MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
HELD AT
270 Washington St., S.W.
Atlanta, Georgia
November 9 and 10, 1999

CALL TO ORDER

The Board of Regents of the University System of Georgia met on Tuesday, November 9 and Wednesday, November 10, 1999 in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent Kenneth W. Cannestra, called the meeting to order at 1:00 p.m. on Tuesday, November 9. Present on Tuesday, in addition to Chair Cannestra, were Vice Chair J. Tom Coleman, Jr. and Regents Thomas F. Allgood, Sr., Juanita P. Baranco, Connie Cater, Hilton H. Howell, Jr., George M. D. (John) Hunt III, Charles H. Jones, Donald M. Leebern, Jr., Martin W. NeSmith, Joel O. Wooten, Glenn S. White, and James D. Yancey.

ATTENDANCE REPORT

The attendance report was read on Tuesday, November 9, 1999 by Secretary Gail S. Weber, who announced that Regents Joe Frank Harris, Edgar L. Jenkins, and Elridge W. McMillan 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 12 and 13, 1999 were unanimously approved as distributed.

UPDATE ON GEORGIA GLOBE

Chair Cannestra introduced President and Chief Executive Officer Richard A. Skinner to make a presentation on Georgia Global Learning Online for Business and Education ("Georgia GLOBE").

President Skinner thanked the Chair and explained that he would be discussing puzzles at this meeting as well as E-core. Then, he would introduce a brand name he would like the Regents to consider that looks a little familiar but will be packaged in a new way. Because there were many new Regents, he wanted to give the Board a little background on Georgia GLOBE. On June 1, 1999, Georgia GLOBE was established as a unit within the Central Office and it was given the charge of trying to improve and expand access to technology-based learning and services as provided by the University System and its institutions and to do so in a way that would attract the attention and involvement of Georgians, particularly nontraditional students, as well as Georgia-based companies and organizations, especially in those fields that are strategic to the continued development of the State. President Skinner explained that like a broker, Georgia GLOBE often leverages the assets and resources of the University System, especially as they relate to the use of technology-based learning and services, against the needs and aspirations of the State. He likes to think of Georgia GLOBE as the Amazon.com of technology-based learning and services in Georgia. Those who have used Amazon.com know that it does not make any of the CDs or books that it sells. Rather, it provides people with very simple but powerful access to those goods. Now Amazon.com allows anyone who wants to sell anything to come to its site. So, in effect, what Amazon.com represents is a way in which people can gain access to goods and services. In a similar way, President Skinner thinks of Georgia GLOBE as finding a simple but powerful way to provide people with access to technology-based learning and services.

President Skinner stated that it is important to recognize what Georgia GLOBE is not. Georgia GLOBE is not a bricks-and-mortar institution, it is not the thirty-fifth institution of the University System, it is not a degree-granting college or university, and it is not a "virtual university." Having said what Georgia GLOBE is not, President Skinner wanted to explain the goals of Georgia GLOBE, which he characterized as very ambitious. Georgia GLOBE uses technology in ways that address the needs of the State by educating more Georgians in fields that are important to Georgia's economy and address the needs of Georgia-based companies in terms of their employees and customers and provide them with learning opportunities anytime anywhere. Moreover, irrespective of whether a student is enrolled in an online distance learning course or not, Georgia GLOBE has found ways to use technology to improve services. Finally, Georgia GLOBE seeks to avoid any unnecessary duplication among System institutions, because technology is very expensive.

President Skinner expressed that he was very pleased with the way Georgia GLOBE operates. It has a staff of only five people. It uses all of the existing services of the University System, particularly the Intellectual Capital Partnership Program ("ICAPP"). It always turns first to the System institutions whenever it needs any services and programs, but it does have license to look elsewhere when necessary. He stated that Georgia GLOBE will need to build partnerships with the nonprofit and for-profit sectors in order to accomplish its goals. In some university systems, there has been resistence on the part of faculty to major undertakings using technology. In this initiative, Georgia GLOBE has engaged institutions on the bases of their missions and their desire to participate because they are already committed to using technology. They were also interested in enrollment growth, especially among nontraditional students. Having been a president on a campus with nontraditional students, President Skinner noted that those are the students who are paying for their education by and large and they can be quite demanding of an institution. Georgia GLOBE also wanted to make sure that students do not experience a lot of frustration as they attempt to move across and among institutions, so it has asked the institutions to agree to a compact by which they will treat students in a comparable manner. Most importantly, the institutions must be very comfortable with an economic development role. President Skinner said that he would like to get this done fairly quickly.

President Skinner remarked that the Chancellor has a penchant for giving quizzes. However, the Regents must have gotten some measure of revenge, he said, because they were asking the Georgia GLOBE staff to solve some puzzles. The Regents succeeded in presenting them with some real challenges, because when they started Georgia GLOBE, it suddenly dawned on them that there were multiple puzzles to solve. There is a technology puzzle that over the next couple of years must be solved. For example, how do you take PeachNet and cobble it together with Georgia Library Learning Online ("GALILEO"), which is one of the most successful things the Board has ever done with technology? How do you connect that back to the Connecting Teachers & Technology and Connecting Students & Services initiatives? How do you connect all of these with the information technology ("IT") projects at Clayton College & State University ("CCSU") and Floyd College? How do you put all of these together in a way that makes sense and is a good utilization of resources. That is one puzzle the staff have had to consider.

There is also a workforce puzzle, stated President Skinner. He commended the Board for launching ICAPP, which had an initial investment of $100 million. Most recently, ICAPP has been taken into the rural parts of the State and created high-tech jobs. However, for the next five to eight years, finding an educated workforce is the biggest challenge for most high-tech industries. So, that is still a puzzle to be resolved.

There is also the curious demographic puzzle of Georgia, said President Skinner. The reality is that for the next ten years, the State is going to rely on a workforce that in some cases is not particularly well educated or in other instances is educated for jobs that will no longer exist in five years. Secondly, Georgia relies on in-migration for much of its talent. Another factor is that over the next 15 years, there will be an avalanche of traditional age students beginning to work its way through the System. Literally tens of thousands of additional students will be seeking admission to post-secondary education in the State of Georgia. That notwithstanding, the System must acknowledge the fact that it simply does not produce enough graduates in those fields that the State needs. So, this is a demographic puzzle that must be solved in some way.

The puzzle that intrigued President Skinner the most was that of the student. He asked the Regents to think about a 34-year-old person working full-time and trying to get an education. He asked them to try to imagine working full-time in an economy where there is virtually no unemployment and your boss will gladly work you overtime and somehow you accommodate that with the needs of your family, your community, your church, and simple personal recreation. How do you put that puzzle together and at the same time become part of a better educated workforce in Georgia?

There is also a partnership puzzle to be assembled, explained President Skinner. For example, when is it best for the institutions to undertake some technology-based initiatives, and when should the System do it? How should the System work with other technology giants, such as Georgia Public Broadcasting? How should it work with the Department of Industry, Trade, and Tourism as it tries to bring new industry to the State and retain it? How should it work with the Department of Labor, which is struggling hard to find the employees Georgia needs? In some instances, the System will have to develop ways to work with people it has never worked with directly before.

President Skinner stated that after five months, the Georgia GLOBE staff think they understand the puzzle parts and are beginning to see how they come together even though it might not be a perfect fit yet. For example, the staff are going to have to understand every one of these pieces before they can really make effective use of technology via Georgia GLOBE. They need to understand the demands and needs of the
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State, whether there is a market for what they are developing, and whether Georgia GLOBE can respond

to those markets and demands. Can Georgia GLOBE find partners with which to work? Ultimately, Georgia GLOBE seeks to answer the question the Regents posed last spring after their year-long technology initiative: how can you mobilize technology-based learning and service in Georgia and focus them in a way that really address the needs of the State? President Skinner said that he could not come back after five months and report that the puzzle had been solved, but at least he now knows what the puzzle looks like and is beginning to understand some of the pieces. At this time, he wanted to talk about the pieces. The pieces were assembled in terms of answering the following questions:

· What are the needs of Georgia to be addressed by the University System using technology?
· Are Georgians interested in learning that addresses State needs?
· Are Georgians willing to use technology to learn?
· How can campuses, individually and in collaboration, provide technology-based learning and services to address the needs and interests?
· How can other partners help?

President Skinner began by addressing the State's needs. He explained that Georgia GLOBE very fortunate that last year, ICAPP commissioned a study by William Drummond and Jan Youtie titled "Occupational Employment, Demand for College Graduates, and Migration: A Statewide View" (Georgia Tech Research Corporation, June 1999). This was perhaps the most comprehensive study of needs of college graduates ever done in the State of Georgia. They asked the very important question of "whether shortages of any specific types of college graduates might produce a 'bottleneck' that could slow the growth of the State's economy." The study not only looked at graduates from the University System, but also graduates from the Department of Technical and Adult Education institutions and private colleges and universities, as well as in- and out-migration in the State. In addition, the study examined 620 occupations that generally require at least a college degree. The study found that there are 19 such occupations in the State of Georgia with at least 100 openings that go unfilled every year. Not surprisingly, IT was by far the largest of these shortfalls. President Skinner explained that the University System is responsible for meeting 26% of the IT demand every year, but 34% is being met by in-migration. However, even with in-migration, there is a shortfall of 33% every year. With a salary of approximately $45,000 to $53,000 per year for each of those jobs, this constitutes a significant shortage that the University System must address. Turning to business, the shortfall is 51%, even depending on in-migration. If for some reason, that in-migration were to stop, Georgia would be in serious trouble in terms of meeting needs. President Skinner commended the report of Drummond and Youtie.

