetimes, and to live below the poverty line. Currently, 30% of Latinos live below the poverty line, compared to approximately 13% of non-Hispanics. Mexicans in the United States represent the largest population of Latinos, approximately 17 million as of 1994. Central and South Americans, however, represent the largest growing group. Dominicans in New York and some of the northern states are the truly fastest growing group, and New York City Dominicans are among the poorest groups in the city.

Most Hispanics over age five (78%) speak Spanish at home, and this presents unique challenges to education, explained Dr. Hudson. The most recent information shows that educational attainment rates for Latinos are still below the rest of the nation. The bachelor's degree rate among Hispanics is about half the rate of the nation, and high school graduation rates are about 27% lower than average. However, the most dramatic finding is that among Latinos over age 25, 9% have only a fifth grade education or less. In 1996, the President's Advisory Commission on Educational Excellence for Hispanic Americans was established. It worked for almost two years to identify the most important factors that had the most profound effect on Hispanic education in the United States. These factors may or may not be applicable in Georgia, explained Dr. Hudson, because there is not enough information yet. To find such information is the charge of the Hispanic Task Force.

Next, Dr. Hudson wanted to discuss the data on Georgia. Currently, the Hispanic population in Georgia represents 2.7% of the population. She reiterated that despite the fact that there are projections indicating that Latinos will comprise the largest minority in the United States by 2010, it is not likely that will be the case in Georgia. Although the Hispanic population is growing quickly in Georgia, it is not growing as quickly as in the rest of the nation and it is anticipated that there will perhaps be more modest growth than over the last decade. The official population projection for 2010 is around 8.6 million, and only 2.9% (252,226) is anticipated to be Hispanic. Dr. Hudson suggested this data be examined in a different way. In 1990, the census counted approximately 2,319 Latin Americans in Whitfield County. By 1997, the estimate was up to 4,581. However, there are some population experts in Georgia who think that figure is too low. At the Center for Applied Study in Anthropology at Georgia State University (the "Center"), experts used the number of Hispanic school children as counted by the Department of Education and made assumptions about the number of adults who would be connected to those children. Those experts have projected that there are 46,222 Latinos in Whitfield County. While Dr. Hudson acknowledged that this figure was dramatically high, she also felt that 4,581 was probably too low. Likewise, Gwinnett County's official census count is approximately 22,000, but by the Center's method, the projection is approximately 50,000. The main counties in which the majority of Georgia's Hispanic population lives are also the centers of population in Georgia.

While Georgia's population as a whole grew about 14% from 1990 to 1996, the growth of the Hispanic population has had effects on the growth of the school systems as well. In 1996, 32.9% of Dalton City school children were Hispanic. Dr. Hudson reminded the Regents that Dr. Dunning had just reported that this figure has grown to 41% this year, representing incredible change in a short period of time. The percentage of high school graduates in Georgia still seems very low in the Hispanic population, but Dr. Hudson noted that complete data had not yet been received from the Department of Education. While 2.5%

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of Georgia students are Hispanic, only 1.4% of high school graduates are Hispanic. In comparison, 57% of Georgia students are Caucasian, but 63% of the high school graduates are Caucasian. Moreover, if Hispanic students graduate from high school, their chances of going to college are less than those of Caucasian students, but they are higher than the college-going rates of African-American students in Georgia. Still, the disparities are not as great as might be expected, given the high school graduation rates, asserted Dr. Hudson. In the last year, there were approximately 3,500 Hispanic students in the University System, a percentage that has remained constant at about 2% over the last ten years.

Most University System Hispanic students are residents of Georgia who come from the same centers of population as non-Hispanic students (Gwinnett, Cobb, Clayton, DeKalb, Chatham, and Muscogee Counties). Those who come from out of state are primarily from Florida, Texas, Virginia, and New Jersey. Those who come from out of the country are primarily from Mexico, Venezuela, Colombia, and Peru. After Latinos enter the University System, they do very well, and their graduation rates are higher than those of all other students. Dr. Hudson noted that this was a very positive finding.

Dr. Hudson asserted that the data banks on Hispanic students in Georgia need to be improved on all levels, K-12, the Department of Technical and Adult Education, and the System. Over the next few months, the Task Force is going to begin analyzing the data that it collects. Dr. Hudson reported that at this point, it appears that high school graduation rates are low, and this needed to be examined. College-going rates also seem low and should be investigated. However, college graduation rates are higher and probably do not need as much emphasis. Dr. Hudson then introduced Dr. Rossbacher, who would further discuss the plans of the Task Force.

Dr. Rossbacher thanked Dr. Hudson and said that it was an honor to be selected to serve as chair of the Hispanic Task Force this year. She said that the charge by Chancellor Portch and Chair Jenkins is to identify and assess the impact of the State's growing Hispanic population on the University System. The growth of this population is dramatic, and the changing demographics are going to provide both opportunities and challenges to the System to serve this particular group of Georgians. The Task Force plans to present a report with specific recommendations to the Board at its June 1999 meeting. The initial focus is to understand the current situation, and part of this effort is evaluating currently available data to determine what other data need to be collected. In a parallel effort, members of the Task Force are currently assessing the barriers and incentives for Hispanic students to complete high school and then attend college and graduate at that level. This should lead to insights on how to increase the incentives and decrease the barriers. As the Task Force continues its work, it will be hearing from a number of resource people, just as the Board would be hearing from Mr. Mitchell at this meeting. Their insights will be invaluable to the work of the Task Force, stressed Dr. Rossbacher. The Task Force membership brings a diverse set of experiences and perspectives to the effort. The group includes University System faculty with expertise in Spanish language and literature, Latin-American history, landscape ecology, and Hispanic studies. There is a teacher of English as a second language from a Dalton high school. There are also community leaders involved, including representatives from the Latin-American Association, the Atlanta Hispanic Chamber of Commerce, and Coca-Cola's Division of Corporate Latin Affairs. The Task Force also has the support of the Chancellor's staff. People who were born in Mexico, Ecuador, Puerto Rico, Argentina, and Spain are also on the Task Force. Dr. Rossbacher acknowledged that the summary of the qualifications and the goals of the Task Force may raise the question of why a geologist who studies Mars would end up being appointed chair of the Task Force. To answer that question, she pointed to her experience for over a decade working

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in Southern California at both a public university located in the middle of a very large Hispanic community and a private college that had a 27% Hispanic student population, which was very successful



at retaining and graduating those students. She brings the experience of having seen both good and bad examples of how to address the interests and needs of this particular group of students as well as a long-standing commitment to diversity in education. As the Task Force has begun its effort, Dr. Rossbacher stated that she has been impressed by the number of people who have expressed their interest in the results of this study, largely from the perspective of workforce development in the State of Georgia. She asserted that there is strong evidence that there will be broad interest in the final report and recommendations that will extend well beyond the System. Dr. Rossbacher added that the Task Force welcomes any ideas, suggestions, or comments that anyone would like to forward to it, and she looked forward to reporting back to the Board with the results of the Task Force's work in June.

After Dr. Rossbacher spoke before the Board, Chair Jenkins announced that he would like to introduce Mr. Erwin Mitchell. He noted that Mr. Mitchell was a superior court judge in his early 30s and was elected to the U.S. Congress in the late 1950s. Chair Jenkins met Mr. Mitchell when he was in Washington in 1958. Mr. Mitchell was the Representative from the Seventh Congressional District, which included all of Northwest Georgia plus Cobb County. Chair Jenkins remarked that Mr. Mitchell was an outstanding member of Congress before he returned to his law practice in Dalton. Mr. Mitchell has since been very active in contributing his own time to the Hispanic population in Whitfield County. With that, Chair Jenkins introduced Mr. Mitchell.

Mr. Mitchell thanked Chair Jenkins and the audience. He said that he and the Chair became good friends 40 years ago and the friendship has been close ever since that time. Many times, they have had chances to work on the same team, and often, they won. Mr. Mitchell recognized that Dr. Laura Wexler of *Georgia Magazine* was present at the meeting and would be talking with some of the Regents after the meeting about the Georgia Project for an article that would likely be published in March 1999. She had brought with her Dr. Kim A. Bancroft, an Academic Professional Associate of Photojournalism in the School of Journalism at the University of Georgia.

Next, Mr. Mitchell thanked the Regents for the progress they are making in higher education in the State of Georgia. He explained that he has an uncommon passion for the University of Georgia and that he was wearing his Georgia bulldog tie. He also thanked the Regents for the fine presidents that Dalton College has had, especially President Burrans, who is a real asset to the community. Finally, he thanked the Regents for electing Regent Jenkins as Chair. He remarked that his respect for Chair Jenkins continually grows and that the results that come from this group of Regents will be as significant as any in the history of the Board of Regents.

The Georgia Project is a fascinating project, commented Mr. Mitchell. He felt that the demographic statistics that Dr. Hudson had presented may be understated and that the Center's projections may not be far overstated. He stressed that a person must see it to believe the demographic changes in Whitfield County. The Georgia Project is not a "do-gooder" program or a "bleeding-heart" effort to help impoverished Hispanic children, affirmed Mr. Mitchell. While it does help Hispanic children, it also helps the native English-speaking children and the native English-speaking teachers. In the Dalton area, the Georgia Project is a weapon in the fight for economic survival. He explained that if there were not Hispanic workers in the carpet industry, Dalton would have likely lost the carpet industry to other parts of the world. There is not a single

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American job that has been displaced by a Hispanic worker, he stressed. The Dalton newspapers are full of ads for more workers. The Georgia Project, then, is a selfish undertaking, stated Mr. Mitchell. It sets a goal to educate people from all areas of the world who come to Dalton, particularly the Hispanic children because they have come in remarkable numbers. The vast majority of these children and their parents are

not transients or migrant laborers. Rather, they are building and buying homes, they are involved in all areas of the workforce and economy, and they are filling every niche of the Dalton community. He noted that Dalton has two Spanish newspapers and an all-Spanish radio channel. In 1990, Whitfield County had a population of 80,000 people. Currently, there are well over 100,000 people in the area, and primarily that growth has been in the Hispanic community. The majority of the Hispanic families who have moved to the area are not fluent in English, however. This impacts the school systems of Whitfield County, because the Hispanic student population of Dalton public schools is currently 41.55%, compared to the Caucasian population of 44.55%. This is very rapid growth, considering that the Hispanic student population was only 3.9% in the 1989-1990 school year.

Mr. Mitchell explained that the local school systems have been trying to hire bilingual teachers but have not been able to find them, and thus, the Georgia Project was created to address the issue. The problem is a basic problem in education, he said. If there is a student who does not understand what the teacher is saying, the student loses. If the teacher does not speak the language of the student, the teacher cannot teach and therefore also loses. If the students who speak the same language as the teacher lose instruction time because the teacher is having difficulty communicating with the students who do not understand her, then those students also lose. Unfortunately, this is the problem in Whitfield County. However, the Georgia Project, which is a collaboration between public and private entities, is addressing these concerns and has eased the pain. It has given hope to the school systems because of the overwhelming humanity it extends to the non-English-speaking students. The Georgia Project is a compact entered into with the University of Monterey in Monterey, Mexico to do four things: to design a curriculum unique to the problems of the Whitfield school systems; to provide a study of the composition of the Hispanic community in Dalton/Whitfield County in order to discover and develop leadership within that community for the purpose of integrating into the larger community; to send teachers during each summer to the University of Monterey for a month to receive intensive instruction on not only the Spanish language, but also the traditions and culture of the Hispanic people; and to have teachers who have graduated from the University of Monterey, who are fluent in both English and Spanish, and who are of the same culture as the Hispanic children in Whitfield County come to teach in the school systems. Currently, there are 15 of these teachers in the Dalton City schools and 2 in the Whitfield County schools. Mr. Mitchell had asked these teachers to attend the Board meeting, and he now asked them to stand and be recognized. The Regents and the audience applauded the teachers. Mr. Mitchell noted that the University of Monterey is an accredited institution and these were the graduates who were selected to teach in the local school systems. Moreover, Dalton City schools are adding Spanish grade by grade. Currently, Spanish is being taught up to third grade. In six more years, a student will be able to go from first through twelfth grade with Spanish taught at every grade level. The system will be producing bilingual graduates, which Mr. Mitchell commented is a very significant undertaking because Spanish is the nation's second language.

In closing, Mr. Mitchell remarked that he wanted to leave the audience with two thoughts. First, he instructed that they should not be afraid of bilingual education. There is no single definition of what bilingual education is, and Whitfield County has designed its own program. He stressed that what might be good for Dalton and Whitfield County might not be good for other areas. Moreover, the way a child is **PRESENTATION: HISPANIC TASK FORCE**

instructed in the first grade is not the same way he is instructed in the sixth or tenth grade, because the issues become different as children grow older. So, the term bilingual education has gotten a bad reputation by some sources, but what Whitfield County is doing is simply what needs to be done. Secondly, he asserted that there is nothing in this area of education that cannot be solved if someone tries to solve it. He commended the Board for its foresight in creating the Task Force. He remarked that it was a necessary instrument in dealing with this issue that will have great impact throughout the State, and he thanked the audience for their attendance at this meeting.

Chair Jenkins thanked Mr. Mitchell and asked the Regents whether they had any questions for the teachers who were present at the meeting.

Regent White thanked the participants in the presentation at this meeting and the members of the Georgia Project for their work. He then asked the teachers how long they will be in Dalton and whether they are receiving college credits for their work in the schools.

One of the teachers responded that the teachers have already graduated from the University of Monterey. They were interviewed at the University of Monterey, and they each come for different periods of time, depending on how long they want to stay and how long they are needed in the area. Due to initial problems related to their visas, they did not begin the last school year until October 1997. She reported that since that time, she had seen some real difference in the students.

Mr. Mitchell added that all of the teachers would be in the schools at least through the school year.

Regent Clark stated that this would be a good pilot project for other parts of the State, since there are Hispanic communities all over Georgia.

Chair Jenkins expressed appreciation on behalf of the entire Board not only to Mr. Mitchell and the Georgia Project, but also to all of the teachers from Monterey. He stated that he was delighted and proud that these teachers came to the Board meeting.

Before the meeting adjourned, Mr. Mitchell recognized Dr. Martha Alleksaht-Snider, Associate Professor of Early Childhood Education at the University of Georgia, who was in attendance at the meeting.

Chair Jenkins recognized that former Regent James E. Brown was also in attendance at the meeting. There being no further business to come before the Board, Chair Jenkins adjourned the Board into its regular Committee meetings.

### **CALL TO ORDER**

The Board of Regents of the University System of Georgia met again on Wednesday, November 11, 1998 in the Cherokee Room of Westcott Hall on the campus of Dalton College. The Chair of the Board, Regent Edgar L. Jenkins, called the meeting to order at 9:00 a.m. Present on Wednesday, in addition to Chair Jenkins, were Vice Chair Kenneth W. Canestra and Regents Thomas F. Allgood, Sr., David H. (Hal) Averitt, S. William Clark, Jr., J. Tom Coleman, Jr., George M. D. (John) Hunt III, Warren Y. Jobe, Charles H. Jones, Donald M. Leebern, Jr., Edgar L. Rhodes, and Glenn S. White.

### **INVOCATION**

The invocation was given on Wednesday, November 11 by Dr. A. Jack Waskey, Associate Professor of Social Science at Dalton College and an ordained Presbyterian minister.

### **ATTENDANCE REPORT**

The attendance report was read on Wednesday, November 11 by Secretary Gail S. Weber, who announced that Regents Juanita P. Baranco, Hilton H. Howell, Jr., and Elridge W. McMillan had asked for and been given permission to be absent on that day.

## **AUDIT COMMITTEE**

The Audit Committee met on Tuesday, November 10, 1998 at approximately 10:15 a.m. in the Georgian Room of Westcott Hall on the campus of Dalton College. Committee members in attendance were Chair George M. D. (John) Hunt III, J. Tom Coleman, Jr., and Warren Y. Jobe. Chair Hunt reported to the full Board on Wednesday that the Committee had reviewed four items, none of which required action. Those items were as follows:

### **1. Information Item: Discussion of Organizational Status/New Staff**

Senior Vice Chancellor for Capital Resources Lindsay Desrochers began this discussion and explained that there are 4 new auditors of 13 in the Central Office. She also explained that there is one critical support staff position to be filled. Assistant Vice Chancellor for Internal Audit Ron Stark gave a report on the structure of the Audit Division of the Board of Regents Central Office. Chair Hunt requested to see audit reports on financial aid at System institutions.

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

Mr. Stark reported to the Committee that the audit plan has been completed. Now, the audit must be performed and the process must be monitored.

### **3. Information Item: Rating System for Audit Reports/Discussion of Methodology to Rate Audit Reports**

Dr. Desrochers explained that there was a need to report the audit findings of System institutions in an organized fashion, and Mr. Stark explained the rating of institutions.

### **4. Information Item: Discussion of Campus Audit Activity for the Last Half of Fiscal Year 1997**

Mr. Stark explained the new method by which System institutions will report their audit findings in order to streamline their audit reporting. There was a discussion on reporting of construction and major renovation and rehabilitation projects, and it was understood that the appropriate reports are made to the Committee on Real Estate and Facilities.

## **OVERSIGHT COMMITTEE**

The Oversight Committee met on Tuesday, November 10, 1998 at 11:00 a.m. in the Consauga Room of Westcott Hall on the campus of Dalton College. Committee members in attendance were Chair Charles H. Jones, Vice Chair Donald M. Leebern, Jr., Kenneth W. Cannestra, George M. D. (John) Hunt III, and Edgar L. Rhodes. Chair Jones reported to the full Board on Wednesday that the Committee had reviewed two items, neither of which required action. Those items were as follows:

### **1. Follow-up Discussion of Presentation on the Year 2000 Computer Problem**

Senior Vice Chancellor for Capital Resources Lindsay Desrochers and Associate Vice Chancellor for Information Technology Randall A. Thursby presented more information on the year 2000 computer problem as a follow-up to the Committee request from the October 1998 Board meeting. Mr. Thursby discussed suggested solutions to the technology staffing problem, including hiring retirees and hiring internationally. He also reported on vendor surveys, noting the response rate and further actions to improve it. He presented a time line for vendor compliance, and he explained that campus inventory assessments are underway but not yet complete.

### **2. Follow-up Discussion of Presentation on Lawsuits Within the University System of Georgia**

Senior Vice Chancellor for Human and External Resources Arthur N. Dunning explained that much of the data the Committee previously requested is currently stored in State archives; therefore, the staff will have to return with that data when it becomes available. He asked Assistant Vice Chancellor for Legal Affairs J. Burns Newsome to report on the costs of legal actions in the System in terms of judgments. Mr. Newsome presented data on this subject and noted that costs seem reasonable overall.

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

The Committee on Education, Research, and Extension met on Tuesday, November 10, 1998 at approximately 2:20 p.m. in the Consauga Room of Westcott Hall on the campus of Dalton College. Committee members in attendance were Chair Edgar L. Rhodes, Vice Chair George M. D. (John) Hunt III, and Regents Thomas F. Allgood, Sr., S. William Clark, Jr., and Elridge W. McMillan. Chair Rhodes reported to the Board that the Committee had reviewed eight items, six of which required action. Additionally, 67 regular faculty appointments were reviewed and recommended for approval. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

### **1. New College Sector: Dalton College and Macon State College Form a Unique Sector Within the University System of Georgia**

Approved: The Board of Regents approved the creation of a new sector of institutions within the University System: the State College. The core mission statement is as follows:

#### **CORE MISSION STATEMENT FOR STATE COLLEGES IN THE UNIVERSITY SYSTEM OF GEORGIA**

Within the context of the University System's mission and vision, Dalton College and Macon State College share core characteristics as state colleges. State colleges are designed as highly flexible and dynamic institutions, particularly responsive to workforce needs in their areas. The primary functions of a state college are to serve as the associate-level access institution in the local area and to offer a limited number of baccalaureate programs targeted to serve the economic development needs of their region. While these colleges embody the common characteristics presented below, variations in their purposes, histories, traditions, and settings allow each also to focus on its own distinctiveness and accomplishments.

The core characteristics include:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of a local area and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning;
- a high-quality general education program that supports a variety of well-chosen associate programs and prepares students for baccalaureate programs, learning support programs designed to insure access and opportunity for a diverse student body, and a limited number of certificate and other career programs to complement neighboring technical institute programs;
- a limited number of baccalaureate programs designed to meet the educational and economic development needs of the local area;

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

### **1. New College Sector: Dalton College and Macon State College Form a Unique Sector Within the University System of Georgia** (Continued)

- a commitment of public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the college's scope of influence.
- a commitment to scholarship and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits; and a responsibility to address local needs through applied scholarship, especially in areas directly related to targeted baccalaureate degree programs.

### **2. Presentation and Approval Item: Dalton College Institutional Renaming**

Approved: The Board approved the request of President James A. Burran that Dalton College be authorized to be renamed Dalton State College, effective November 11, 1998.

Dalton College requested Board approval to rename itself Dalton State College. This request follows the October 1997 conclusion of the Mission Review and Development Initiative and the September 1998 approval of select baccalaureate programs, a revised mission, and organizational changes.

Following the model created by Macon State College, the October 1997 conclusion of the Mission Review and Development Initiative introduced Dalton College's plans to discuss its strategic initiatives and vision with Board of Regents staff, local and regional businesses, and industry leaders. In addition, the institution conducted a needs assessment that targeted specific regional workforce needs, especially in the carpet industry. In September 1998, Dalton College was approved to offer the bachelor of science in industrial operations management, bachelor of science in management information systems, and bachelor of applied science in technology management. The college's Substantive Change Application has been submitted to the Southern Association of Colleges and Schools, and approval is anticipated in December 1998.

To further reflect the revised mission and baccalaureate programs, the institution embarked on an institutional name change. The institution conducted a campaign asking its stakeholders to join in the process of determining a new name for the institution that incorporates the "State College" nomenclature. After considerable responses were received, the institution determined that Dalton State College was the most appropriate name. The new name maintains the institution's identity, tradition, uniqueness, and tangible association with the City of Dalton.

### **3. External Degree Offering of the Existing Associate of Arts and Associate of Science Transfer Degree; External Degree Offering of the Existing Bachelor of Arts and Bachelor of Science With a Major in Integrative Studies, Clayton College & State University**

Approved: The Board approved the request of President Richard A. Skinner that Clayton College & State University be authorized to offer as external degrees the associate of arts ("A.A.") and associate of science ("A.S.") transfer degrees and the bachelor of arts ("B.A.") and bachelor of science ("B.S.") with a major in integrative studies entirely by distance learning (e.g., Internet courses, telecourses, and combinations thereof), effective November 11, 1998.

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



### **3. External Degree Offering of the Existing Associate of Arts and Associate of Science Transfer Degree; External Degree Offering of the Existing Bachelor of Arts and Bachelor of Science With a Major in Integrative Studies, Clayton College & State University** (Continued)

Abstract: Clayton College & State University proposes to offer the integrative studies major (B.A. and B.S.) and transfer degree (A.A. and A.S.) entirely by distance learning. The initial program of study for the A.A. or A.S. would be integrative studies; however, other programs of study will be added as distance learning courses are developed. With the implementation of the Information Technology Project (“ITP”), students are issued notebook computers and have access to a variety of on-line courses. Because Clayton College & State University is designated as a “Going the Distance” institution by the Public Broadcasting System (“PBS”) and Georgia Public Television, the institution is in a unique position to become part of the Southern Regional Electronic Campus (“SREC”). “Going the Distance” is a special designation offered by PBS to institutions that have worked with a local PBS affiliate to make degree programs available at a distance. The SREC is a collaborative effort of the Southern Regional Education Board to make Internet-based courses available across the region. Institutions may list individual courses or full degree programs.

Need: Clayton College & State University has developed distance learning courses to increase opportunities for advancement to students who are on assignment outside the metropolitan area, working students, shift workers, and others who find it appropriate to take courses at a distance rather than on campus. Many of the institution’s students are place-bound in terms of work schedules, transportation, and other hardships. By making entire degrees available on-line and listing them with the SREC, the institution is providing access to new clientele in the service area and beyond. Currently, 28 courses are ready to be offered at a distance.

Delivery of the Programs: It is anticipated that many students taking distance learning courses will mix them with on-campus offerings. Students will be required to come to campus or go to an approved proctored test site for examinations. Students will be provided the option of on-campus or on-line discussion/review sessions. Required courses and electives will be available at a distance. The program will be provided through a combination of broadcast/commercial cable television, video cassettes, computer networks, and audio conferencing. Students will receive counseling and will interact with faculty members via E-mail and telephone.

Admissions and Curriculum: The existing bachelor of arts and the bachelor of science in integrative studies are degrees in which students may create their own programs of study by drawing on the course offerings of Clayton College & State University.

The baccalaureate integrative studies program allows students to work with faculty mentors to develop individualized curriculum plans. Two seminars are required during the junior and senior years. A career focus is assured by the curriculum approval process and the requirement of at least three to nine hours of internship credit. Electronic registration, financial aid, and advisement will be vigorously pursued as the program is placed on-line. The Career Planning & Placement Office uses an electronic database for resume distribution to employers.

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

### **3. External Degree Offering of the Existing Associate of Arts and Associate of Science Transfer Degree; External Degree Offering of the Existing Bachelor of Arts and Bachelor of Science With a Major in Integrative Studies, Clayton College & State University (Continued)**

Projected Enrollment: Clayton College & State University already offers enough courses at a distance that it is feasible for students to earn the entire associate of arts or associate of science transfer degree. Upper-division courses may be considered for on-line instruction by spring 1999. It is anticipated that spring 2000 would be the earliest point for a student to graduate with an integrative studies degree taken completely or substantially at a distance. It is anticipated that the target market will remain the same as on-campus admission. Most students participating in the program have completed an array of courses and would matriculate through the program beginning at the sophomore level.

Funding: Faculty members have been awarded internal faculty development grants to prepare existing courses to be offered via the Internet. Long-term planning with the "Going the Distance" program and Information Technology Project have laid the groundwork for this type of delivery in terms of expanded telecourse offerings, computers with Internet connectivity, and working with local PBS affiliates.

Assessment: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of these programs. ITP assessment criteria will be used to examine the quality of the delivery modes. In addition, student critical thinking and communication skills will be documented. Students will be required to take the ACT COMP exam during the senior year. The "Chronicles of Change," a documentary of faculty members' electronic journals, will enable the institution to determine which combinations of instructional technology are most successful for various classes. The "Chronicle" will also provide systematic anecdotal information on faculty milestones and frustrations. The programs will be evaluated by the institution and the System Office to determine the success of the programs' implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness, as indicated in the proposal. Because the programs represent the University System's emerging entry into this form of delivery, the Office of Academic Affairs will monitor the implementation of the programs and conduct formal evaluations annually. The Office of Academic Affairs will continue to serve as an advocate for this and other programs on the Internet while pursuing more defined criteria for the administration of this type of program.

### **4. Establishment of the Institute for Information Management, Macon State College**

Approved: The Board approved the request of President David A. Bell that Macon State College be authorized to establish an Institute for Information Management, effective November 11, 1998.

Macon State College's continued education activities in cooperation with regional companies, Ikon and Boeing, require leadership. The institution proposes to develop new opportunities for course offerings through the institute. Specifically, the certificate in information technology is an example of a credit-granting program that would be offered through the institute.