President Skinner noted that another way of discovering more about the needs of Georgia is simply getting out and talking to people. Since June 1, 1999, he has worked with and visited most of the University System institutions. Additionally, he has given over 40 formal presentations and speeches to various councils, committees, and administrators in the University System. He now thinks he can identify the State's needs that the University System can address most appropriately. So, September 30, 1999, in a memorandum sent out to System presidents, he identified the State's needs to which Georgia GLOBE might be able to respond: information technology, such as computer engineering, systems analysis, computer programming, database administration, and technical writing; business (technology emphasis), such as personnel/human resource management, management, purchasing, and marketing/public relations; special education; and individualized bachelor's degrees. So, he said, we understand the first piece of the puzzle: the need and the demand. Georgia GLOBE cannot respond to everything, but it can respond to some of these.

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President Skinner remarked that the second piece of the puzzle was a bit tougher, because even though we understand the demand, is there a market? Do students want to study those fields? In particular, do they

want to study using technology as a means of acquiring that learning? To find out, Georgia GLOBE commissioned three studies of its own. On a Statewide basis, Georgia GLOBE commissioned a firm to do some focus groups that basically targeted older Georgians, particularly those who had some distance learning experience. This was done in four sites around the State. In addition, Georgia GLOBE staff performed some geo-demographic analysis so they could compare distance learners from the general population to learn how to reach out to them. Finally, Georgia GLOBE commissioned a Statewide survey. President Skinner reported that the focus groups revealed that the interest in technology-based learning is far greater than he ever envisioned. Secondly, the investment made in helping prepare teachers to use technology was one of the best investments the Board has ever made because students quickly pick up whether a faculty member is adept and comfortable with technology. He also found out that students are not yet convinced that all learning can be done online. So, the money the System spends on course development is extremely important. President Skinner also reported that what increasingly drives students is their time. Many students, especially in the rural parts of the State, have no easy access to learning. So for them, distance learning is the only way they will get that education. In those cases where students are located in metropolitan areas, traffic often precludes them from participating. The study also revealed that even when students had less than positive experiences with distance learning, they would continue to take courses. Finally, they seek out information about this in a variety of ways. So, there is an enormous demand for online learning, we understand something about the demand and its potential students, and in fact, Georgia GLOBE commissioned a second analysis that compared distance learners. This is a marketing tool that can make some general characteristics based on where a person lives and his socioeconomic status. The staff were able to compare roughly 1,700 students who enrolled in distance learning last year with the general population of Georgia. They found out that distance learners at present are a distinctive group, and within that larger group of distance learners, there are some other distinctions. The largest group by far are those who are relatively affluent, who have two-income families, who live in the outer suburbs of the metropolitan areas, and who are already educated but want more education. The second largest group of distance learners are middle-income and can be characterized typically as either young starter families or single-parent homes. Many of them have blue-collar jobs, and the education afforded to them via distance learning is extremely important because that is the way they intend to move up the economic ladder. The third group are people who have older manufacturing jobs, such as textiles. They tend to be in less affluent regions of the State, and they have lower educational attainment. For them, education is extraordinarily important. The smallest group, but by far one of the most significant, are those who come from the rural parts of the State where this may be the only way in which they can obtain access to an education. For them, this is crucial.

President Skinner noted that some Regents may already be familiar with Beth Shapiro & Associates. They have been doing polls in the State for about eight years. Georgia GLOBE asked them to include some items on a poll that they did. The poll itself was a survey of 500 Georgians randomly selected from voter registration lists and was weighted to represent the State's population both geographically and demographically. They asked a lot of questions, but President Skinner wanted to focus on those that seem most important. Well over 40% of the respondents said that they would like to participate in higher education sometime in the next three years. He stated that it was important to note that among black Georgians, there is an incredible interest in pursuing educational opportunity. Among people between the ages of 41 and 60, there is also great interest in learning. There is also tremendous interest among those who have some college and would like to finish their degrees. So, President Skinner said this is the beginning

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of casting away some stereotypes. The next question asked was whether the respondents were interested in the fields in which the State has a need. He remarked that this was by far the most encouraging discovery. When Georgians were asked whether they would be interested in computer science and IT, over 60% responded that they would. President Skinner noted that, again, among black Georgians, there

was substantial interest in this field, as well as among women, middle-age persons, and even college graduates. This indicates that there is an opportunity to begin addressing the shortage noted earlier. They were also asked about business. Again, the findings were encouraging. Almost half of the respondents said that they would be interested in participating in a business program. President Skinner noted that in this category, certain regions of the State stand out, and even among college graduates, the desire to learn about business seems to be there. Then they were asked whether there were other degrees they might be interested in pursuing. President Skinner found this very encouraging because this suggests that there is a substantial core of interest out there in fields other than those listed. Because there were obviously people whom the survey did not tap, it suggests that there are other areas of interest to be explored. President Skinner was pleased with this response but wondered whether they would use the Internet to take college credit or professional development courses if such courses were offered by one of Georgia's 34 public colleges and universities. The positive response was a very encouraging 55%. The survey also asked whether they would use the Internet to acquire services. The number of positive responses was even larger at 66%. People are prepared to use the Internet, even for financial transactions. This has important implications for the way we develop our services within the University System over the next several years, he said. The survey also asked the crucial question of whether the respondents have access to the Internet at home, at work, or both. President Skinner commented that the question of a "digital divide" comes up often. There was a study performed in Georgia which reported that roughly 24% of households have Internet access, compared to about 26% nationally. So, this question was asked to include whether people have Internet access at work. That is why the positive response was 65%. President Skinner remarked that many people have access to the Internet via their workplace, which raises the question of whether employers will allow them to use it for learning opportunities. Certainly, it suggests that the access challenge may not be as formidable as it was once perceived to be. Finally, the respondents were asked whether they would take video-based college credit or professional development courses if they were offered over Georgia Public Broadcasting's educational television network. Again, over half responded positively. So, the second piece of the puzzle is resolved. "Are people willing to learn using technology?," President Skinner asked. The answer seems to be "yes."

The third piece of the puzzle is whether the University System is ready to respond and whether it has the ability to supply what is needed and wanted. President Skinner recognized the work of a group of campus academics. Last spring, former Senior Vice Chancellor for Academic Affairs James L. Muyskens brought together two ad hoc groups to advise him on distance learning. One group was chaired by Vice President for Academic Affairs Elliott W. McElroy of CCSU, and the other was chaired by Vice President for Academic Affairs Robert Becker of Georgia Perimeter College. The groups were composed of campus academic officers advisory to the Senior Vice Chancellor for Academic Affairs and were staffed by Assistant Vice Chancellor for Academic Affairs David M. Morgan and Assistant Vice Chancellor for Distance Education & Academic Innovation Kris Biesinger. President Skinner commended them for their hard work. He hoped the Board shared his excitement about what they had proposed. If Georgia GLOBE is going to move nontraditional students into degree programs, it will first have to help them get through the first two years of college. The two groups jointly proposed the development and delivery of a Systemwide set of online courses to satisfy areas A through E of the general education core curriculum, an E-core. That would open enormous doors for working adults, because obviously, they will have to complete the first two years **UPDATE ON GEORGIA GLOBE**

of college before they can move into the last two years. There were some elements of the E-core that President Skinner wanted to point out. First of all, campuses can elect how they participate, and they can participate in a variety of ways. The most important part, however, is the idea of a portal. The ad hoc groups were adamant that Georgia GLOBE needs a simple and powerful way for students to get information and services in order for them to learn in the E-core. It is an important piece of what needs to be developed in terms of technology. What is most impressive, said President Skinner, is that courses will be ready to be offered as early as the summer of 2000. However, he reminded the Regents that there are still sizable numbers of Georgians who will not have access to the Internet anytime soon. On the other

hand, over 90% of Georgia homes have televisions, so Georgia GLOBE is in the midst of formalizing the Tele-Learning Consortium, a Statewide effort by four to five institutions who will offer tele-courses to satisfy the freshman and sophomore years. Georgia GLOBE has been helped immeasurably by Chancellor Portch and by Georgia Public Broadcasting so that it can obtain a single Statewide license that will save some money and will provide access to good quality video content that does not have to be produced at a high cost. What is even more exciting, President Skinner said, is that these courses will be available next summer. Georgia GLOBE can bridge the digital divide, which is extremely important in a state like Georgia. Next, he wanted to discuss the Web portal.