Macon State College's two Peyton T. Anderson, Jr. Chairs in Information Technology will be located at the Institute for Information Management. The scholars holding these chairs will be actively involved in applied research in the community. The institution will also seek opportunities to work with Georgia's Intellectual Capital Partnership Program ("ICAPP") and other foundation and grant support to expand educational services to the business community.

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

## **5. Revised Institutional Statutes, Savannah State University**

Approved: The Board approved the request of President Carlton E. Brown that Savannah State University be authorized to revise the institutional statutes, effective November 11, 1998.

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

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

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

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

(A) GEORGIA INSTITUTE OF TECHNOLOGY

BROOKS, JERRY C.: ASSOCIATE PROFESSOR EMERITUS, DEPARTMENT OF MODERN LANGUAGE, IVAN ALLEN COLLEGE, EFFECTIVE NOV 11, 1998.

HALE, JACK K.: REGENTS PROFESSOR EMERITUS, SCHOOL OF MATHEMATICS, COLLEGE OF SCIENCES, EFFECTIVE OCT 1, 1998.

(B) UNIVERSITY OF GEORGIA

BECKWITH, JULIAN RUFFIN II: ASSOCIATE PROFESSOR EMERITUS, WARNELL SCHOOL OF FOREST RESOURCES, EFFECTIVE NOV 1, 1998.

BRISTER, GRAHAM H.: PROFESSOR EMERITUS, WARNELL SCHOOL OF FOREST RESOURCES, EFFECTIVE SEP 1, 1998.

WHITEN, KENNETH WAYNE: PROFESSOR EMERITUS, DEPARTMENT OF CHEMISTRY, FRANKLIN COLLEGE OF ARTS AND SCIENCES, EFFECTIVE JAN 1, 1999.

(C) GEORGIA SOUTHERN UNIVERSITY

VAN DEUSEN, JOHN P.: PROFESSOR EMERITUS OF MIDDLE GRADES AND SECONDARY EDUCATION, DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION, COLLEGE OF EDUCATION, EFFECTIVE JAN 1, 1999.

(D) NORTH GEORGIA COLLEGE & STATE UNIVERSITY

GERSPACHER, WILLIAM F.: VICE PRESIDENT FOR BUSINESS & FINANCE EMERITUS, EFFECTIVE NOV 30, 1998.

UPCHURCH, JOHN C.: VICE PRESIDENT FOR ACADEMIC AFFAIRS EMERITUS, PROFESSOR OF GEOGRAPHY EMERITUS, VICE PRESIDENT FOR ACADEMIC AFFAIRS, EFFECTIVE NOV 30, 1998.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

CONFERRING OF EMERITUS STATUS (CONTINUED):

(E) STATE UNIVERSITY OF WEST GEORGIA

DOSTOURIAN, ARA EDMOND: PROFESSOR OF HISTORY EMERITUS, DEPARTMENT OF HISTORY, COLLEGE OF ARTS & SCIENCES, EFFECTIVE JAN 1, 1999.

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

(A) GEORGIA INSTITUTE OF TECHNOLOGY

BUSCH, KENNETH: PROFESSOR, SCHOOL OF CHEMISTRY & BIOCHEMISTRY, COLLEGE OF SCIENCES, LEAVE FROM SEP 15, 1998 TO SEP 9, 1999, WITHOUT PAY.

CIUCU, MIHAI: ASSISTANT PROFESSOR, SCHOOL OF MATHEMATICS, COLLEGE OF SCIENCES, LEAVE FROM SEP 22, 1997 TO JUN 12, 1998, WITHOUT PAY.

MACK, DANIAL J.: RESEARCH ENGINEER II, ELECTRONIC SYSTEMS LABORATORY, GEORGIA TECH RESEARCH INSTITUTE, LEAVE FROM AUG 31, 1998 TO AUG 30, 1999, WITHOUT PAY.

O'DONNELL, KEVIN A.: ASSOCIATE PROFESSOR, SCHOOL OF PHYSICS, COLLEGE OF SCIENCES, LEAVE FROM SEP 21, 1998 TO MAR 19, 1999, WITHOUT PAY.

(B) UNIVERSITY OF GEORGIA

IZADI, ELHAM: ASSISTANT PROFESSOR, DEPARTMENT OF MATHEMATICS, FRANKLIN COLLEGE OF ARTS AND SCIENCES, LEAVE FROM JAN 6, 1999 TO MAY 7, 1999, WITH PAY.

MATTERN, SUSAN P.: ASSISTANT PROFESSOR, DEPARTMENT OF HISTORY, FRANKLIN COLLEGE OF ARTS AND SCIENCES, LEAVE FROM JAN 6, 1999 TO MAY 7, 1999, WITH PAY.

PHILLIPS, WALTER RAY: HERMAN E TALMADGE PROF LAW, SCHOOL OF LAW, LEAVE FROM JAN 6, 1999 TO MAY 7, 1999, WITH PAY.

(C) GEORGIA SOUTHERN UNIVERSITY

FALL, LISA T.: ASSISTANT PROFESSOR, DEPARTMENT OF COMMUNICATION ARTS, COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES, LEAVE FROM AUG 1, 1999 TO MAY 31, 2000, WITHOUT PAY.

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

(A) MEDICAL COLLEGE OF GEORGIA

HABURCHAK, DAVID R.: ASSOCIATE PROFESSOR, DEPARTMENT OF MEDICINE, SCHOOL OF MEDICINE, FROM TENURE TRACK TO NONTENURE TRACK, EFFECTIVE NOV 12, 1998.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

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

(A) GEORGIA INSTITUTE OF TECHNOLOGY

ADAMS, JOSEPH D.: PRIN RESEARCH SCI, SENSORS & ELECTROMAGNETIC APPLICATIONS  
LABORATORY, GEORGIA TECH RESEARCH INSTITUTE, AS NEEDED FOR PERIOD BEGINNING  
SEP 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

ALFORD, CECIL O.: PROFESSOR EMERITUS, SCHOOL OF ELECTRICAL AND COMPUTER  
ENGINEERING, COLLEGE OF ENGINEERING, AS NEEDED FOR PERIOD BEGINNING AUG 1,  
1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

BATES, SYLVIA: ACCOUNTANT I, AS NEEDED FOR PERIOD BEGINNING DEC 1, 1998 AND  
ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

COTTON, JOHN M., JR.: PRIN RESEARCH ENGINEER, SENSORS & ELECTROMAGNETIC  
APPLICATIONS LABORATORY, GEORGIA TECH RESEARCH INSTITUTE, AS NEEDED FOR PERIOD  
BEGINNING NOV 4, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

EARLEY, FAY: PROGRAM SPECIALIST, COLLEGE OF SCIENCES, AS NEEDED FOR PERIOD  
BEGINNING OCT 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

STANLEY, RICHARD P.: DIRECTOR-RESEARCH AND SR RESEARCH ENG EMER, HUNTSVILLE  
RESEARCH OPERATIONS, GEORGIA TECH RESEARCH INSTITUTE, AS NEEDED FOR PERIOD  
BEGINNING NOV 2, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

TULEY, MICHAEL T.: PRIN RESEARCH ENGINEER, SIGNATURES TECHNOLOGY LABORATORY,  
GEORGIA TECH RESEARCH INSTITUTE, AS NEEDED FOR PERIOD BEGINNING OCT 19, 1998  
AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

WANG, JAMES T.: PROFESSOR EMERITUS, SCHOOL OF CIVIL ENGINEERING, COLLEGE OF  
ENGINEERING, AS NEEDED FOR PERIOD BEGINNING SEP 21, 1998 AND ENDING JUN 11,  
1999, AT LESS THAN HALF TIME.

(B) GEORGIA STATE UNIVERSITY

BURDEN, CHARLES A.: PROFESSOR EMERITUS, DEPARTMENT OF MANAGEMENT, COLLEGE OF  
BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING JAN 15, 1999 AND ENDING  
MAR 31, 1997, AT LESS THAN HALF TIME.

(C) UNIVERSITY OF GEORGIA

PARTEN, BONNIE M.: SENIOR SECRETARY, SCHOOL OF LAW, AS NEEDED FOR PERIOD  
BEGINNING NOV 12, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

TRAVICK, GENEVA L.: CNTY EXTENSN PROG ASST IV, COLLEGE OF AGRICULTURAL AND  
ENVIRONMENTAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING NOV 19, 1998 AND ENDING  
JUN 30, 1999, AT LESS THAN HALF TIME.

(D) GEORGIA SOUTHERN UNIVERSITY

O'KEEFE, HERBERT A. JR.: PROFESSOR EMERITUS, FOR PERIOD BEGINNING OCT 1, 1998 AND  
ENDING JUN 30, 1999,

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

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

(E) AUGUSTA STATE UNIVERSITY

WALKER, RALPH H.: CHAIR & PROF EMERITUS, DEPARTMENT OF POLITICAL SCIENCE, SCHOOL OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING OCT 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

(F) FORT VALLEY STATE UNIVERSITY

HILL, J. C., JR.: ASSISTANT PROFESSOR, DEPARTMENT OF ENGLISH, SCHOOL OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING AUG 24, 1998 AND ENDING DEC 18, 1998, AT LESS THAN HALF TIME.

(G) NORTH GEORGIA COLLEGE & STATE UNIVERSITY

HAMMOND, LYMAN L.: ASST PROFESSOR EMERITUS, DEPARTMENT OF FINE ARTS, AS NEEDED FOR PERIOD BEGINNING AUG 1, 1998 AND ENDING DEC 31, 1998, AT LESS THAN HALF TIME.

OWENS, ROBERT L.: PROFESSOR EMERITUS, DEPARTMENT OF TEACHER EDUCATION, AS NEEDED FOR PERIOD BEGINNING AUG 1, 1998 AND ENDING DEC 31, 1998, AT LESS THAN HALF TIME.

SOROCHAN, LAWRENCE JOSEPH: PROFESSOR EMERITUS, DEPARTMENT OF TEACHER EDUCATION, AS NEEDED FOR PERIOD BEGINNING AUG 1, 1998 AND ENDING MAY 31, 1999, AT LESS THAN HALF TIME.

(H) GEORGIA PERIMETER COLLEGE

BENSON, ANN: STUDENT AFFAIRS COUNSELOR, DUNWOODY CAMPUS, AS NEEDED FOR PERIOD BEGINNING NOV 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

CARTER, W. D.: PART-TIME INSTRUCTOR, DEPARTMENT OF HISTORY (DUNWOODY), DIVISION OF SOCIAL SCIENCE (DUNWOODY), AS NEEDED FOR PERIOD BEGINNING JUL 1, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

KEY, CAROL H.: LABORATORY TECHNICIAN III, DECATUR CAMPUS, AS NEEDED FOR PERIOD BEGINNING AUG 31, 1998 AND ENDING JUN 30, 1999, AT LESS THAN HALF TIME.

(I) FLOYD COLLEGE

COMPTON, BOBBY W., JR.: PART-TIME INSTRUCTOR, DIVISION OF SOCIAL AND CULTURAL STUDIES, AS NEEDED FOR PERIOD BEGINNING AUG 1, 1998 AND ENDING MAY 20, 1999, AT LESS THAN HALF TIME.

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

(A) UNIVERSITY OF GEORGIA

PARKER, OLIN GRIFFITH: PROFESSOR EMERITUS, SCHOOL OF MUSIC, FRANKLIN COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 6, 1999 AND ENDING MAY 7, 1999, AT LESS THAN HALF TIME.

## COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

(Continued)

APPOINTMENT OF FACULTY MEMBERS OVER AGE 70 PREVIOUSLY RETIRED FROM THE UNIVERSITY SYSTEM (CONTINUED):

(A) UNIVERSITY OF GEORGIA (CONTINUED)

WARREN, MILLIE BELLE: CLERK II, AS NEEDED FOR PERIOD BEGINNING JAN 6, 1999 AND ENDING JAN 12, 1999, AT LESS THAN HALF TIME.

(B) FORT VALLEY STATE UNIVERSITY

SIMMONS, JULIUS C.: COUNSELOR, DEPARTMENT OF DEVELOPMENTAL STUDIES, AS NEEDED FOR PERIOD BEGINNING AUG 20, 1998 AND ENDING DEC 18, 1998, AT LESS THAN HALF TIME.

(C) STATE UNIVERSITY OF WEST GEORGIA

BLANTON, FLOYD LAMAR: PART-TIME INSTRUCTOR, (NTT) DEPARTMENT OF MATHEMATICS AND PHYSICS, COLLEGE OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 5, 1999 AND ENDING MAY 8, 1999, AT LESS THAN HALF TIME.

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

GEORGIA INSTITUTE OF TECHNOLOGY	19
GEORGIA STATE UNIVERSITY	5
MEDICAL COLLEGE OF GEORGIA	2
UNIVERSITY OF GEORGIA	22
GEORGIA SOUTHERN UNIVERSITY	5
ARMSTRONG ATLANTIC STATE UNIVERSITY	1
COLUMBUS STATE UNIVERSITY	1
FORT VALLEY STATE UNIVERSITY	4
KENNESAW STATE UNIVERSITY	4
SOUTHERN POLYTECHNIC STATE UNIVERSITY	1
STATE UNIVERSITY OF WEST GEORGIA	2
GEORGIA PERIMETER COLLEGE	1

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

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

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

<b>Georgia State University</b>			
Nursing	8, 2R	<b>Augusta State University</b>	
Physical Therapy	2R	Psychology	1
Social Work	12		
		<b>Clayton College &amp; State University</b>	
<b>Medical College of Georgia</b>		Nursing	12, 19R
Allied Health	12, 6R		
Medicine	5	<b>Georgia College &amp; State University</b>	
Nursing	20, 4R	Health Sciences	4
<b>University of Georgia</b>		<b>Kennesaw State University</b>	
Communication Sciences	2	Nursing	10
Nursing	1		
Professional Studies	1	<b>North Georgia College &amp; State Univ.</b>	
Recreation and Leisure	6, 1R	Nursing	3, 3R
Social Work	1	Physical Therapy	1, 1R
<b>Georgia Southern University</b>		<b>State University of West Georgia</b>	
Family & Consumer Sciences	1	Nursing	2, 4R
Health & Kinesiology	2		
Leadership, Technology, etc.	2, 1R	<b>Atlanta Metropolitan College</b>	
Nursing	4	Nursing	34
<b>Albany State University</b>		<b>Darton College</b>	
Family Nurse Practitioner	3	Occupational Therapy Asst.	1
Social Work	1		
		<b>South Georgia College</b>	
<b>Armstrong Atlantic State University</b>		Nursing	8R
Education	2		
Medical Technology	2	<b>Total</b>	<b>209</b>
Nursing	3		
Physical Education	1		
Physical Therapy	1		

R = Renewal



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

**8. Information Item: Service Agreements**

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

<b>Purpose</b>	<b>Agency</b>	<b>Duration</b>	<b>Amount</b>
<b>Georgia State University</b>			
Provide training for public child welfare practice	Dept. of Human Resources	8/1/98 - 6/30/99	\$84,285
<b>University of Georgia</b>			
Provide cotton field demonstration	Georgia Commodity Comm. for Corn	7/1/98 - 6/30/99	\$23,000
Compare peanut cultivar response to row space and new growth regulator	Georgia Commodity Comm. for Peanuts	7/1/98 - 6/30/99	\$3,000
Participate at American Peanut Res. & Educ. Soc.	“ ” “ ”	7/1/98 - 6/30/99	\$3,400
Provide general operating support	Georgia Council for the Arts	7/1/98 - 6/30/99	\$122,170
Provide industry-certified health occupation programs	Georgia Dept. of Education	7/1/98 - 11/15/98	\$40,000
Provide developmental disabilities guide	Georgia Dept. of Human Resources	8/13/98 - 7/31/99	\$18,000
Assist with programming for state-committed delinquents	Georgia Dept. of Juvenile Justice	8/1/98 - 6/30/99	\$41,982
Produce survey on emerging labor market issues in Georgia	Georgia Dept. of Labor	3/1/98 - 6/30/98	\$325
Develop coastal incentive grant program	Georgia Dept. of Natural Resources	4/1/98 - 3/31/99	\$15,000
Study changing economic and transportation needs in northern Atlanta	Georgia Dept. of Transportation	7/16/96-12/31/98	\$39,474
Provide capstone-field experience for student teachers	Georgia Professional Standards Commission	9/9/97 - 6/30/99	\$600
<b>Georgia Southern University</b>			
Conduct field research in Upper Floridian Aquifer	Dept. of Natural Resources	6/30/98 - 9/30/99 10/1/99 - 9/30/00	\$368,365
Operate “Tools for Life” Technology Resource Center	Dept. of Human Resources	9/1/98 - 8/31/99	\$42,000
Provide services to promote	Dept. of Human Resources	9/1/98 - 8/31/99	\$88,200

independence among handicapped			
<b>Valdosta State University</b>			
Provide "Babies Can't Wait" program	Dept. of Human Resources	7/1/98 - 6/30/99	\$182,741
Conduct Pre-K program	Dept. of Education	7/1/98 - 6/30/99	\$59,760
Provide Outreach Social Services	Dept. of Human Resources	10/1/98 - 9/30/99	\$75,000
Provide "Babies Can't Wait" program	Lowndes Co. Board of Health	7/1/98 - 6/30/99	\$40,754
<b>Albany State University</b>			
Operate Education Technology Training Center	Georgia Dept. of Education	1998-1999	\$199,611
Provide student testing	Georgia Dept. of Corrections	7/1/98 - 6/30/99	\$3,600
<b>Georgia Southwestern State University</b>			
Provide workforce training	Middle Flint Regional Development Center	7/1/98 - 6/30/99	\$21,450
Provide remediation for 14- to 21-year-olds	" " " "	4/98 - 9/99	\$39,962
Assess job matching workforce development	" " " "	4/98 - 9/99	\$49,850

<b>TOTAL AMOUNT THIS MONTH</b>	<b>\$ 1,562,529</b>
<b>TOTAL AMOUNT FY 99 TO DATE</b>	<b>\$15,969,976</b>
<b>TOTAL AMOUNT FY 98 (TO NOVEMBER)</b>	<b>\$73,392,805</b>
<b>TOTAL AMOUNT FY 98</b>	<b>\$86,491,530</b>

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

The Committee on Organization and Law met on Tuesday, November 10, 1998 at approximately 2:30 p.m. in the Consauga Room of Westcott Hall on the campus of Dalton College. Committee members in attendance were Vice Chair Thomas F. Allgood, Sr. and Regents S. William Clark, Jr., George M. D. (John) Hunt III, Elridge W. McMillan, and Edgar L. Rhodes. Vice Chair Allgood reported to the Board on Wednesday that the Committee had nine applications for review. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. In the matter of Dr. Pascale Krumm at North Georgia College & State University, concerning denial of her request to apply for tenure, that the application for review be denied.
2. In the matter of Theodore Hill at the Georgia Institute of Technology, concerning a grievance against the Chair of the School of Mathematics, that the application for review be continued.

3. In the matter of Ted McNeal at Atlanta Metropolitan College, concerning termination of his employment, that a hearing be granted.
4. In the matter of Kathy Johnson at Savannah State University, concerning termination of her employment, that the application for review be denied.
5. In the matter of Drenon Everett at Fort Valley State University, concerning failure to award him back pay and his recent termination, that the application for review be denied.
6. In the matter of Laura M. Tucker at Georgia State University, concerning her demotion, that the application for review be denied.
7. In the matter of Keith Hopper at Armstrong Atlantic State University, concerning reassignment for fall semester, that the matter be continued.
8. In the matter of James McGovern at the University of Georgia concerning his request for reconsideration of the denial of his application for review on his salary appeal, that the application for review be denied.
9. In the matter of Carl E. Washington at Fort Valley State University, concerning termination of his employment, that the application for review be denied.

**COMMITTEE ON FINANCE AND BUSINESS OPERATIONS**

The Committee on Finance and Business Operations met on Tuesday, November 10, 1998 at approximately 2:20 p.m. in the Cherokee Room of Westcott Hall on the campus of Dalton College. Committee members in attendance were Chair Glenn S. White and Regents David H. (Hal) Averitt, Kenneth W. Cannestra, J. Tom Coleman, Jr., Warren Y. Jobe, Charles H. Jones, and Donald M. Leebern, Jr. Chair White reported to the Board on Wednesday that the Committee had reviewed three items, all of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

**1. Amendments to Fiscal Year 1999 Budget**

Approved: The Board approved the consolidated amendments to the Fiscal Year 1999 Budget of the University System of Georgia, as presented below:

<b>UNIVERSITY SYSTEM OF GEORGIA</b>					
<b>FISCAL YEAR 1999 BUDGET AMENDMENT REPORT</b>					
<b>SUMMARY</b>					
<b>FOR THE MONTH OF NOVEMBER 1998</b>					
	<b>ORIGINAL</b>	<b>APPROVED</b>	<b>REQUESTED</b>	<b>AMENDED</b>	
<b>BY BUDGET</b>	<b>BUDGET</b>	<b>AMENDMENTS</b>	<b>AMENDMENTS</b>	<b>BUDGET</b>	
<b>Operating</b>	\$3,457,507,501	\$10,993,842	\$2,701,730	\$3,471,203,073	
<b>Capital</b>	136,714,480	6,900,315	5,714,798	149,329,593	
<b>Auxiliary Enterprises</b>	274,722,524	(27,383)	(2,946)	274,692,195	
<b>Student Activities</b>	49,425,652	4,223,790	198,973	53,848,415	

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

Operating: The University of Georgia requested an increase in its budget authority of \$3 million to more accurately reflect revenue from conferences and workshops. These funds were previously

accounted for in agency accounts; however, the State Auditor has requested they now be budgeted as departmental

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

### **1. Amendments to Fiscal Year 1999 Budget (Continued)**

sales and services revenue. The State University of West Georgia requested a net decrease in its budget authority in the amount of \$593,521 to reflect the transfer of funds to the capital budget to undertake the renovation of the University Community Center. The reduction also reflects adjustments in revenue projections due to lower summer and fall enrollments.

Capital: The major portion of the requested budget increase here reflects the allocation of major renovation and rehabilitation funds to three institutions: the Georgia Institute of Technology, \$4,244,400; Valdosta State University, \$1,468,000; and State University of West Georgia, \$1,503,148. The balance of the requested budget increase reflects transfers of non-State (foundation), Georgia Research Alliance, activity, and auxiliary enterprise funds to support Board of Regents-approved capital projects. The largest budget request of this latter group was Georgia State University's request to expend \$3.4 million in auxiliary and student activity funds for the "M" parking deck expansion.

Student Activities: The University of Georgia requested an increase of \$361,405 to carry forward funds from prior years. The State University of West Georgia requested a decrease in budget, reflecting a change in its original projection of prior year funding by \$159,815 and a transfer of \$200,000 to the capital budget for the aforementioned renovation of the University Community Center.

### **2. Approval of Changes to Personnel Policy to Address Emergency Needs in Regard to the Recruitment and Retention of Information Technology Professionals**

Approved: The Board approved a series of changes to personnel policy to address emergency needs in the recruitment and retention of information technology professionals, as follows:

- 1) That the earnings limitation on rehiring of retirees be changed to allow retirees to be employed up to one-half of a full-time schedule. (This would make the current policy consistent with Teachers Retirement System requirements and provide greater incentive for experienced retirees to return to work. Institutions would be required to meet additional costs within existing operating budgets.)
- 2) That institutions be given greater flexibility in relation to the Board's annual salary administration policy to redirect internal funds and make salary adjustments based on market and employee turnover considerations.
- 3) That institutions be allowed to make mid-year salary adjustments on an exception basis and without prior approval to retain personnel in strategic/critical positions. (Institutions would be required to fund adjustments within existing operating budgets.)
- 4) That the current policy allowing for extra compensation to faculty be extended to information technology personnel using similar criteria for determining eligibility. The current policy provides that faculty may earn extra compensation for work in addition to normal duties where no other qualified person is available to carry the work as part of his/her normal load. Additional work may not interfere with regular work duties.

## COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

### 5) Approval of Changes to Personnel Policy to Address Emergency Needs in Regard to the Recruitment and Retention of Information Technology Professionals (Continued)

Regent Coleman asked that the staff draw tight guidelines on item 4 above to avoid abuse. The Committee amended this item by requiring that the policy changes be reviewed in two years.

Procedures necessary for the implementation of these changes will be developed by Central Office staff and incorporated into personnel procedures.

Background: The problem of recruiting and retaining information technology services personnel has reached a critical stage in the University System of Georgia and appears to be worsening. A recent *Wall Street Journal* article highlights Georgia's plight with respect to this issue by reporting that State agencies in Georgia are experiencing a 27% vacancy rate in information technology openings. The same article reported that the State Merit System asked for supplements of 10% to 30% on top of base salaries for information technology positions. Both the University System of Georgia and the State of Georgia are in the process of implementing major new software systems as well as attempting to meet year 2000 compliance. This has increased competition for key information technology personnel across the State, which may already be a factor in Office of Instruction and Information Technology's ("OIIT") recent high staff turnover.

In Spring 1998, the Task Force on Recruitment and Retention of Technology Service Personnel issued a report which describes many of the problems associated with recruiting and retaining qualified information technology personnel. It highlights a recent study by the Gartner Group, a nationally recognized consulting organization in information technology, which indicates that employee turnover rates in information technology now hover between 12% and 20%, up from the traditional 6% to 10% rates of a few years ago. This trend is evident within the University System. According to the task force report, the University System of Georgia experienced 124 employee resignations or terminations in 1996-1997, with the majority of those leaving accepting employment in the private sector. The task force report states that 21% of all information technology personnel who resigned in 1996-1997 were employed by OIIT.

While OIIT and the University System of Georgia institutions have made efforts to address this issue within the limits of their administrative authority, existing personnel policies inhibit the flexibility of University System member institutions to resolve major recruitment and retention issues, particularly in the area of compensation.

The Human Resource Advisory Committee is charged with evaluating and recommending changes to personnel policies and has reviewed this issue extensively, although its focus has been in the broader context of developing recruitment and retention strategies for all critical employee classifications. In order to provide relief to the emerging crisis in hiring and retaining qualified information technology personnel, the policy changes described above, which required Board approval and which would apply only to information technology personnel, were recommended for immediate Board consideration and action.

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

### **6) Approval of Modification of Budget Amendment Policy and Financial Accountability Reporting Process**

Approved: The Board approved modifications to its budget and finance policies to improve its oversight of institutional financial operations, ensure that funds are expended within limits of available resources, and increase administrative efficiency throughout the System.

The Committee amended this item by requiring that amendments involving State-appropriated general funds, auxiliary funds, or student activity funds of over \$1 million be reviewed by the Central Office budget staff and approved by the Board of Regents. All other budget changes will be reported on a monthly basis to the Board of Regents Central Office and will be monitored for appropriateness.