Very early on, it became clear that if technology-based learning and services were going to be effective, Georgia GLOBE needed to develop a single Web site to which students could come, primarily because we do not think most students will want to learn this way. In fact, President Skinner estimated that as many as 70% of the students who think they want to learn this way will probably end up returning to a conventional classroom on a regular campus. However, Georgia GLOBE needs to be able to provide a place where students can come to get information and to acquire services. Ultimately, the site will provide a central link to the technology-based learning offered throughout the campuses. For example, if a person comes to the site for the first time, the first thing asked of her is her home zip code. The second thing asked for is her E-mail address, and if she does not have one, the site will give her one. The third thing is an assessment of whether online learning is really right for her. If she wants to learn online, the program moves right along. However, if she does not really want to learn online, the program automatically refers her to the campus closest to her home and automates a referral process so that the admissions office of that institution will know to contact her via the E-mail address given by or provided to them. President Skinner reiterated that the goal is to recruit more Georgians in those fields needed whether they go through Georgia GLOBE or not. So, the third piece of the puzzle, the System's capabilities, is understood.

The fourth piece of the puzzle is partners. Georgia GLOBE has been very fortunate that the Department of Industry, Trade, and Tourism has been very helpful. The data collected has been tracked back to the 12 economic development cells, determining exactly where the shortages are now. President Skinner thanked Executive Director of the Georgia Public Telecommunications Commission Claude L. Vickers and Georgia Public Broadcasting for their help. He said that he was excited that Georgia GLOBE is beginning to have conversations with the Southern Regional Electronic Campus ("SREC"). President Skinner explained that the SREC is a consortium that in January 1998 began offering a catalog of distance learning courses among 16 Southern states. It started quietly with about 100 courses at about 40 institutions. Today, through the SREC, a student can select from over 2,000 credit courses offered via distance learning and 65 degree programs from over 200 institutions. Georgia Library Learning Online ("GALILEO") provides all of the library services to the SREC's 20,000 plus students. President Skinner remarked that this is very close to a free trading zone for education for the Southeast. That is an extraordinary opportunity for everyone involved. Moreover, Georgia GLOBE is also beginning conversations with the for-profit sector.

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In closing, President Skinner reiterated that Georgia GLOBE set out to solve a puzzle: how to mobilize and focus the University System's talents and resources to deploy technology-based learning and services to address the strategic needs of Georgia. Now, Georgia GLOBE understands the need and demand. It understands the market. The University System has the capabilities, and Georgia GLOBE is beginning to see who its partners should be. While Georgia GLOBE does not yet have the answer, it is on the way. President Skinner stressed Georgia GLOBE trying to accomplish anytime anywhere learning. He then thanked the Chair for the opportunity to present this update to the Board.

Chair Cannestra thanked President Skinner for his informative presentation and asked whether the

Regents had any questions or comments.

Regent Baranco remarked that during the presentation, she had been thinking about the physical master plans of the System's campuses. During the master planning process, the Regents have considered what might be the optimal size of a campus. She noted that when an initiative such as this is superimposed on top of campuses, it might mean rethinking what the optimal size of a campus should be.

Chair Cannestra stated that this was an interesting question. He speculated that campuses would tend to decrease in size.

President Skinner responded that one of the things the Georgia GLOBE staff have tried to factor into their thinking about this initiative is what is coming ten years down the road. The State of Georgia will have an additional 100,000 graduating high school students by 2007 or 2008. If college attendance rates stay relatively the same, approximately 62,000 of those students will go on to post-secondary education in this State. If the University System receives its typical share, about 42,000 to 43,000 students will be enrolling. He noted that those are only traditional-age students. If the interest among older people from the survey is any indication, then sometime in the next decade, the University System could be looking at an additional 55,000 students. So, the question of capacity is a fundamental question that has a bricks-and-mortar component as well as a technology component. If the University System is going to try to educate a significant portion of its enrollment via technology, it will also have to build that infrastructure, because that is an infrastructure that heretofore has been important, but not necessarily essential. Increasingly, technology is driving everything. So, the System must begin expanding capacity, recognizing that the work the Board has done in terms of admissions standards is probably going to shift enrollments around among institutions. Moreover, a large portion of those students entering the System will be in Atlanta, and the obvious question is where to put them in Atlanta.

Chair Cannestra asked what would be the optimal size of an actual physical campus and whether there is a minimum number of students for an institution. He remarked that it seems from the statistics, as well as traffic and geographic dispersion, that the System may end up with more satellite campuses with smaller numbers of students rather than larger institutions with larger numbers.

President Skinner replied that if Georgia GLOBE works, there is the potential that many students will never set foot on a college campus. It may take some time to get to that point, but the interest in technology-based learning and the willingness to engage technology to learn seem to be such that the influx of students may not require additional facilities.

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Chancellor Portch added that the target market for Georgia GLOBE is a new market, people who would otherwise not go to college. Also, students who have fallen a few credits short might sign up for an online course to catch up during the summer instead of going to a class on campus. As for capacity, the Chancellor anticipates that the University System will see that the large campuses will not get too much larger, the ones that are not quite at the economy of scale size will grow a bit, and there will be many students getting their education just by distance learning and probably even more who will do pieces by distance learning.

Regent Leebern asked when Georgia GLOBE will see out-of-state transmissions of its curriculum.

President Skinner said that this is a reality. Quietly, with no advertising or marketing, there are already 20,000 people participating in the SREC. Students are now seeking out programs and courses that meet their needs, and they do not pay much attention to state lines. In fact, it is hard to know where the

students actually are without tracking the traffic over the network. The day after this presentation, President Skinner had someone coming from Beijing Medical University in China because the university is interested in GALILEO and the idea of being able to obtain learning via the Internet. So, the System will begin to see the erosion of traditional barriers very quickly because the imperative to learn is such that people know that if they do not, they cannot work.

Regent Leebern asked what would be the cost for the University System to accommodate outside inquiries.

President Skinner responded that once the scale is built for the University System, it would be simply an increment added to that. It would not require a whole other system. He then called upon Interim Senior Vice Chancellor for Academic Affairs Beheruz N. Sethna, who would be discussing this issue in greater depth in his presentation to the Board the following day.

Dr. Sethna responded that once connectivity is established throughout all of Georgia, it would not be difficult to accommodate incremental usage. First, however, the University System must build a robust network with increasing bandwidth.

President Skinner stated that once the basic infrastructure is built, the next increment is not going to cost dramatically more. He also reminded the Regents that there are policy issues that they will have to address, such as in-state and out-of-state tuition, immunization requirements for students connected online, etc. Such issues will be brought back to the Board, and they cannot wait much longer, since Georgia GLOBE is already underway.

Regent Howell asked whether the University System has capacity problems. He asserted that once the network is established, the System will have much more potential to educate more people.

President Skinner replied that it depends on whether people are willing to learn in this way. He cautioned that when you hear that 50% of all students will be learning online, you need to understand that some students might take one or two courses of their full load online. In the next four years, as much as 15% of total enrollment will be online courses. That is the part that will not cost the System a great deal more if the network is in place.

Regent Howell suggested that a course offered online could serve 100,000 students as easily as 100 students.

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President Skinner responded that while the University System would have the technological capability, it is not clear how many students it could serve. The technological potential is there, but the System does not have enough experience to know about the rest of the infrastructure issues. For example, Australia, which has really pioneered in the area of distance learning, is finding out that there is an economy of scale that at some point stops. He asserted that it would be a mistake to go into this initiative saying that Georgia GLOBE is going to put a syllabus and lecture notes on the Web. Georgia GLOBE must design learning that is exciting, engages students, and challenges them. So, there are economies of scale to be realized in terms of building capacity, but it is still uncertain how far that will go.

Regent Howell asked whether video course lectures would be available through the Internet as they are on Georgia Public Broadcasting.

President Skinner noted that Dr. Biesinger has been the most articulate proponent in saying that Georgia GLOBE does not want courses to simply be passive things that people sit and look at. It wants courses

that are interactive and multimedia and that engage the students and allow them to work in small groups electronically. The goal is to build very powerful interactive learning, not simply passive learning.

Regent Leebern asked who is Georgia GLOBE's biggest online competitor.

President Skinner replied that right now, most of the institutions that make up the SREC are community colleges around the Southeast. Their fees are relatively low, and their courses are quite good. So, at this time, Georgia GLOBE's major competition is community colleges throughout the Southeast. He noted, however, that Regent Leebern had touched on the most interesting phenomenon, which is the for-profit business. He noted that higher education enrollments in the United States are projected to grow from 14.9 million this fall to 22 to 24 million in less than 15 years. Adult learning grew from the 30 million range in 1975 to 105 million today. This demonstrates a huge demand. So, there will likely be for-profit businesses entering this marketplace in a vigorous way in the near future. The University of Phoenix, which is not particularly high-tech but which has a distance learning program, enrolls about 71,000 students nationwide. Its tuition is high, and it is increasingly becoming technology-based. For now, however, most of the competition is at the community college level.

Chancellor Portch noted that what is unique about Georgia GLOBE versus the competition is that it is beginning in the second wave of technology-based learning and is learning from the first wave. Georgia GLOBE has three distinguishing features that no one else is doing in combination: 1) Georgia GLOBE is targeting a certain number of degrees based on Georgia's needs, while other technology-based learning is providing a wide array of piecemeal degrees; 2) Georgia GLOBE is paying equal attention to the services element, or portal, which is equally if not more important than the development of the degrees; and 3) there will be distance learning courses in the System that will not be part of Georgia GLOBE. The key piece in all of this is that the for-profits will not go after the low demographics in the rural areas. There is not enough profit in it. As a public entity, the University System has a responsibility to incorporate that into its thinking. The Chancellor remarked that President Skinner has gone about developing Georgia GLOBE in a very business-like manner in terms of looking at supply and demand and the market. Now, Georgia GLOBE is designing courses and moving along towards implementation.

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President Skinner added that targeting the needs of the State so that people are being prepared for jobs that exist in the market is incredibly important. He wanted to leave the Board with one closing thought. Having traveled all over the State, he asserted that he may have badly underestimated the interest in and demand for this type of learning. The demand and interest are far greater than he ever imagined. Therefore, the investments the Board has made in technology in recent years have made it possible to do this. When Georgia GLOBE is up and running, Georgia citizens will be very grateful.

Chair Cannestra thanked President Skinner for taking on this challenging assignment and stated that the Board looks forward to the continuous success he demonstrated as former President of CCSU. Seeing that there were no further questions or comments, he then adjourned the Board into its regular Committee meetings.

CALL TO ORDER

The Board of Regents of the University System of Georgia met again on Wednesday, November 10, 1999 in the Board Room, room 7007, 270 Washington St., S.W., seventh floor. The Chair of the Board, Regent Kenneth W. Cannestra, called the meeting to order at approximately 9:00 a.m. Present on Wednesday, in addition to Chair Cannestra, were Vice Chair J. Tom Coleman, Jr. and Regents Thomas F. Allgood, Sr., Juanita P. Baranco, Connie Cater, Joe Frank Harris, Hilton H. Howell, Jr., George M. D. (John) Hunt III, Charles H. Jones, Donald M. Leebern, Jr., Elridge W. McMillan, Martin W. NeSmith, Joel O. Wooten, Glenn S. White, and James D. Yancey.

INVOCATION

The invocation was given on Wednesday, November 10, 1999 by Regent George M. D. (John) Hunt III.

ATTENDANCE REPORT

The attendance report was read on Wednesday, November 10, 1999 by Secretary Gail S. Weber, who announced that Regent Edgar L. Jenkins had asked for and been given permission to be absent on that day.

AUDIT COMMITTEE

The Audit Committee met on Tuesday, November 9, 1999 at approximately 10:30 a.m. in room 7005. Committee members in attendance were Chair Hilton H. Howell, Jr., Vice Chair George M. D. (John) Hunt III, and Regents Connie Cater, Martin W. NeSmith, Glenn S. White, and Joel O. Wooten. Chair Howell reported to the full Board on Wednesday that the Committee had reviewed three items, none of which required action. One item was deferred until January 2000 due to time constraints. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. **Information Item: Year 2000 Readiness Assessment**

Assistant Vice Chancellor for Internal Audit Ron Stark reported to the Committee on the readiness status of the University System for compliance with year 2000 ("Y2K") requirements. He discussed the findings of a Y2K risk assessment by Keane, Inc., which indicated an overall low risk for the System as a whole. While Mr. Stark noted that there are areas of higher risk at some System institutions and the Central Office, he assured the Committee that those institutions and the Central Office were working hard to achieve compliance before the end of the year. He commended the Medical College of Georgia, North Georgia College & State University, and Albany State University for their outstanding work in preparing for Y2K. After Mr. Stark's presentation, Assistant Vice Chancellor for Legal Affairs (Prevention) J. Burns Newsome and Assistant Vice Chancellor for Legal Affairs (Contracts) Corlis Cummings were called upon to explain liability issues and the Georgia Tort Claims Act.

2. **Information Item: Status of State Department of Audits and Outside Consultant Review of Financial Aid at Fort Valley State University**

This discussion was a follow-up to the discussion of the Audit Committee in May 1999 regarding the State Department of Audits' Code 5 audit rating of Fort Valley State University ("FVSU"). (Code 5 indicates that there were several significant findings or one or more major findings. It could also indicate that there are poor internal controls, significant risks for noncompliance with regulations, and/or serious violations of laws.) At this meeting, Mr. Stark reported to the Committee on a preliminary report of the National Association of Financial Aid Administration ("NAFAA"). The report had not been fully reviewed and commented on by President Oscar L. Prater. The findings of the preliminary report were consistent with a majority of the financial aid findings of the State Department of Audits. Of the 30 findings of this report, 21 were previously reported by the State Auditor. These included instances of missing student financial aid records, instances of students' receiving more aid than their financial need required, non-reconciliation of the direct student loan program, work-study issues, and issues related to inconsistent signatures on paperwork, among others. Chair Howell requested that President Prater attend the next meeting of the Audit Committee in January 2000 when the Committee will again revisit the matter. The Committee requested that Senior Vice Chancellor Lindsay Desrochers and Chancellor Portch require President Prater to submit an action plan to correct deficiencies noted by NAFAA.

AUDIT COMMITTEE

3. Executive Session

The Committee voted to add an item to its agenda concerning a personnel matter, which required an Executive Session. The following Committee members voted to go into Executive Session: Chair Hilton H. Howell, Jr., Vice Chair George M. D. (John) Hunt III, and Regents Connie Cater, Martin W. NeSmith, Glenn S. White, and Joel O. Wooten. Assistant Vice Chancellor for Internal Audit Ron Stark; Assistant Vice Chancellor for Legal Affairs (Contracts) Corlis Cummings; and Assistant Vice Chancellor for Legal Affairs (Prevention) J. Burns Newsome also attended the Executive Session. When the Committee returned to its regular session, Chair Howell reported that no action was taken in Executive Session.

4. Information Item: Accounts Receivable

Due to time constraints, this item was postponed until the January 2000 Committee meeting.

TEACHING HOSPITAL COMMITTEE

The Teaching Hospital Committee met on Tuesday, November 9, 1999 at approximately 11:15 a.m. in the Chancellor's Conference Room, room 7019. Committee members in attendance were Chair Thomas F. Allgood, Sr., Vice Chair J. Tom Coleman, Jr., and Regents Kenneth W. Cannestra, Charles H. Jones, Donald M. Leebern, Jr., and James D. Yancey. Chair Allgood reported to the full Board on Wednesday that the Committee had reviewed three items, one of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. **MCG Health, Inc. Progress Report**

Mr. Don Snell, President and Chief Executive Officer of MCG Health, Inc. and President Francis J. Tedesco of the Medical College of Georgia ("MCG") reported to the Committee on the progress in planning for transition of management and operations of MCG hospital and clinics to MCG Health, Inc.

2. **Adoption of Resolution Concerning MCG Health, Inc.**

Approved: The Board adopted the resolution recommended by Mr. Snell as part of his report to the Committee (Item 1 above).

Modification: This agenda item was not originally on the agenda of the Teaching Hospital Committee; however, the Committee voted to add this item to its agenda by unanimous consent in order to adopt the resolution recommended by President Snell's report. The Committee then adopted the resolution unanimously. The resolution is as follows:

RESOLUTION

WHEREAS, MCG Health, Inc. is a duly created, nonprofit corporation, organized under the laws of the State of Georgia, for all lawful purposes including furthering the tri-partite mission of the Medical College of Georgia and its Hospital and Clinics; and

WHEREAS, the Board of Directors of MCG Health, Inc. recognize that managed care and similar trends in the financing of patient care threaten the ability of the Medical College and the Hospital to achieve the University's teaching, research, and patient care mission; and

WHEREAS, the Board of Directors of MCG Health, Inc. recognizes that a teaching hospital must respond to the rise in managed care arrangements and the other changes in the health care arena by providing an integrated health care delivery system; and

WHEREAS, an integrated health care delivery system requires an operational entity that has the authority to enter into joint ventures, form partnerships with other entities, gain access to adequate patient volume, enter into multi-year contracts, build reserves, borrow capital to finance improvements, invest in capital improvements and new technology, accept and manage risks in a competitive manner, and align and integrate the Hospital and physicians; and

2. **Adoption of Resolution Concerning MCG Health, Inc.** (Continued)

WHEREAS, MCG Health, Inc. is such an entity that can undertake these activities in support of the mission of the Medical College of Georgia; and

WHEREAS, the Board of Directors of MCG Health, Inc., beginning March 1, 1999, have retained the services of a qualified health system executive and directed that he perform an organizational review, assess the external and internal environment, evaluate competitive position, develop future strategic profiles, establish goals and objectives, and identify actions required; and

WHEREAS, the aforementioned activities were completed and presented as an assessment and plan entitled, "MCG Health, Inc.: Leading the Way Into the New Millennium" for first reading on August 11, 1999, second reading on September 15, 1999, and final reading on October 12, 1999.