Background: The policies that govern budgets and expenditures have been in existence since the early 1950s. Since these early years of the Board of Regents, these policies, which gave rise to the current amendment process, have been broadly interpreted to require specific approval by the Board of every budget change. While recent changes have simplified the amendment process, it remains a cumbersome and inefficient process that offers limited value as an instrument of institutional financial oversight. In today's complex world, many corporate boards give their organizations latitude to adjust budgets as needed while maintaining oversight through review of financial reports. This recommendation mirrors the corporate model by replacing the current preapproval process for all budget changes with a post-audit review of institutional budgets using a monthly or quarterly financial reporting format. It would allow institutions to adjust budgets as changes in resources and operating needs demand but requires accountability through regular reports to the Central Office on budget actions. The new policy would be established under a set of guiding principles:

- 1) That changes will promote greater institutional accountability in the use of funds, ensuring institutions spend funds within available resources
- 2) That changes will enhance administrative efficiency at the System and institutional level in management of resources by eliminating delay in processing budget transactions
- 3) That the changes will provide better information to the Board regarding institutional financial activity, the pattern of resource use and the flow of funds

The change in process will better inform the Board regarding institutional effectiveness in forecasting revenues and expenditures and its ability to manage within available resources consistent with the goals and priorities of the Board. The Chancellor's Office would reserve the prerogative of requiring the review of budget changes at any given institution and, if necessary, requesting a remediation plan to ensure more appropriate decisions on budgetary changes in the future.

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

The Committee on Real Estate and Facilities met on Tuesday, November 10, 1998 at approximately 2:35 p.m. in the Cherokee Room of Westcott Hall on the campus of Dalton College. Committee members in attendance were Chair J. Tom Coleman, Jr., Vice Chair David H. (Hal) Averitt, and Regents Kenneth W. Canestra, Warren Y. Jobe, Charles H. Jones, Donald M. Leebern, Jr., and Glenn S. White. Chair Coleman reported to the Board on Wednesday that the Committee had reviewed six items, four of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

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

Approved: The Board approved the naming of the new golf clubhouse at the University of Georgia (“UGA”) the “Boyd Golf Center” in honor of David E. Boyd and his wife, Anne Boyd.

Examples of outstanding service rendered by Mr. Boyd are as follows:

- Mr. Boyd led the fund-raising efforts for the new golf clubhouse.
- Mr. Boyd is a 1963 University of Georgia graduate, holding a bachelor of business administration degree in risk management and insurance.
- He attended the university on a golf scholarship and lettered on the golf team from 1961 to 1963. He served as captain of the team in 1962, was the Southeastern Conference Individual Golf Champion in 1962, and was named NCAA All-American in 1961 and 1962.
- After graduation from the university, Mr. Boyd joined the family business, the London Agency. He served as president of the company until 1984, when he and his partner started the firm, Kinnett and Boyd, Inc., specializing in insurance mergers and acquisitions.
- Mr. Boyd has been a trustee at the Westminster School in Atlanta, a member of the Committee of 100 at the Candler School of Theology at Emory University, and a Director of the Georgia Hall of Fame.
- He is a member of the Presidents Club of the University of Georgia, has served as a practitioner/lecturer for the Terry College of Business, and is a member of the UGA Insurance Department Advisory Board and various other university organizations.

### **2. Naming of Facility, Middle Georgia College**

This item was withdrawn from the Committee’s agenda, and no action was taken.



## COMMITTEE ON REAL ESTATE AND FACILITIES

### **3. Demolition of Six Buildings, Augusta State University**

Approved: The Board declared the following buildings at Augusta State University to be no longer advantageously useful to Augusta State University or other units of the University System of Georgia and authorized the demolition and removal of the following buildings:

- Markert Hall (Bldg. 00AC)
- Butler Hall (Bldg. 00AX)
- Classroom & Office Bldg. (00GY)
- Skinner Hall (Bldg. 00HS)
- Hardy Hall (Bldg. 00OL)
- Science Building (Bldg. 00SC)

The Board requested that Governor Miller issue an Executive Order authorizing the disposal of these buildings from the campus of Augusta State University.

Background: The demolitions being requested are part of the Board-approved classroom building project.

Augusta State University requested Board approval for the demolition and removal of the following buildings:

<u>Classroom Buildings</u>	<u>Area</u>	<u>Year Built</u>	<u>Existing Construction</u>	<u>Proposed Locations for Existing Functions</u>
Markert Hall	27,014	1941	CMU w/Transite roof	Classroom Replacement
Butler Hall	27,630	1941	CMU w/Transite roof	Classroom Replacement
Classroom & Office Bldg.	29,964	1941	CMU w/Transite roof	Classroom Replacement
Skinner Hall	37,427	1941	CMU w/Transite roof	Classroom Replacement
Hardy Hall	36,924	1941	CMU w/Transite roof	Classroom Replacement
Science Building	27,360	1941	CMU w/Transite roof	New Science Building

The estimated cost for abatement and demolition of the six classroom buildings is \$2,850,000 to be funded from the classroom replacement capital project funds.

Demolition of the buildings will occur when the Classroom Replacement, Phase II project is occupied. Demolition cannot occur until all of the classroom buildings are vacated, because the systems are interlinked. The expected time frame is spring 2004.

An environmental assessment has been conducted by an independent consultant, whose findings indicate that abatement procedures for disposal of hazardous materials must be utilized during demolition to ensure that there is no adverse impact to the environment.

The demolition will be conducted by public works contract.

## COMMITTEE ON REAL ESTATE AND FACILITIES

### **4. Demolition of Two Buildings, Augusta State University**

Approved: The Board declared the following buildings at Augusta State University to be no longer advantageously useful to Augusta State University or other units of the University System of Georgia and authorized the demolition and removal of the following buildings:

- ROTC Garage (Bldg. 00MS)
- Counselor's Education Training Center. (Bldg. 00SH)

The Board requested that Governor Miller issue an Executive Order authorizing the disposal of the following buildings from the campus of Augusta State University:

<u>Buildings</u>	<u>Area</u>	<u>Year Built</u>	<u>Existing Construction</u>	<u>Proposed Locations for Existing Functions</u>
ROTC Garage	3,889	1947	CMU w/ built-up roof	Galloway Hall
Counselor's Ed. Training Ctr.	2,636	1925	Wood frame w/ shingles	Classroom Replacement

Background: Although these buildings have been well maintained, the existence of hazardous materials, lack of adequate mechanical systems, multitude of level changes, and poor interior configuration make reuse of the buildings economically and practically unsound.

The estimated cost for demolition of the garage and training center is \$85,000 to be funded from future major renovation and rehabilitation allocations.

Demolition of the ROTC Garage will occur prior to site development for the Phase II classroom building. The expected time frame is mid year 2002.

Demolition of the Counselor's Education Training Center will occur as soon as funding is available, due to its unsafe condition and the presence of termites and lead paint. The institution and its master plan project no use for the property other than as a buffer to the neighborhood.

An environmental assessment has been conducted by an independent consultant, whose findings indicate that abatement procedures for disposal of hazardous materials must be utilized during demolition to ensure that there is no adverse impact to the environment.

The demolition will be conducted by public works contract.

## COMMITTEE ON REAL ESTATE AND FACILITIES

### **5. Demolition of Five Buildings, Georgia Institute of Technology**

Approved: The Board declared the following buildings at the Georgia Institute of Technology to be no longer advantageously useful to the Georgia Institute of Technology or other units of the University System of Georgia and authorize the demolition and removal of these buildings:

- Waste Storage Building (Building 43)
- Aerospace Combustion Laboratory (Building 102)
- Landscape Maintenance Building (Building 121)
- Grounds Greenhouse (Building 121A)
- Fiber Optic Network Building (Building 127)

The Board requested that Governor Miller issue an Executive Order authorizing the disposal of these buildings from the campus of the Georgia Institute of Technology.

The Georgia Institute of Technology requested Board approval for the demolition and removal of the following buildings:

<u>Buildings</u>	<u>Area</u>	<u>Year Built</u>	<u>Proposed Locations for Existing Functions</u>
Waste Storage Building (Bldg 43)	3,163	1988	Temporary/BEM Complex
Aerospace Combustion Lab (Bldg 102)	10,816	1968	New Construction
Landscape Maintenance (Bldg 121)	8,555	1975	Physical Plant Complex
Grounds Greenhouse (Bldg 121A)	4,800	1986	Physical Plant Complex
Fiber Optic Network Bldg (Bldg 127)	2,107	1988	Inst. Bioengineering and Bioscience basement

Background: These demolitions are required to permit construction of the Board of Regents approved Environmental Sciences and Technology (“EST”) building project.

The estimated cost of demolition is \$250,000, funded from the EST building project funds.

Demolition will occur as buildings are vacated but before construction begins on the EST site.

### **6. Information Item: Review of Chief Business and Facilities Officers Training Session**

Vice Chancellor for Facilities William K. Chatham presented to the Committee the key points of the training sessions that he held at the recent conferences of chief business and facilities officers, which include the following:

- Avoiding the six deadly phases of a capital project
- The five types of capital projects
- The ten principles for Capital Resources
- Planning issues

## CHANCELLOR’S REPORT TO THE BOARD

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

Thank you, Mr. Chairman.

And thank you for hosting us up in your mountains. Yet again we see the richness of our State and of our System and experience the enthusiasm of citizens for our campuses.

Much has happened since our last meeting. We, of course, celebrated Governor Miller's remarkable contributions to higher education with a gala event that few will ever forget... especially not Zell and Ezell nor Ed and Edgar! You know the side benefits were also substantial. Rarely does the entire System have a chance to come together in actuality rather than symbolically. And what a treat to see so many of our students genuinely expressing their gratitude to the Governor who brought HOPE to Georgia. I think the Governor enjoyed it. I was one of the last to leave the World Congress Center, and the Governor was still there talking to students. And for all I know, he may still be there!

Woven into my report today are three true stories -- small, individual stories in their own way -- yet stories that tell a story. The first one illustrates the spirit of the Governor's evening and of the System. It was a late night for many people as they traveled back across the State. For none was it a later night than the folks from Waycross College. But as they drove down the road in their van, they drove by another van along the roadside in distress. Even though it was in the wee hours of the morning and even though they had already passed the van, they surmised it belonged to a sister System institution. So they took the next exit and retraced their steps. Sure enough, it was a group of students from Albany State. So, they lent a helping hand and didn't leave until the students were safely on their way. These are the random acts of kindness that underpin a System spirit.

That spirit has been evident on my travels to the 30 campuses so far this fall. Incidentally, my visits have resulted in excellent coverage. Not every photo, however, has been flattering! So you may want to enter the competition for best caption for this particular photo! One thing I urged at every stop was for our employees and our students to get out and vote. They -- and so many other Georgians -- certainly did. Our congratulations go to Governor-elect Barnes and Lieutenant Governor-elect Taylor, who both ran on a platform of continuing the momentum of improving education at all levels. We pledge our efforts to help them succeed in these and other goals that will clearly benefit Georgia.

Our congratulations also go to one of our own, Michael Thurmond. Mike was a visiting lecturer at the University of Georgia. He's now the Labor Commissioner and the first African-American to win a constitutional office in Georgia without first having been appointed to the office. We look forward to working with him on workforce issues in the state.

In addition to my campus visits, I held meetings with the presidents in three groups. We have a very good group of presidents. Although challenged by semester conversion (and in many cases some loss of enrollment and, therefore, tuition revenue) and implementing numerous initiatives, they are uniformly enthusiastic and show joy in their work.

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

I was also buoyed by being the keynote speaker for the independent K-12 schools in Georgia. With over 2,000 administrators and teachers in the audience, I had an opportunity to speak of our progress. They already knew. Many came up to me afterwards, including those from some of the prestigious prep schools in Georgia, to say how our institutions -- once considered a mere safety valve for their students who

couldn't get into ivy league schools -- are now much more likely to be the institutions of first choice. Several told me that their schools are now sending two to three times the numbers of students our way than just four years ago.

Another event that signaled our progress and our collaborative culture was the opening of the European Union Center. The center will be located in the Sam Nunn School at Georgia Tech but involves all 34 institutions. The funding comes from the European Union and will support academic programs (including distance education courses), policy analysis and research, and exchanges. There were 70 applicants for these centers nationally. We were one of ten chosen. Let me just name the other nine: Harvard, University of Illinois, University of Missouri, University of North Carolina and Duke, the University of Pittsburgh, University of Southern California, the University of Washington, and the University of Wisconsin. Good company!

The European ambassador flew from Brussels to make the award, and the event was attended by many in the diplomatic corps. It is timely given the enormous impact of the European Union and its upcoming move to a common currency (although there are some notable holdouts, like dear old England!)

Again, though, there's a story within a story about the power of the System. When the call for proposals went out, more than one of our institutions asked us for a letter of support. Jennifer Lund in our office brought the parties together and encouraged them to put in a single grant application from the System. They did. And they won. The Center is co-directed by Mark Hallerberg of Georgia Tech and Brian Murphy of North Georgia College & State University.

My third and final story is one of true commitment. Last Saturday, your very own Jennifer Fairchild (Assistant Secretary to the Board of Regents) got married. Yet, here she is spending her honeymoon in Dalton, Georgia. Now that's commitment to the Board.

Another wonderful grant was just awarded to us by the Woodruff Foundation. They have given us an additional \$2 million for PREP (Post-secondary Readiness Enrichment Program) and P-16.

So while we face challenges every day, there are more than enough triumphs to offset them. And they are the triumphs of talented individuals coming together to make good things happen.

This is the momentum we have, and this is the momentum we must sustain.

Thank you, Mr. Chairman.

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

After the Chancellor's Report to the Board, Regent Allgood added that the Chancellor had also participated in a "pig pickin'" and outdoor barbeque in Woodbine, Georgia to raise funds for the Camden Center endowment. He assured the Board that despite the Chancellor's British lineage, after a few Red Dog colas, he was well accepted by the crowd.

Chancellor Portch added that the people raised approximately \$28,000 on that evening alone towards the endowment for the Camden Center in addition to the \$250,000 that Mr. Bill Smith, Sheriff of Camden County, had contributed last year.