NOW THEREFORE, IT IS HEREBY RESOLVED TO

1. Accept and approve the assessment and plan entitled, "MCG Health, Inc.: Leading the Way Into the New Millennium" as presented for final reading on October 12, 1999, as the strategic direction for MCG Health, Inc.; and

2. Direct the President and Chief Executive Officer of MCG Health, Inc. to further detail the strategic direction including work plans, schedules, priorities, and resources required; and

3. Direct the President and Chief Executive Officer of MCG Health, Inc. to enter into discussions with the Board of Regents of the University System of Georgia, the Medical College of Georgia and the Physicians Practice Group to negotiate and develop the necessary agreements between the parties to affect the transfer of the institutional clinical delivery system to MCG Health, Inc.; and

4. Direct the President and Chief Executive Officer of MCG Health, Inc. to, upon completion, bring these documents back to the MCG Health, Inc. Board of Directors for final review and approval; and

5. Direct the President and Chief Executive Officer of MCG Health, Inc. to concurrently pursue the development of and bring back for final approval the health system infrastructure necessary to accept the institutional clinical delivery system when agreement is reached between MCG Health, Inc. and the Board of Regents of the University System of Georgia including but not limited to total compensation and benefit systems, information systems, physical asset systems, and health system policies and procedures.

3. Information Item: Early Retirement Plan

President Francis J. Tedesco of the Medical College of Georgia reported to the Committee on the progress of implementing the early retirement plan, which was approved at the August 1999 Board meeting. President Tedesco's report was as follows:

<div align="center">

Medical College of Georgia
Early Retirement Program
Status Report

</div>

On August 11, 1999, the Board of Regents approved the early retirement plan for the Medical College of Georgia. No one would be allowed to retire until the Internal Revenue Service provided a determination letter regarding the Plan's tax status.

The plan was submitted to the Internal Revenue Service on September 21, 1999. To allow employees to submit comments, the IRS will wait 60 days before beginning review of the plan. MCG employees were advised of the submission to the IRS and informed of how to submit comments. The IRS has been asked to expedite their review. According to tax experts, the IRS usually takes about six months to process a determination letter on retirement plans.

Teachers Retirement System staff members have been very cooperative in developing the data necessary to prepare the plan. With their assistance, a list of eligible employees was prepared and individualized benefits statements prepared and mailed to all eligible employees.

Eligible employees have 45 days, beginning on October 23, 1999, and ending on December 6, 1999, within which to decide whether to participate in the Early Retirement Program. The employees who elect to participate must sign an agreement accepting early retirement, with the actual date of retirement to be determined by MCG. As of November 8, 1999, 207 of the 778 eligible employees have elected to retire.

An early retirement monitoring committee has been appointed to oversee the planning of retiree departures and the filling of vacancies to ensure compliance with savings targets. A process has been established to pull from each budget unit the funds for each position vacated by retirement, so savings goals are met. The committee has established also a process for monitoring attrition management to encourage the use of attrition to downsize as positions become vacant for reasons other than early retirement.

Proposals have been solicited from vendors to serve as trustee for the retirement fund. With the assistance of William M. Mercer, Inc., the proposals are being screened. The final selection will be made by the Senior Vice Chancellor for Capital Resources and the president of MCG. An investment advisory committee will be appointed to help develop an investment policy and to monitor the investment manager's performance.

TEACHING HOSPITAL COMMITTEE

3. Information Item: Early Retirement Plan (Continued)

The Physicians Practice Group and the Dental Foundation have agreed to contribute their pro rata share to the retirement fund over the ten-year funding period. The hospital will continue to make its contributions to the fund after it is transferred to MCG Health, Inc.

Senior management has been advised to schedule retiree departures so that as many retirements as possible will occur by July 1, 2000. The remainder will be scheduled by December 31, 2000, unless there is a <u>compelling reason</u> to delay retirement until June 30, 2001, the last date anyone can retire and receive benefits under the plan. Rehiring retirees part-time will be allowed only in compliance with Board of Regents policy and only where there is no other reasonable alternative available.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

The Committee on Finance and Business Operations met on Tuesday, November 9, 1999 at approximately 2:10 p.m. in the Board Room. Committee members in attendance were Chair Glenn S. White, Vice Chair Hilton H. Howell, Jr., and Regents Connie Cater, J. Tom Coleman, Jr., George M. D. (John) Hunt III, Charles H. Jones, Donald M. Leebern, Jr., and James D. Yancey. Chair White reported to the Board on Wednesday that the Committee had reviewed two items, both of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. **Approval of Fiscal Year 2000 Supplemental and FY 2001 Budget Request Revision**

A) Approved: The Board approved a $33 million additional request in the Board of Regents supplemental budget for fiscal year 2000 and $21 million for the fiscal year 2001 budget to offset increases and projected increases in health insurance claims in both fiscal years.

Background: The University System of Georgia offers a self-insured indemnity health plan to employees and retirees, which is administered by Blue Cross/Blue Shield. This plan is currently subscribed by 85% of the University System of Georgia employees. The plan is supported by employer and employee contributions, roughly targeted to a 75%:25% cost share.   A reserve equal to 2 to 2.5 months of claims is maintained as a contingency against unforeseen changes in benefits payment requirements.

In fiscal year 1999, the State appropriated an additional $7.5 million to cover the health benefit plan's employer share of projected cost increases.   The Board of Regents increased employee premium rates by 12% to maintain the employee share of cost.   Last year and again this year, there have been significant increases in claims.

During the months of May through August, average daily claims increased by $80,000, raising the monthly deficit from a projected $1 million to $2.6 million. A recent analysis by Price Waterhouse Coopers, reflecting demographic assumptions about future costs, indicates that the deficit in the plan could approach $33 million for fiscal year 2000. With this projected $33 million shortfall, the health benefits reserve of 2 to 2.5 months of claims cannot be achieved and more immediately, the Board of Regents will experience a cash flow shortage in its central office.   Claims are paid on a daily basis, while premiums are collected monthly.

It is also necessary to increase the budget request for fiscal year 2001 by an additional $21 million. This amount represents a 14% increase in claims and costs and is necessary to continue to operate the health insurance plan in fiscal year 2001. An increase in employee premium rates will likely be required next year to fully meet health insurance costs and maintain the current split of costs between the University System of Georgia and employees enrolled in the health plan.

Senior Vice Chancellor for Capital Resources Lindsay Desrochers also updated the Committee on the report by consulting firm William M. Mercer, Inc. on the Blue Cross/Blue

Shield of Georgia administration of the Board of Regents' self-insurance health plan and on an analysis of claims trends by Price Waterhouse Coopers, which was provided by the Mr. Russ Toal, Commissioner of the Department of Community Health, as a follow-up to Committee discussions at the October 1999 meeting. Chair White asked that Dr. Desrochers provide copies of both to all Committee members, and she replied that she would.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

1. Approval of Fiscal Year 2000 Supplemental and FY 2001 Budget Request Revision (Continued)

B) Approved: The Board approved a modification of the fiscal year 2000 supplemental budget request for hazardous waste remediation at the University of Georgia ("UGA").

Issues regarding the methodology and cost required for remediation of the Milledge Avenue site at UGA were not resolved as of this date. At the time of this meeting, UGA and the Central Office staff were in discussions with the Environmental Protection Agency regarding this matter. The Chair of the Committee will be apprized of the final costs associated with the remediation of the Milledge Avenue hazardous waste site.

C) Approved: The Board approved an amendment to its fiscal year 2001 budget request to include
$4.9 million for the purchase and construction of facilities at Macon State College's Warner Robins Center. It is also recommended that the Board accept the gift of land, an additional 8 to 10 adjacent acres, from the City of Warner Robins.

Background: The Warner Robins Center has been providing both educational opportunities, through Macon State College, and economic development services, through the Georgia Institute of Technology's Advanced Technology Development Center ("ATDC"). The ATDC was originally constructed by the Warner Robins Development Authority, funded by local municipal bonds, and leased to the University System for the above purposes. In the past two years, the Board of Regents recommended that acquisition of buildings be considered in lieu of leases, where possible. That recommendation was followed up with the elimination of the CIGNA building lease and the transfer of those programs held in that space to constructed facilities on the campus of Macon State College. The opportunity now exists for Macon State College to purchase the Warner Robins Center at the original construction cost of $2.5 million and receive a donation of the land adjacent to the property. The proposed project will also construct the addition of 18,000 gross square feet to be used for academic purposes for a cost of $2.4 million.

The Board of Regents had initially requested funding for this project in the fiscal year 2000 budget as a minors capital project. The project was not included in the fiscal year 2001 budget because changes and refinements to the project scope were still being made when the budget was approved in September.

D) Approved: The Board approved an amendment to its fiscal year 2001 budget request to include an additional $1 million in State matching funds to establish the Tony and Jack Dinos Chair of Entrepreneurial Management at Kennesaw State University and to establish an eminent scholar chair in maternal and child health in the School of Nursing at Georgia Southwestern State University.

Background: Under the provisions of the Eminent Scholars Endowment Trust Fund, the State would be requested to appropriate $500,000 to match an equal commitment from Kennesaw State University to establish this new chair. This would be the second chair to be established by Kennesaw State University in fiscal year 2001 if funds are received from the State.   An additional $500,000 is requested to establish a chair in the School of Nursing at Georgia Southwestern State University to match a commitment from the Charles L. Mix Memorial Fund. The current requested amount for endowed chairs in the Board of Regents fiscal year 2001 budget request is $6.5 million. The combined request for $1 million would raise the total amount requested for the Eminent Scholars Endowment Trust to $7.5 million.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

1. **Approval of Fiscal Year 2000 Supplemental and FY 2001 Budget Request Revision**
(Continued)

E) Approved: The Board approved an amendment to its fiscal year 2000 supplemental budget request to include $130,672 in additional funding for the Intellectual Capital Partnership Program ("ICAPP").

Background: ICAPP was created in 1996 and seeks to create jobs for Georgians. It has been recognized nationally as an innovative business and education partnership. The success of the program has generated interest from both companies and University System institutions, and several proposals have been submitted for funding. An additional $42,700 is needed to support the ISP Alliance project at Georgia College & State University, which will educate 80 high-tech workers in rural Georgia. An additional $87,972 is needed to support the Columbus State University/Total Systems ICAPP project to educate mainframe computer scientists.   Funds will be used to pay for a software program that runs on the University of Georgia super computer.

2. **Acceptance of Gifts, Georgia Institute of Technology**

Approved: The Board accepted on behalf of the Georgia Institute of Technology gifts-in-kind of $507,834 from the following donors:

Donor	Amount	Department
Intel Corporation	$167,834	College of Computing
Ganymede Software Inc.	$340,000	College of Computing

<u>Background</u>: The Georgia Institute of Technology has received two gifts, both intended for use in the College of Computing.   The Intel Corporation has donated computer hardware and a two-year service contact at the fair market value of $167,834. Also, in recognition of the efforts by the Georgia Institute of Technology's College of Computing to provide hands-on, real-world instruction to its students, Ganymede Software Inc. has provided up to ten licenses of its Chariot 3.1 product. There are no material cost implications anticipated with either gift. Board policy requires that any gift to a University System of Georgia institution with an initial value greater than $100,000 must be accepted by the Board of Regents.

<u>**COMMITTEE ON REAL ESTATE AND FACILITIES**</u>

The Committee on Real Estate and Facilities met on Tuesday, November 9, 1999 at approximately 2:35 p.m. in the Board Room. Committee members in attendance were Chair Charles H. Jones, Vice Chair Donald M. Leebern, Jr., and Regents Connie Cater, J. Tom Coleman, Jr., Hilton H. Howell, Jr., George M. D. (John) Hunt III, Glenn S. White, and James D. Yancey. Chair Jones 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.   <u>Non-Exclusive Easement, Georgia Power Company, Bartow County Property</u>

<u>Approved</u>: The Board declared an approximately 30-foot-wide strip of land adjacent to the south right-of-way of Highway 20 and an approximately 100-foot-wide strip of land adjacent to Cline-Smith Road, both in Cartersville, Georgia, to be no longer advantageously useful to the University System of Georgia but only for the purpose of allowing this land to be used under the terms of a nonexclusive easement by Georgia Power Company for a 230 KV transmission line.

The Board also authorized the execution of a nonexclusive easement with Georgia Power Company covering the above-referenced tract of land for a 230 KV transmission line.

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

<u>Background</u>: In April 1999, Georgia Power Company requested an easement of 87.5 foot width parallel to the existing 125-foot-wide easement traversing through the property north of Highway 20. This location would severely impact the ability to develop an acceptable land use plan by further dividing the property with additional lands that building could not be constructed on.

This easement is necessary for Georgia power Company to install the 230 KV Cartersville-McGraw Ford Transmission Line. Negotiations with Georgia Power Company resulted in the revised location that was presented to the Board. This location is adjacent to existing road right-of-way. It is within pertinent building setbacks from roadways and will, therefore, not impact the utilitarian value of the property. Consideration for granting of this easement is the relocation to the proposed location at additional expense to Georgia Power Company of approximately $300,000.

F) <u>Exchange of Property, North Georgia College & State University</u>

<u>Approved</u>: The Board declared approximately 2.218 acres of land on the south side of Morrison Moore Parkway (State Route #9 & U. S. #19) at the intersection with Barlow Road in Dahlonega, Georgia to be no longer advantageously useful to North Georgia College & State University or other units of the University System of Georgia and authorized the exchange of this property for approximately 1 acre of land on the south side of Barlow Road in Dahlonega, Georgia, owned by the City of Dahlonega, for the use and benefit of North Georgia College & State University.

The legal details involved with the exchange of land will be handled by the Office of the Attorney General.

<u>**COMMITTEE ON REAL ESTATE AND FACILITIES**</u>

2. <u>Exchange of Property, North Georgia College & State University</u> (Continued)

The 1-acre site is not currently used by the City of Dahlonega. The average appraisal is $171,667. The site has a chain-link fence, a pump house with two 50-horsepower pumps, and a 35,000-gallon reservoir which will be used to provide water to irrigate the adjacent academic/recreation complex. The cost of using water from the pump house will save the university approximately $22,400 in the first year. Drinking water and sewer services will be provided to the academic/recreation complex for approximately $48,300, with the City of Dahlonega contributing $20,000 towards the cost of these services.

The 2.218-acre site is not currently used by North Georgia College & State University.   The average appraisal is $198,000. There are no physical improvements on the site. The property will be used by the City of Dahlonega as a public city park. The city has received confirmation that two Transportation Enhancement Act (TEA) 2000 grants have been approved by the Georgia Department of Transportation to be used for this park and four other parks. The park will have picnic facilities, walking trails, parking, and a kiosk with information about the university and the City of Dahlonega. Students will help define the walking trails, identify unique flora, and use the park as an outdoor botanical laboratory.

A Phase 1 environmental site assessment has been performed indicating that there are no adverse environmental or health and safety impacts resulting from the transfer.

The exchange of property has been approved by the Mayor of the City of Dahlonega. If in the future, the 2.218 acres is not used for the purpose of a public city park, the property will revert to the Board of Regents. If in the future, the 1-acre site is not used for the purpose of providing water for irrigation of the academic/recreation complex, the property will revert to the City of Dahlonega.

3.   Gift of Property, Columbus State University

Approved: The Board accepted title to approximately .67 acre of roadway known as Sellers Circle in Columbus, Georgia from the City of Columbus, Georgia for the use and benefit of Columbus State University for the purpose of parking and expanding student housing.

The Board also accepted title to two tracts of land. The first tract is approximately .3 acre, and the second tract is approximately .15 acre. Both are located on University Avenue, Columbus, Georgia. The Board accepted the tracts of land from the City of Columbus, Georgia for the use and benefit of Columbus State University for the purpose of expanding student housing.

The above-referenced gifts of property are subject to completion of Phase I environmental site assessments indicating no significant problems or, if environmental problems are indicated, said problems be mitigated before the property is acquired.

Background: In July 1998, Columbus State University presented its housing plan to the Board as an information item. This exchange is in support of the housing plan. The gift of land will enable the campus to have a consolidated area to provide parking.

3. **Gift of Property, Columbus State University** (Continued)

The roadway is valued at $30,000. The two tracts of land are valued at $12,500. The land is currently vacant. Future use of this site will be part of a student housing complex. A proposal to ground lease this property to the Columbus State University Foundation will be presented to the Board for this purpose.

4. **Exchange of Property, Columbus State University**

Approved: The Board declared approximately 1.607 acres at Columbus State University to be no longer advantageously useful to Columbus State University or other units of the University System of Georgia and authorized the exchange of this property for approximately 1.839 acres of land located adjacent to the campus of Columbus State University.

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

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

Background: In July 1998, Columbus State University presented its housing plan to the Board as an information item. This exchange is in support of the housing plan.

The Board of Regents property to be exchanged is currently vacant. The foundation property adjacent to the campus consists of five parcels. Each parcel contains a residential structure: 18 Clearview Circle - brick, 61 Clearview Circle - brick, 3456 Sellers Circle - wood frame, 12 Sellers Circle - wood frame, and 14 Sellers Circle - wood frame. The structures are presently used as rental housing but will be demolished within delegated authority granted by the Board. The property will be used for parking after the houses are demolished.

The appraised value of the Board of Regents' 1.607 acres is $382,500. The appraised value of the Foundation's 1.839 acres is $343,250.

Future use of this site will be part of a student housing complex. A proposal to ground lease this property to the Columbus State University Foundation will be presented to the Board for this purpose.