Chair Jenkins thanked the Chancellor for his report.

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

After the Chancellor’s report to the Board, Chair Jenkins convened the meeting of the Strategic Planning Committee as a Committee of the Whole and turned the chairmanship of the meeting over to Regent Leebern.

Chair Leebern explained that there would be two presentations at this meeting of the Strategic Planning Committee. The first report would be the third installment of the year-long technology initiative, and the second would be a presentation of the Gwinnett Center (the “Center”) master plan. He then introduced Senior Vice Chancellor for Academic Affairs James L. Muyskens.

Dr. Muyskens thanked Chair Leebern and reiterated that this was another installment of the year-long technology initiative. At the last meeting of the Strategic Planning Committee, the Board learned about different ways in which courses can be delivered at a distance. Dr. Muyskens explained that there are currently 567 courses that are taught at a distance in the University System. Because there is so much instruction at a distance, this presentation would primarily focus on full programs which are offered through distance education. He noted that in the Committee on Education, Research, and Extension, the baccalaureate degree programs at Clayton College & State University to be delivered entirely by distance learning were discussed, and the programs were approved earlier in this meeting. So, there is a lot of progress in this area. Last summer, the staff interviewed many students to create principles of good practice for distance education. In that process, some of the staff videotaped students’ opinions on distance learning, and at this meeting, the Regents would be seeing some excerpts from that video, which was produced by Mr. Myk Garn, Director of Distance Education, and Dr. Shary Karlin, Manager of Distance Education Initiatives, with assistance from Ms. Diane Chubb, Manger of Distance Education Policies and Planning, and Ms. Linda Midcap, Administrative Secretary. Dr. Muyskens said that the Board had heard from the faculty in the last few sessions, but at this meeting, they would be hearing from the students. In closing, he introduced the video of distance learning students, who were as follows (in order of appearance):

Lisa Johns is employed as a media clerk with Charlton County High School in Folkston, Georgia. While serving in this paraprofessional position, she decided to pursue her bachelor’s degree in middle grades education at Valdosta State University. The majority of her classes were delivered to the high school via the Georgia Statewide Academic and Medical System (“GSAMS”). Ms. Johns is scheduled to graduate this spring. She and her family live in Folkston.

Steve Whitney is enrolled in the master of nursing degree program at Georgia College & State University (“GCSU”). He has taken GSAMS and Internet courses as a part of his studies. He is a nurse manager for the critical care and intensive care units at South Fulton Hospital. Mr. Whitney and his family live in the Atlanta area.

Cristen Hatchett is a student at Appling County High School, where she has taken Post-Secondary Options courses that are delivered via GSAMS from Georgia Southern University (“GSOU”).

Connie Turcotte earned her associate degree from Dalton College, where several of the classes were delivered by GSAMS to Pickens Technical Institute. She is a mother of a small child, and they live in the Dalton area.

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Katie and Michael Couch are jointly pursuing associate degrees at Floyd College in Rome, Georgia. The Couchs have taken several courses in their program of study that are delivered over the college’s community cable television network, FCTV. They are both employed full-time and live in Rome with their two-year-old son.

Margaret Grimsely is employed as a health and physical education instructor with the Macon Youth Development campus. She earned her master’s degree in health and physical education from GCSU. As a part of her program of study, she enrolled in an Internet course and two GSAMS courses, which provided her the flexibility and convenience to maintain her busy schedule. Ms. Grimsely is married with two children, ages 9 and 17.

Elizabeth Greeson is enrolled in the bachelor of business administration degree program at the State University of West Georgia (“SUWG”). She is scheduled to complete her studies in December 1998. Several of the courses in the program were delivered via GSAMS to Dalton College. Ms. Greeson resides in Calhoun with her family and is employed as an administrative manager at W. G. Steve Company, Inc.

Pamela Scott Armstrong is employed with Write on Target, a corporate communications and education company. She is a founding member and officer of the Georgia Distance Learning Association and a partner with Career Boosters, Inc., a career development company in Atlanta. She is enrolled in the master of education technology degree program at George Washington University (“George Washington”), where she will graduate in December 1998. The degree program is delivered entirely over the Internet. Ms. Armstrong, her husband, and her two children live in Atlanta.

Carey Clinton is a student at Vidalia High School in Vidalia, Georgia. He has taken several Post-Secondary Options courses at the high school, which are delivered via GSAMS from GSOU in Statesboro.

Brent Williams is enrolled in the bachelor of business administration degree program at SUWG. Several courses in the program are delivered via GSAMS to Dalton College. He is currently employed as a financial analyst with Shaw Industries in Dalton. He is scheduled to complete his degree in December 1998 and plans to enroll in the master of business administration degree at SUWG. Mr. Williams and his wife have a three-year-old and reside in Ringgold.

After the video presentation, Dr. Muyskens introduced Ms. Grimsely, Ms. Greeson, and Ms. Armstrong, who were present at the meeting and who approached the Board. Dr. Muyskens also recognized Ms. Turcotte, who was in the audience. He said that the Regents were welcome to ask questions of the students, but he wanted to begin by addressing the concern of whether distance education contributes to a sense of isolation. He noted that in the video, Ms. Grimsely had said that she missed talking to people. He asked whether this was a negative aspect of distance learning or whether the students were able to work around the issue.

Ms. Grimsely explained that she took a class over the Internet and a few classes over GSAMS. In the Internet course, there were a chat room and a board to which students could post and students E-mailed each other. So, she felt that the course fulfilled her need to have verbal communication. However, in the **STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”**

GSAMS courses, it worked best when the instructor was in the same location she was and the course was



being sent elsewhere and she could still interact with the instructor. In her experience, there were quite a few technical difficulties when the instructor was in another location transmitting to her. Ms. Grimsely found that the students were less interested, and the time lapse between the transmittal and real time was sometimes distracting. So, she found that the interaction with the instructor and the other students needed to be supplemented by other means. In essence, she felt that the Internet experience was superior to the GSAMS experience. As an aside, Ms. Grimsely expressed that although she and other distance learners are nontraditional students, they are the students of the future, since more and more nontraditional students will be taking courses in this manner. She asserted that distance learning is providing what these students need.

Ms. Greeson disagreed with Ms. Grimsely about the quality of GSAMS. She asserted that perhaps Ms. Grimsely had an exceptionally poor experience. Ms. Greeson is currently in the middle of her eighth GSAMS class, and she has had very positive experiences with GSAMS. She asserted that the problem may have been mostly technical difficulties, because she has not encountered many technical difficulties at Dalton College.

Dr. Muyskens asked what helped Ms. Greeson become comfortable with the setting and how it could be made more student-friendly.

Ms. Greeson replied that in a classroom, grades are often dependent on classroom participation. So, a student has to be more aggressive in the GSAMS classroom so that the instructor understands that he has a comment or question.

Dr. Muyskens noted that Ms. Armstrong is earning her degree outside of the University System. He asked her whether she would have wanted to take a program in the System instead.

Ms. Armstrong replied that she began her program at George Washington University three years ago and she will have completed her master's degree this December. She explained that when she began looking for a program, there was not one available in the System. At that time, she was in transition from a government job to starting her own consulting business, and she needed a program that was flexible to her demanding schedule. At one point, she considered going to Georgia State University, but she did not feel her schedule could accommodate classes set at a particular time and place. Ms. Armstrong further explained that she had been invited to participate in this presentation because she had met Mr. Myk Garn through the Georgia Distance Learning Association, an organization that she helped start and in which she is an officer.

Regent Cannestra commented that it seems when a student is attending a class on a regular basis, an instructor has a much better basis on which to grade the student. He felt it would be more difficult to determine a grade reflective of a student's performance through distance learning.

Ms. Armstrong responded that it depends on the instructional design of the particular class and whether the course is properly designed for distance delivery. In her course work, she is graded partly on on-line discussions in which she must participate every week. Additionally, there are major long-term projects that require interim reports throughout the course of the semester. She asserted that her instructors probably

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know her better than if she had been in a classroom, because they have to read her E-mails and reports. She realized that conceptually, interaction might seem to be difficult, but in reality, she felt she received much better feedback and interaction.

Ms. Greeson agreed.

Regent Cannestra asked whether a pass-fail basis would be a better way to grade distance learning.

The panelists felt that it would not.

Ms. Grimsely stated that she wanted to discuss the different courses that she has taken. In the Internet-based course, the students were required to post to the discussion board and each student was responsible for conducting a discussion for one week of the course. The students were required to have a set of exercises completed every week. There were constant deadlines and ongoing projects. The students knew at the outset what was expected of them and when their assignments were due. She asserted that, whether it was a GSAMS class or an Internet-based class, the key to the success or the failure of a particular course was the instructor. She felt her instructor was very enthusiastic and patient and pushed the students further than they realized they could go. The Internet was new to the students, and the instructor guided them in the direction they needed to go. So, she felt the instructor and the instructor's attitude toward distance learning make all the difference.

Regent Cannestra asked whether it would have been easy to get another person to do the course work for the student.

Ms. Grimsely replied that she had not thought about that.

Ms. Armstrong responded that this is an issue that is brought up often in distance education. When she took a course on distance education at Georgia Washington, it was one of the first issues discussed. However, when a course is delivered to adults who are taking course work for their own purposes, she felt that they valued the integrity of the program more.

Regent Cannestra remarked that he understood that, but he felt this was a weakness in distance education.

Ms. Armstrong agreed that this is an issue that must be dealt with when considering for whom these types of courses are designed. If they are designed for adults who want to earn degrees for their own betterment, then it is not an issue.

Regent Jobe asked whether final exams are delivered over the Internet or in person.

Ms. Armstrong replied that in her program, everything was project-based. Every semester, there was a major long-term project, such as developing a Web site on differentiated instruction for K-12 teachers. Such a project is a team effort that takes the entire semester. So, the grade is based on what is produced rather than a written test.

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Ms. Grimsely responded that she had written tests in her courses as well as exercises that were graded by the instructor. The tests and exercises were submitted on-line, they were immediately graded, and students received immediate feedback.

Regent Jobe asked whether these were “open-book” tests, since the students had access to the materials during the tests.

Ms. Grimsely confirmed that they were.

Ms. Greeson replied that in her GSAMS classes, that was not her experience. Those classes were more traditional in that, although the instructor might not be present, a proctor would administer the tests.

Chair Leebern asked whether the students have to sit for their final exams and whether a final exam is worth a larger percentage of the final grade than the rest of the course work.

Ms. Armstrong said that the only exam she had to sit for was her comprehensive exam at the end of her program.

Chair Leebern asked whether System students have to go to campuses for their final exams.

Ms. Greeson stated that she had to be present for all of her exams in the GSAMS course.

Ms. Grimsely responded that she took her finals over the Internet.

Ms. Armstrong replied that there are courses that deliver their final exams over the Internet at George Washington as well.

Chair Leebern commented that when the final exam is delivered on campus, it likely discourages students from getting outside help during the rest of the course.

Regent Jenkins asked about cost of Ms. Armstrong’s courses at George Washington.

Ms. Armstrong responded that there is no differentiation because she is an out-of-state, long-distance student. She pays approximately \$750 for a three-credit-hour semester course, and there are 12 courses in the program. So, her master’s degree is costing her approximately \$10,000.

Ms. Grimsely replied that her Internet and GSAMS courses cost the same as any traditional course and she registered for them in the same way she would have registered for a traditional class.

Regent Jenkins asked what suggestions the panelists would make to improve distance education in the University System.

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Ms. Greeson reiterated Ms. Grimsely’s assertion that instructors make the difference in a distance learning situation. She stated further that it is critical that such instructors be trained to understand what is required of them so they are not floundering during the course trying to figure out how to handle the instruction over distance. It is also important that they listen to their students when they say that they do not understand, so they do not leave students behind. She stressed that students should not be at a disadvantage just because they are at a distance.

Ms. Armstrong added that since she does not see her instructors, the instructional design of course is critical. She said that she had only one course that was a disaster because the instructor tried to use the same model for the course that he had used in the traditional classroom supplemented with various technologies. The instructor did not have a clear focus on the learning objectives or the projects, and the students in the course were miserable.

Regent Cannestra asked whether the panelists preferred video classes to Internet-based classes.

Ms. Grimsely has taken both types of courses, and she felt the Internet courses were very good. She stated that if there were an Internet program she was interested in available today, she would be enrolling in it as soon as she finished her master’s degree. Because there is no Internet program available, she is going to have to take courses in a traditional classroom setting, to which she is not looking forward.

Regent Cannestra stated that he was more concerned with whether the students preferred video to the Internet.

Ms. Grimsely remarked that she did not have a very positive GSAMS experience, but if it were better, she would be willing to do it again.

Regent Cannestra asked if video interaction with instructors would not be preferable to communicating over the Internet.

Ms. Grimsely responded that the issue of finding a time schedule that would be good for both instructor and students would still be a problem.

Regent Cannestra replied that he understood.

Ms. Armstrong remarked that video-conferencing in addition to having an Internet course still requires a student to be constrained by time and place. If a student cannot attend a scheduled video-conference, he might be penalized. She noted that in her earlier courses at George Washington, guest speakers were on videotape. She would watch the tapes, read the texts, and then do the assignments. Her daughter came in one day while she was supposed to be studying and asked her if she got credit for sleeping while watching the video. The reality was that some of the videos were boring, and she did not feel she missed anything by not having a video element to her other courses.

Regent Jobe asked whether there is a comprehensive listing of distance education courses offered through the University System.

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Dr. Muyskens responded that there is and that, in a few minutes, Vice Chancellor for Information and Instructional Technology E. Michael Staman would be discussing this and would be mentioning the

Georgia Learning Alliance (“GLA”), which is where the courses are listed.