5. **Information Item: Master Plan, Abraham Baldwin Agricultural College**

Abraham Baldwin Agricultural College ("ABAC") and the Office of Facilities proposed a physical master plan for future development of the campus. Director of Planning Gita Hendessi introduced the consultants' representative, Mr. Rob Evans, principal of the Valdosta architectural firm of IPG, and President Harold J. Loyd, who presented the plan to the Committee. The consultants reviewed five-year enrollment targets, the college's mission statement, its strategic plan, its academic and support programs, and other variables. They met with the administration, faculty, senate, students, and community leaders to receive input and then presented five-year, ten-year, and long-term options for facilities, parking/traffic patterns, student/pedestrian patterns, and campus beautification. Based on the consultants' findings, ABAC's master plan recommendations included the following:

5. Information Item: Master Plan, Abraham Baldwin Agricultural College (Continued)

·   Renovate several campus buildings
·   Demolish three buildings that are beyond cost-effective repair and replace with new buildings
·   Preserve the historic campus front lawn buildings
·   Improve pedestrian and vehicular circulation
·   Create and enhance common outdoor areas and campus landscaping

6. Information Item: Master Plan, Macon State College

Macon State College ("MSC") and the Office of Facilities proposed a physical master plan for future development of the campus. Director of Planning Gita Hendessi introduced President David A. Bell and the consultants' representative, Mr. Ronald Huffman with the Atlanta planning firm of Robert & Co., who presented the plan to the Committee. Consultants reviewed five-year enrollment targets, the college's mission statement, the strategic plan, its academic and support programs, and other variables. They met with the administration, faculty, senate, students, and community leaders to receive input and then presented planning concepts for facilities, parking/traffic patterns, student/pedestrian patterns, and campus beautification. Based on the consultants' findings, MSC's master plan recommendations included the following:

·   Utilize effectively the existing campus buildings and modernize over the next years
·   Develop north campus for the long-term growth of the institution
·   Create a loop drive and improve perimeter surface parking distribution
·   Preserve and enhance the environmentally rich areas of the campus and outdoor recreational spaces
·   Create and enhance landscaping and pedestrian circulation

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

The Committee on Education, Research, and Extension met on Tuesday, November 9, 1999 at approximately 2:10 p.m. in room 7014, the Education Committee Room. Committee members in attendance were Chair Juanita P. Baranco and Regents Thomas F. Allgood, Sr., Martin W. NeSmith, and Joel O. Wooten. Chair Baranco reported to the Board that the Committee had reviewed 13 items, 11 of which required action. Additionally, 72 regular faculty appointments were reviewed and recommended for approval. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Establishment of the Bachelor of Applied Science With a Major in Computer Information Systems, Albany State University

Approved: The Board approved the request of President Portia Holmes Shields that Albany State University ("ALSU") be authorized to establish the bachelor of applied science with a major in computer information systems, effective November 10, 1999.

Abstract: To provide seamless educational opportunities, ALSU, Albany Technical Institute and Darton College ("Darton") have entered into an agreement to combine the expertise of the faculty and staff to offer the bachelor of applied science with a major in computer information systems. The bachelor of applied science is designed to appeal to students already working in technical areas who need additional educational and baccalaureate credentials to advance in upper-level management. To qualify for the bachelor of applied science at ALSU, students must complete an associate of applied science or associate of applied technology degree in computer information systems from an approved program. Students pursuing the bachelor of applied science with a major in computer information systems will follow regular transfer admission procedures. For example, students will build upon specific technical skills already acquired at Albany Technical Institute and the general education component at Darton to complement the bachelor of applied science program. Students who complete a computer information systems associate degree at other technical institutes and two-year colleges will also be eligible to matriculate into this program. The courses within the program are designed to enhance learned skills and concepts by providing students with advanced coursework in computer information systems.

Need: The proposal focuses on the needs for enhancing the ability of technically prepared students to enter the workforce through educational programs involving post-secondary technological education. According to Harkins et. al., the purpose of technical preparation is to prepare students academically and technically to become a part of the workforce (Tech Prep Concept Paper, 1996). This proposal focuses on the compelling need for enhancing the ability of technical preparation of students to enter the workforce through educational programs involving technological information systems. From a national perspective, several reports have cited the widespread availability of students who are currently pursuing tech prep tracks. The proposed collaboration between ALSU, Darton, and Albany Technical Institute will provide appropriate technology and general education training for many students who are matriculating at the technical institute. This type of emphasis would provide these students competencies that would make them more knowledgeable and marketable upon entry into the workforce.

Workforce 2000 (Johnson, 1987) and *Building Tomorrow's Workforce* (The Georgia 21 Commission, 1990) indicated a high and continually increasing need for people with skills and knowledge that can be developed through applied science degrees. These include but are not limited to computer information systems, electrical and technical education, and computer engineering. According to the Georgia Department of **COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION**

1. Establishment of the Bachelor of Applied Science With a Major in Computer Information

Technical and Adult Education, the number of high school students seeking technical training will double in the ten-year period from 1990 to 2000. If Georgia is to remain competitive in the global workplace, it must at least increase its technically trained workforce by 35% by the year 2000. This applied science degree is the degree of choice for those graduating from the technical institutes in the State. With the technical institute system offering more than 75 degrees/diplomas in various technical occupational areas, this program provides an additional degree option for these individuals especially those wanting/needing a baccalaureate degree.

Objectives: The bachelor of applied science with a major in computer information systems program objectives are: 1) to develop, through the seamless education concept, trained workers for the technical work environment; 2) to provide students with coursework addressing skills that add breadth to their technical knowledge and abilities; 3) to offer a program of study for individuals who plan to move into supervisory positions in manufacturing and other technical industries; 4) to provide industries with qualified employees who can communicate both within and beyond the world of technology; 5) to provide a course of study to equip students for the workforce, able to adapt and contribute to technological advances, and enable them to use technological skills with wisdom and responsibility; 6) to address an educational need in the southwest Georgia area to educate citizens with technical backgrounds for employment in the new millennium; and 7) to engage in a collaborative effort with the technical institutes of the southwest Georgia consortium and other Department of Technical and Adult Education agencies to provide quality education to the populace of the State of Georgia.

Curriculum: Students who desire career advancement opportunities and who possess an earned associate of applied science or associate of applied technology from Albany Technical Institute and Darton may transfer 67 semester credits from the associate of applied science degree to ALSU. The curriculum is supplemented with the completion of a minimum of 30 semester hours of general core and at least 36 semester credits of advanced academic coursework specific to the major. The program will be administered and housed in the Department of Mathematics and Computer Science under the auspices of the College of Arts and Sciences. For those individuals beginning their matriculation at a technical institution, advising sessions will be held to explain the terms and conditions for earning the degree through ALSU. An advisory committee of representatives from ALSU, Darton, and Albany Technical Institute will be established. The advisory committee will report to the presidents of the related institutions. The committee will review policies and procedures impacting the transition of students between institutions and resolve problems associated with advisement and matriculation. Vice presidents, academic deans, division chairs, and directors of academic instruction will serve on this committee.

Persons seeking the bachelor of applied science degree with a major in computer information systems will earn degrees that parallel the full-blown major in computer information systems offered by the Department of Mathematics and Computer Science. Courses required for this degree will include, as is the case with regular majors, at least 120 semester hours. Those persons seeking the applied science degree must also earn a grade of C or better in all mathematics, computer science, and business courses. At least a 2.25 cumulative grade point average is required for graduation. Graduation will also require competence in programming languages and at least 15 semester hours of mathematics courses.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

1. Establishment of the Bachelor of Applied Science With a Major in Computer Information Systems, Albany State University (Continued)

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 10, 15, and 20.

Funding: Program costs will be met through redirection of funds, fund-raising initiatives, and tuition income. The university can provide both expertise and structure for the major at no cost by using courses, faculty, library, computer facilities, and equipment already in place. No new State funding will be sought for this proposal. The university does not anticipate the need for additional facilities or the need for more than one additional faculty position.

Assessment: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the program. In 2003, this program will be evaluated by the institution and the Central Office to determine the success of the program's implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness, as indicated in the proposal.

2.   Establishment of the Bachelor of Science in Environmental Science, State University of West Georgia

Approved: The Board approved the request of Acting President Thomas J. Hynes that State University of West Georgia ("SUWG") be authorized to establish the bachelor of science in environmental science, effective November 10, 1999.

Abstract: The bachelor of science in environmental science is designed to prepare well-trained scientists who will seek employment in government, industry, or private research and consulting firms that require laboratory or field research. It is also designed to prepare students to enter graduate study. A comprehensive understanding of contemporary environmental issues draws upon knowledge from biology, chemistry, and geology, as well as from history, sociology, and political science. This degree addresses the sometimes contradictory requirements of broad knowledge versus specialized training in a specific discipline. A strong foundation provides a breadth of training in the natural and social sciences. At the same time, depth in one natural science discipline is emphasized and constitutes a concentration within the larger degree.

Need: A recent National Science Foundation study of the ecologies of Baltimore and Phoenix is being conducted by a team of economists, sociologists, geologists, engineers biologists, planners, chemists, and anthropologists. After two years of debate, The Home Depot, a *Fortune* 500 corporation, announced in August 1999 that it would no longer sell wood from endangered forests. In mid-September 1999, the Georgia Department of Natural Resources unveiled a budget which seeks to employ, in the Environmental Protection Division, 60 new workers in year 2001 and to generate 214 new positions in the next five years.   In 1995, the Environmental Careers Organization reported that 65% of all graduates of interdisciplinary environmental studies programs indicated their first professional position after graduation was an environmental position.