Ms. Armstrong added that there are a lot of courses available on the Internet, but she felt that students would prefer entire degree programs that are available on the Internet.

Chancellor Portch added that the Strategic Planning Committee needs to determine the kinds of degrees the System will offer on-line.

Regent Hunt asked what degrees are currently available over the Internet.

Dr. Muyskens responded that there is a degree at the Georgia Institute of Technology (“GIT”).

The Chancellor added that there is a master of quality assurance degree at Southern Polytechnic State University (“SPSU”).

Assistant Vice Chancellor for Distance Education and Academic Innovation Kris Biesinger clarified that there are several courses at GIT in engineering that are videotaped. There is the quality assurance program at SPSU, and there are programs that were approved at this meeting at Clayton College & State University (“CCSU”).

Dr. Muyskens remarked that although there is a long way to go, there is work already underway to make more programs possible. In closing, he thanked the panelists and introduced Dr. Staman. He reiterated that this meeting was the final meeting in the first phase of the technology initiative, the fact-gathering phase. Dr. Staman would be putting this in a broader context, defining the issues and the competition. Then, Dr. Muyskens would return to the floor to discuss where the Strategic Planning Committee will go next with the technology initiative.

Dr. Staman greeted the Regents and said that he had been asked to put things into perspective concerning where the System stands with regard to technology, enhanced tools for teaching and learning, and the competition in this area and how the System will prepare to compete.

Dr. Staman reminded the Board of the presentation in October 1998 by the CCSU professor who was teaching music appreciation on-line. The best thing about that course was that it was Internet-based, and therefore, the students could access the learning tools repeatedly to enhance their understanding of the materials. He also reminded the Board of the presentations on technology in the classroom at GIT in September 1998. He demonstrated a meteorological presentation of Hurricane George coming on shore that he had downloaded off the Internet and commented on how something like this could be useful in the classroom. He stated that this was also a demonstration of scientific visualization. Next, he asked the Regents to imagine a situation where a professor is teaching meteorology and has access to one of the most advanced super computers in the world, and he showed them an even better Internet presentation on the hurricane. He noted that the demonstration came from a super computer at the University of Missouri in Columbia. Finally, he demonstrated some three-dimensional tools on the Internet that showed the hurricane in even more detail.

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Next, Dr. Staman demonstrated how he had logged on to the Internet to see the launch of the space shuttle Discovery carrying John Glenn. After that launch, Dr. Staman went to the WSB Web site and found a video clip of John Glenn’s launch into space in 1962. Using technology, he was able to synchronize both the past and current takeoffs and watch them simultaneously. He asserted that students might also benefit from this kind of technology. He noted that the Space Telescope Science

Institute in Baltimore, Maryland has a Web site with thousands of images from the Hubble Space Telescope of the things that John Glenn likely experienced in space. He stressed that his kind of tool greatly enhances learning and there were numerous other new tools and technologies, too many to demonstrate.

The first thing Dr. Staman wanted to do at this meeting was extend the Regents' thinking beyond what they had experienced with the faculty in the last two meetings of the Strategic Planning Committee. Not only does technology allow faculty to choose new ways to teach and allow students to choose new ways to take their own education, it also generates an incredible amount of planning issues. He wanted to discuss some of those issues and how the competition is responding to that. Dr. Staman reminded the Board about President G. Wayne Clough's discussion of Moore's Law at the July 1998 Board meeting and how the capacity of technology doubles every 18 months. Dr. Staman wanted to make Moore's Law more tangible to the Regents. He said that in 1974, when there were 6,000 transistors on a chip, computers got a bit faster and cheaper and could do a bit more. Today, there are approximately 7.5 million transistors on a chip. When this goes from 7.5 million to 15 million, it will create fundamental change, stated Dr. Staman. Instead of having a \$600 to \$700 computer that can bring up video clips of John Glenn in space, a computer might be able to recognize people, because with that kind of capacity, there is a fundamental change every 18 months. This creates great planning problems, he stressed, because it is hard to plan in an environment that has constant change. Just a few years ago, the basic components for a computer cost about \$2,000. Today, those same components cost under \$200. Dr. Staman stated that this is also a reflection of Moore's Law. Moore's Law really hit in the 1995-1996 period, when prices began to fall. The planning process is difficult therefore because one has to plan about what he guesses might happen. As a result, there are new challenges, new jobs, and new players in the marketplace. Dr. Staman noted the new jobs that have had to be created as a result of the technology boom. For instance, there were no Webmasters five years ago because there was no World Wide Web. Multimillion dollar browser companies like Yahoo! and Netscape have only evolved in the last five years.

Part of the planning problem is that the time it takes to create a product is often longer than the change requiring the need for the product, explained Dr. Staman. Computer science majors take four years to graduate, but the industry requires change much faster than that. The reaction is that hundreds of organizations are selling education to Georgia students right now, including the University of California, the University of Phoenix ("Phoenix"), and Duke University. They are all there to provide the same product as System institutions but on-line. Central Michigan University is advertising for a Southeast regional manager for downtown Atlanta. Clearly, it intends to use distance learning technology to enter the higher education market in Georgia. The Commonwealth Virtual University of Kentucky is also advertising for a chief executive officer. Phoenix is one of the more popular universities offering distance education in addition to its numerous physical campuses around the nation. It is a for-profit organization owned by the Apollo Group, whose stock continues to increase in value. In other words, he said, there are many entities that think there is money to be made in higher education. Another new phenomena is the Western Governors University, which just opened this fall and was formed by the governors of the Western states. There has been a lot of hype around these types of institutions.

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Putting this in context, Dr. Staman assured the Board that the System is not doing something wrong or trailing behind the rest of the world. He noted that there are many new players entering the higher education marketplace on almost a daily basis. Phoenix has 49,000 students, but only 4,300 are on-line. The Western Governors University had only 79 students enroll this fall. Every one of these types of institutions is trying to figure out how to build a business model that works, he explained. The University System of Georgia may have only 567 courses available on-line, but Dr. Staman stressed that

one must look at the speed by which that number is growing. While GSAMS is relatively stagnant, the number of Internet-based courses is growing exponentially because that is where the students want to be, as the panelists had demonstrated.

Dr. Staman then turned his attention to what the University System is doing, since he had explained the learning tools available, the planning problems arising, and the competition. He noted that the University System has many assets, including its network, library, faculty, some special projects and initiatives, policies, and “Partnerships for Success.” The data network is PeachNet, which was created in 1988 and is in the process of being upgraded to be a high-performance, high-speed superhighway throughout Georgia. In addition to that, PeachNet goes to all of the school districts and public libraries in Georgia. So, at the most fundamental level, Georgia has an evolving infrastructure on which it can build a world-class solution as it considers distance education. Georgia Library Learning Online (“GALILEO”) is another of the System’s assets. When it was created in 1995, less than a million searches were performed. In 1997, there were almost 5 million searches. However, within only the first three quarters of 1998, the number of searches has already exceeded that. Dr. Staman contended that GALILEO is a world-class resource and one of the best. He said that if a university is to be built, it needs a library. Likewise, a virtual university requires a virtual library, and that is what GALILEO is becoming. The issue of training teachers is paramount, stressed Dr. Staman. He credited the Board with establishing the Connecting Teachers & Technology program, which provides faculty training, course development, and instructional support. Most of the teachers who presented their ideas to the Regents in September and October had gone through this program. When Dr. Staman gives lectures at the System institutions, he usually concludes with the single observation that if there is any discretionary funding available, training faculty is one of the most important keys to success.

Another asset of the System converges voice, video, and data on PeachNet. The Video Exploratorium project takes as many of the System institutions as are interested and allows them to explore as many different video applications and technologies as possible in as many different settings as possible to determine which ones work, which ones do not work, and which ones are financially sustainable. The desktop learning initiative is another of the Board’s initiatives which focuses on developing content to determine what works best on the network. Moreover, as PeachNet II is being deployed so will approximately 400 different devices which are basically telephones over data network devices. This is based on the assumption that within the next three years, the technology will be robust enough that all telephone services among the System institutions should be free. Dr. Staman asserted that there is no reason why the System should go to the commercial marketplace if it has a network the quality of PeachNet II.

Dr. Staman next addressed the issue of how people learn about what the System has to offer via distance education. The Georgia Learning Alliance is where information is presented about the courses and programs of study, the collaborative efforts in distance learning, and the System’s policies and procedures.

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He demonstrated for the Board the GLA Web site, which answers many people’s questions. The GLA is being developed in real time as the System builds its solution and business plan and figures out where to take distance education in Georgia.

The Partnerships in Success program was created because the System has to work with the private sector to succeed in its technology endeavors, explained Dr. Staman. The System must find ways to maintain and enhance the current infrastructure and to engage in the earliest possible transfer of what is happening in the private sector to the University System. One of the key partnerships currently in place is with CISCO Systems, which has donated over \$1.3 million worth of video software, licensing, and money to the Video Exploratorium project. Dr. Staman reported that he is currently engaged in negotiations with four or five other potential private sector donors.

Dr. Staman asked the Regents to consider what could happen when generations of students are produced who routinely have access to the best music, science, and mathematics in the world, the Hubble Space Telescope, John Glenn, and the University System of Georgia. In closing, he said that changing the rules is not always as easy as one would like. With that, he turned the floor back to Dr. Muyskens.

Dr. Muyskens remarked that this concluded the fact-gathering phase of the Board’s technology initiative. He asked whether there were any questions, and there were none. Meanwhile, Dr. Biesinger passed out a technology worksheet to the Regents. Dr. Muyskens reiterated Dr. Staman’s sentiment that the University System has many assets in technology that keep it competitive. He noted that this initiative is most timely, because the System needs to examine its current initiatives to ensure that “the whole is greater than the sum of its parts.” The handout that Dr. Biesinger gave the Regents was a questionnaire soliciting their ideas and concerns from which the staff could create some principles; those principles will be the basis for creating actions this spring to ensure that the System will be a technology leader in the future. The questionnaire covered examples of issues that need to be explored in different categories. For instance, there are many academic issues, such as quality. Dr. Muyskens noted that in the meeting of the Committee on Education, Research, and Extension on Tuesday, Regent Allgood had stated that if the System is going to be competitive in distance education, the bottom line must be that it offers a quality product. The panelists and Dr. Staman had also stressed that there needs to be more faculty training. Dr. Muyskens said that the Connecting Teachers & Technology initiative made it possible for Dr. Biesinger and her colleagues to run workshops for faculty. However, now that technology is moving at such a fast pace, there needs to be much more than the faculty development the System has had thus far. In closing, Dr. Muyskens asked the Regents to think about the issues and fill out the worksheets over the next few weeks. He asked them to consider also the fiscal issues, such as how much students should be charged and the cost of the technology. Several of the Regents had also raised the issue of how to ensure that students perform their own work in distance learning courses. There are many more issues that will also need to be explored, stated Dr. Muyskens, and he wanted the Regents to consider those as they filled out the forms. Over the next several months, the task forces already in place to work on many of these issues will have created the initial work responding to these issues to be brought back to the Board in January.

After Dr. Muysken’s remarks, Chair Leebern expressed appreciation on behalf of the Board to all of the presenters. At 10:30 a.m., he recessed the Committee for a ten-minute break.



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At approximately 10:40 a.m., Chair Leebern reconvened the meeting of the Strategic Planning Committee as a Committee of the Whole. He recognized Gail S. Weber, Secretary to the Board of Regents, for her work in coordinating the event celebrating Governor Miller that was held on October 14, 1998. He then introduced Dr. Muyskens again to begin the presentation of the Gwinnett Center master plan.

Before he introduced the presentation on the Gwinnett Center master plan, Dr. Muyskens noted that Regent Allgood had suggested the possibility of having notebook computers available to the Regents so they can explore the Internet and the Web pages that are introduced to the Board at these meetings on the technology initiative. He asked for a show of hands of the Regents who might be interested in this possibility, and noting how many Regents raised their hands, he commented that there seemed to be a great deal of interest.

Next, Dr. Muyskens remarked that from the beginning, the Center was conceptualized as the campus of the future, a campus where the most powerful applications of technology would be available. As the Center moves toward the building phase, this will be a key issue for discussion. At this meeting, however, the focus would be the plan for land use. Dr. Muyskens then introduced Ms. Linda M. Daniels, Acting Assistant Vice Chancellor for Design and Construction.

Ms. Daniels remarked that there has been a longstanding vision for the Center. She presented an excerpt from a report of the Gwinnett Policy Advisory Council, dated May 15, 1996, which was as follows:

“This facility will be designed from the outset as a model for a high-tech learning environment. Rapid advances in the availability of information and instructional technologies make Gwinnett Center the ideal model for meeting the challenges of providing a revitalized infrastructure for delivering instruction, continuing education, and professional development. The broader spectrum of current and imminent technologies will offer opportunities to enhance traditional teaching as well as support entirely new modes of learning.”

The vision for the Center dates back even further, explained Ms. Daniels. Courses were initially offered in leased facilities in Gwinnett County in fall 1987. Georgia Perimeter College (“GPC”), formerly DeKalb College, and the University of Georgia (“UGA”) as well as others were involved in a consortium known as the University System Center-Gwinnett. The initial enrollment of 300 students has grown to well over 3,000, Ms. Daniels reported. Ten years after the first courses were offered in Gwinnett, in October 1997, the Board of Regents assessed and established formal criteria for the establishment of any permanent off-campus instructional sites. At the December 1997 Board meeting, a formalized commitment to building a permanent facility in Gwinnett was made. From the System master planning template, the following key aspects were used in developing a physical site, which apply Systemwide in assessing the older campuses as well as new off-campus sites that may be developed: history, goal formulation, existing conditions, future requirements, developing solutions, and the proposed plan.

In examining the history, Ms. Daniels felt it was significant that the citizens and leadership in Gwinnett County were zealous in their support and pursuit of higher education in the area. The county donated a 160-acre site and committed an additional \$3 million to enhance technology. She noted that Regent White was tireless in his efforts to coordinate a successful partnership with Gwinnett County. Present at this meeting were Gwinnett County Commissioner Tommy Hughes and County Administrator Charlotte Nash.

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Ms. Daniels stated that they worked closely with her on the site-planning development and that the time commitment and interaction with community, neighborhood groups, students, business leaders, and other educational partners made it a phenomenal effort. She expressed her appreciation for their commitment to this project. Last year, the General Assembly committed almost \$1 million in planning funds for development of this Center. The first phase of construction for the Center is sixth on the major capital projects list at approximately \$22 million and could be funded this year. In short, Chancellor Portch and Senior Vice Chancellors Muyskens, Desrochers, and Dunning charged the staff to make this state-of-the-art facility a reality. Ms. Daniels was reporting to the Board that the staff are making this happen and that they have a site development master plan to share with the Regents. The project is ready to take advantage of the construction funds if the legislature approves the capital outlay request. The staff have worked well with the county, businesses, and neighbors as well as within the University System. GPC and UGA have been heavily involved in the site development process, particularly Dr. John Randolph Pierce, Provost of the Lawrenceville Campus of GPC and Interim Director of the Center, and Dr. Daniel E. Sniff, Director of the Facility Planning Office at UGA. There was also exceptional support from the existing center’s administration, faculty, staff, and students. Ms. Daniels remarked that she was particularly impressed with the pre-K through adult technical education participation and partnership in the process. Gwinnett County was very committed to fostering those relationships. The staff worked with its own Office of Academic Affairs and the task force on technology and distance learning and called on all of the resources of the University System, including all of the institutions, with particular focus on their experiences with technology. All of these players worked well with the staff to accomplish some of the same goals as the technology initiative of the Strategic Planning Committee.

There are also strong professional consultants involved in the creation of the Center, stated Ms. Daniels. Ms. Krisan Osterby Benson of the firm Ellerbe Beckett and Associates would be speaking about the technical issues related to the creation of the Center momentarily. She is a landscape architect and land use planner as well as the principal in charge of this project. Additionally, Phase One Architects and Mr. Warren Snipes from John Portman and Associates are proceeding with the design of the Center. That stage of the process is coming to a close as the project awaits construction funding. Before she went any further, Ms. Daniels wanted to go over the sight development issues. She reiterated that the master planning process was performed according to the template, but the staff kept in mind the future and the opportunities that technology may have to offer. The technology principles employed in planning the Center were as follows:

- Technology integrated into every aspect of the Center — administrative, academic, and social
- Distance learning and alternative delivery options to be offered from the day the Center opens
- Serving individual students as well as the corporate market via a variety of self-produced and bought programs
- Administration, planning, and execution of technology to be centralized for maximum efficiency
- Initially, focus on local students where high-speed connections can be established to the home

From those original planning principles, some specific implications came up repeatedly, which were as follows:

- Flexible infrastructure for future high-bandwidth applications
- High level of connectivity within the campus to promote collaboration
- Ensuring accessibility to external partners, businesses, and other institutions

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- Applications that are user-friendly and have intuitive interfaces

- Providing technical training and support to encourage use
- A central “signature” building highlighting state-of-the-art technology and functioning as the hub for technology support

Ms. Daniels stressed that there is a need for faculty training to ensure that they are prepared to deliver the programs they are committed to delivering.

There are also site issues to deal with, stated Ms. Daniels, since there will be facilities and people at the site. In the model she was presenting to the Board, the enrollment build-out was assumed to be 15,000, although no specific date was connected with that figure. She noted that 15,000 was not the maximum capacity for site, but the planners did not want to speculate too far into the future and they felt this was a reasonable estimate for planning purposes. Enrollment projections lead to space projections, which raises the issue of how technology drives space requirements differently, an issue the staff is becoming increasingly aware of and which will be critical in the development of Phase I of the Center’s development. At this juncture, Ms. Daniels turned the floor over to Ms. Osterby Benson, who has worked closely with local consultants, including Harry Rice from Post Buckley Schuh and Jernigan, the Hauseman Group, and Boyken and Associates.

Ms. Osterby Benson greeted the Board and explained that the consultants tried to take the broadest possible view in looking at development of the site. One of the things that struck them was the site’s placement within the region. She showed the Board a map of the area and demonstrated the site’s location in relationship to both GPC and its sites and UGA 60 miles away. The site also bridges the different communities within Gwinnett County and is very centrally located near the county seat, Lawrenceville. It functions as a bridge to the county in two different ways, explained Ms. Osterby Benson. First of all, Highway 316 is a growing commercial/light industrial corridor. It is also linked north-south and east-west by the county’s old spoke-and-hub system of transportation. Within that system of transportation branching out from Lawrenceville and the growing communities north of Lawrenceville (Buford, Sugar Hill, Duluth), there is rapid residential expansion and there is soon to be the new Mall of Georgia development. Closer in toward Lawrenceville, the Center will be a magnet of opportunity for the development surrounding it. The site is well located near the convergence of many traffic corridors, such as Highway 316, Lawrenceville Highway, Walthers Road, Collins Hill Road, and Buford Road. The proximity to these corridors will be invaluable to the transit initiative that is currently being developed in Gwinnett County. Although this initiative is still only in the planning stages, the consultants were able to take advantage of the thinking going into the initiative, which was crucial in terms of maximizing opportunities for multi-modal transportation access to the Center. There is a large residential community that has developed around the site, there are commercial opportunities that have also been developing, and there are even institutional centers, such as Gwinnett Medical Center, which represent key partnerships that can be developed within the county. There are also many undeveloped parcels in the area. As the site is developed, it will influence other potential land uses for neighboring parcels and connections through those parcels to link to the community. The character of the site is heavily wooded, as Ms. Osterby Benson demonstrated on the model. The frontage on Collins Hills Road is relatively open, but residential communities are adjacent off this road. There is also a mixed group of commercial development, including some hotels and an assisted living facility scattered around the southern perimeter of the site.

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Considering the demands upon the site and all of the opportunities for the Center at the site, it became clear to the consultants that they needed to create a set of guiding principles that would determine how to best use the site in terms of placing facilities, organizing circulation, and dealing with parking and open space. Ms. Osterby Benson presented to the Board those principles, which were as follows:

- Make community connections — provide multiple access points and extend local roads
- Promote mass transit and virtual connections
- Focus traffic and high-visibility land uses towards Collins Industrial Way and Highway 316
- Site low-density, small-scale land uses towards Collins Hill Road
- Preserve a balance between buildings, open space, trees, and water:
  - Provide a park-like setting with a hierarchy of open spaces
  - Integrate storm water management as an amenity
- Cluster facilities to promote a safe, attractive walking environment

She stressed that the three key goals of this process are that the site should make a positive impact on the community in terms of its physical development; the Center should model not only the best use of technology and teaching methodologies for the System, but also the issues of sustainability related to environmental responsibility; and there should be a sense of community within the Center. In the leased facilities, there has been a breaking down of barriers between GPC and UGA, creating a new community that the planning solution should keep in tact.

Applying the principles, the consultants looked at the structure of the land itself. Ms. Osterby Benson stated that this presented some key issues to be dealt with. First of all, there are two high-transmission power lines that go over the site, creating natural boundaries to areas of development. There is also a large flood plain for the Yellow River into which flow some spring-fed streams that create dramatic ravines in the site. Coinciding with those ravines are steep slopes and mature vegetation, both of which create a unique resource in terms of the views and the opportunity for the use of the site for recreation as well as teaching. There is also an opportunity presented by the broad plateau to the south of the site to have more flexibility in siting facilities, and there are opportunities for easements to create critical roadways into the site. So, the master plan had to weave all of those elements together. To meet the first goal of creating linkages to the community, the master plan proposes a parkway that extends through the center of the site. The parkway would allow cars to move through the site in a way that controls the speed of the traffic, allows access to the campus from all directions, showcases the site and its topography, and allows for a multi-modal use of the site, including pathways for biking, walking, or jogging. In the areas that are closest to the residential areas on the north and east side of the property, there will be open space to create a good relationship with the Center's neighbors. There will be a more concentrated use of facilities and parking areas that will serve as a transition from the existing commercial and light industrial development on the south side of the site. To meet the goal of creating environmental responsibility and showcasing sustainability, the master plan preserves the ravines and uses them to form the structure of an open-space system. The storm waters will be run off from the buildings and parking decks in such a way that they will not be visible as persons enter the Center. Pathways will go from the buildings and through the vegetation and ravines. To meet the goal of preserving the existing sense of community among the students, faculty, and staff at the existing center, the buildings will be clustered tightly together and the parking areas will be structured decks to keep all of the facilities close together. This will create a very safe and attractive campus environment and will create a sense of a gateway upon entering the campus.

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Ms. Osterby Benson next showed the Regents a map of the plans for beginning Phase I of the master plan. She pointed out the building that Mr. Snipes of John Portman and Associates would be designing as well as the surface parking and roadway that would go with it. At this point, she asked the Regents if they had any questions or comments.

Regent Jobe asked how much of the development of the roadways and easements had been accomplished

thus far.

Ms. Daniels responded that since the early inception of the master plan, the staff have been working with the county on the ongoing development plans. She felt they were on schedule at this stage of the development, but she asked Ms. Connie Wiggins from Gwinnett Clean and Beautiful to comment further on this matter.

Ms. Wiggins remarked that in terms of the roadway coming directly off Market Boulevard, the property owner is very eager to participate, has already provided a letter of intent on dedication of right-of-way, and will participate in the design and some of the construction costs. He feels that the creation of the road is also very much an advantage to him, so the progress on that issue is going well.

Regent Jones asked for clarification that there are two public roads going through the site.

Ms. Daniels replied that there would ultimately be two access routes to the site. However, initially, there will only be one road coming in through the corner of the site. In Phase II, a road that goes across the site will be added, providing the most access to the major build-out of the area. She reiterated that there are several other sites for potential development beyond this site, and the other access road would provide better access to those potential sites.

Regent Jones remarked that there are several institutions in the System that are presently experiencing difficulty because of public roads that cut through the campuses.

Ms. Daniels explained that the idea is to provide a parkway-type of road that would likely discourage the type of circulation that concerned Regent Jones. She added that the pedestrian circulation is removed from the parkway area and that the parkway is meant to highlight the site.

Chair Leebern noted that there was a topographic map for the Board to review.

Regent Jones reiterated his concern and stated that on a 160-acre site in a county of .5 million, the site can seem to diminish quickly if the Center is as successful as anticipated. He asserted that the roads “could come back to haunt us.”

Ms. Daniels replied that Regent Jones’ point was well taken and that the planners would examine this issue closely.

Regent Clark stressed that there are presently no public thoroughfares on the site.

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Ms. Daniels confirmed this and stressed that the roads are envisioned as part of the campus infrastructure. She noted that the staff are trying to coordinate with all of the peripheral county roads and circulation.

Chair Leebern asked the Regents whether they had any further questions. Seeing that there were none, he thanked Ms. Daniels for her informative presentation to the Board. He then asked for a motion to recess the meeting of the Strategic Planning Committee as a Committee of the Whole.

With motion properly made, variously seconded, and unanimously adopted, the Board was reconvened in its regular session.

Chair Jenkins commented that this had been a very interesting and informative session of the Strategic Planning Committee, and he thanked the presenters as well as County Commissioner Hughes and County Administrator Nash for their work on the Gwinnett Center and their presence at this meeting.

Regent White added that he wanted to recognize Vice Chancellor for Facilities William K. Chatham and Ms. Daniels for their hard work on this project. He stated that everyone involved has worked hard, and their efforts are appreciated.

## **UNFINISHED BUSINESS**

There was no unfinished business at this meeting.

## **NEW BUSINESS**

There was no new business at this meeting.

## **PETITIONS AND COMMUNICATIONS**

Chair Jenkins invited the Regents to a holiday dinner on Tuesday, December 15. He noted that several of the Regents would be meeting that week in Atlanta to interview potential presidents of System institutions.

Secretary Gail S. Weber announced that there would be no Board meeting in December due to the Regents' legislative visits during the month. The General Assembly begins its session on Monday, January 11, 1998. The next Board meeting would take place on Tuesday, January 12 and Wednesday, January 13, 1998 in the Board Room in Atlanta, Georgia.

Chair Jenkins thanked President Burran and the faculty and staff of Dalton State College for the hospitality extended to the Regents during their visit to Dalton.

President Burran thanked the Board of Regents for its visit and stated that he was looking forward to having the Board back on campus in approximately 2018.

Chair Jenkins also thanked the Regents who have participated in the MCG Blue Ribbon Commission. He acknowledged that there have been many meetings related to this, and he appreciated the time the Regents have had to put into it.

Regent Shannon L. Amos resigned from the Board of Regents effective October 13, 1998.

## **EXECUTIVE SESSION**

At 11:20 a.m., Chair Jenkins called for an Executive Session to discuss a personnel matter. With motion made, variously seconded, and unanimously adopted, the Board closed its regular session. The Regents in attendance for the Executive Session in addition to Chair Jenkins, were Vice Chair Kenneth W. Cannestra and Regents David H. (Hal) Averitt, S. William Clark, Jr., J. Tom Coleman, Jr., George M. D. (John) Hunt III, Warren Y. Jobe, Charles H. Jones, Edgar L. Rhodes, and Glenn S. White.

At approximately 11:30 a.m., Chair Clark reconvened the Board meeting in its regular session and announced that no actions were taken in the Executive Session.

**ADJOURNMENT**

There being no further business to come before the Board, the meeting was adjourned at approximately 11:35 a.m. on November 11, 1998.

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

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