2. **Establishment of the Bachelor of Science in Environmental Science, State University of West Georgia** (Continued)

The following is a brief overview of concerns and responses specific to Georgia and the region served by SUWG which corroborates the need for graduates of an environmental science program:

> The Chattahoochee River, the Etowah River, and the Alabama-Coosa-Tallapoosa River Basin have been listed among the most endangered rivers in North America. The U.S. Environmental Protection Agency closed LCP Chemicals-Georgia, citing it as one of the most polluted sites in the nation (1985-1994). A regional reservoir for West Georgia, planned for Haralson County, has become polarizing project for families and communities. The 11 newly formed Resource Conservation and Development Councils in Georgia (under the auspices of the Department of Agriculture) work with local communities, planners, and universities on resource management.

Objectives: The bachelor of science in environmental science is intended for students who have a strong interest in science and a concern for the environment. Recruitment will occur internally through advising and through students' participation in learning communities organized around interdisciplinary courses. It is anticipated that students will be equipped with the knowledge and skills to conduct research and work in biological or wet chemistry laboratories and outdoor research ponds and gardens and to conduct experiments concerning atmospheric research with equipment to measure solar radiation, ozone, SO_2, NOx and particulates. In addition, students will focus on ecological and waste management experiments. Students will be trained and will acquire the skills to understand and solve ecological problems which have resulted from social, political, and economic conflict; to conduct current research on urban, rural, and regional comprehensive environmental planning, hazardous and toxic materials management, renewable natural resources, (especially in energy and agriculture), water resources and pollution of water and air; and to complete case studies in appropriate technologies concerning sustainable agriculture and wastewater research.

Curriculum: The 120-semester-hour curriculum requires that students demonstrate competency in chemistry, mathematics, and statistics. This will be satisfied by completing at least five courses drawn from the following areas: mathematics, chemistry, statistics, and physics. It is emphasized that a student may elect to take more than the required minimum of five courses from these areas such as extra basic science courses above the introductory level and relevant to the student's focal area. The capstone course gives students the option of doing an internship or field research germane to his/her career objectives. A capstone project forum provides students with an opportunity to present research results in a professional conference format.

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 10, 15, and 20.

Funding: Program costs will be met through redirection of funds, fund-raising initiatives, and tuition income. The university can provide both expertise and structure for the major at no cost by using courses, faculty, library, computer facilities, and equipment already in place. No new State funding will be sought for this proposal.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

2. **Establishment of the Bachelor of Science in Environmental Science, State University of West Georgia** (Continued)

Assessment: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the program. In 2003, this program will be evaluated by the institution and the Central Office to determine the success of the program's implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness, as indicated in the proposal.

3. **Establishment of the Bachelor of Science in Environmental Studies, State University of West Georgia**

Approved: The Board approved the request of Acting President Thomas J. Hynes that State University of West Georgia ("SUWG") be authorized to establish the bachelor of science in environmental studies, effective November 10, 1999.

Abstract: The complexity and variety of today's environmental issues and problem-solving needs present today's undergraduates with several opportunities. Environmental issues are a social problem as well as a technical and quantitative problem for natural scientists.

Need: A recent National Science Foundation study of the ecologies of Baltimore and Phoenix is being conducted by a team of economists, sociologists, geologists, engineers, biologists, planners, chemists, and anthropologists. After two years of debate, The Home Depot, a *Fortune* 500 corporation, announced in August 1999 that it would no longer sell wood from endangered forests. In mid-September 1999, the Georgia Department of Natural Resources unveiled a budget which seeks to employ, in the Environmental Protection Division, 60 new workers in year 2001 and to generate 214 new positions in the next five years. In 1995, the Environmental Careers Organization reported that 65% of all graduates of interdisciplinary environmental studies programs indicated their first professional position after graduation was an environmental position.

Objectives: The objective of the bachelor of science in environmental studies is to prepare undergraduates to comprehend today's unique ecological problems and solutions by educating them about current issues, theories, methodologies, and systems of delivery of environmental expertise in the State of Georgia. In addition, the major seeks to produce a graduate who has specialized in comprehensive, interdisciplinary knowledge of environmental issues; has detailed knowledge of Georgia's special issues and needs; has the technological and communicative skills to publicly present his/her knowledge; and understands that environmental literacy is necessary for responsible citizenship in a participatory democracy. Occupations commonly entered into by graduates of such a program include, but are not limited to, researcher/writer (World Resources Institute, Washington D.C.), program officer (The Liz Claiborne and Art Ortenberg Foundation), development director (Pro-Natura), GE Foods campaign director (Friends of Earth [FOE] and GE), membership and book program director (The Ecotourism Society), ERBC program officer (World Wildlife Fund), media consultant, wildlife manager, hazardous waste management director, grant and technical writer, environmental consultant, grant and technical writer, and public relations director.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

3. Establishment of the Bachelor of Science in Environmental Studies, State University of West Georgia (Continued)

Curriculum: The program will be housed in the Dean's Office of the College of Arts & Sciences and will be administered by the associate dean of arts & sciences, who coordinates all interdisciplinary programs in the college. The degree is an interdisciplinary curriculum which integrates diverse disciplines from the social and natural sciences. It is anticipated that the social issues focus of this degree program will be appealing to the nontraditional student who seeks a career in working with nonprofit environmental organizations (i.e., Campaign for a Prosperous Georgia, the Upper Chattahoochee Riverkeeper, the Sierra Club, etc.) and in becoming a lobbyist. The 36-semester-hour curriculum requires certain fundamental courses in biology, chemistry, and environmental policy. The capstone course may be completed at an approved internship site (i.e., Upper Chattahoochee Riverkeeper). A research project is required. This approach is used to meet the specific career needs of the student for practical field experience and foster the development of professional networking. All courses are part of regular offerings in different departments. Selected courses will be cross-listed as environmental studies courses.

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 10, 15, and 20.

Funding: Program costs will be met through redirection of funds, fund-raising initiatives, and tuition income. The university can provide both expertise and structure for the major at no cost by using courses, faculty, library, computer facilities, and equipment already in place. No new state funding will be sought for this proposal.

Assessment: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the program. In 2003, this program will be evaluated by the institution and the Central Office to determine the success of the program's implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness, as indicated in the proposal.

4. Establishment of the Master of Science in Information Technology, Southern Polytechnic State University

Approved: The Board approved the request of President Lisa A. Rossbacher that Southern Polytechnic State University ("SPSU") be authorized to establish the master of science in information technology ("M.S. I.T."), effective November 10, 1999.

Abstract: Continuing the economic development of Georgia is contingent upon a growing supply of information technology levels. This M.S. I.T. program has been carefully designed to provide graduates with an innovative blend of both technical and managerial concepts and skills. Students will be pursuing this degree for purposes of retraining or advancement while continuing to be fully employed. Delivery of the degree will be via traditional instruction, distance learning, or a mix of the two.

4. Establishment of the Master of Science in Information Technology, Southern Polytechnic State University (Continued)

Need: The program will be beneficial to the State and counties near the Atlanta metropolitan area. The need for information technologists is one of the fastest growing industrial requirements in the country. By the year 2020, the Atlanta area population is expected to increase by more than 2.3 million. It is projected that this growth will be accompanied by an increase in the number of technology and technology related jobs. The number of unfilled information technology positions in the United States is approximately 346,000 and is expected to exceed 500,000 by year 2005 (The Supply of Information Technology Workers in the United States by Freeman and Aspray, Computing Research Association, 1999). The Yamacraw Mission will have a multiplier effect on the information technology skill demand. The projected increase in software engineering, programming, and engineering jobs will create the need for information technology skills.

Objectives: The M.S. I.T. degree has the primary objective of meeting the high demand for professional degrees in the strategy, development, and administration of integrated computing and telecommunications systems. The program is aimed at working professionals who can only attend part-time, evenings, or weekends. The program will serve technical professionals wishing to develop technical management and business skills and business professionals wishing to develop more technical and technical management skills. Students will receive the didactic and clinical training to equip them for such positions as strategic information technology planner, project manager, network administrator, network analyst, Web site administrator, user support manager, database administrator, information technology service manager, business process analyst, information technology consultant, technical sales manager, communications planner, information technology architecture coordinator, information technology training officer, and information technology auditor. Upon completion of the program, students will be able to participate effectively in the planning, development, implementation, and operation of information systems that support both strategic and operational business processes.

Curriculum: The 36-semester-hour program will be jointly administered by the School of Management and the College of Arts and Sciences' Computer Science Department. The program will emphasize the management and performance of business systems planning and the management of an infrastructure to support the processes necessary to achieve organizational objectives. The common body of knowledge will consist of courses including, but not limited to, business finance, accounting, marketing principles, computer programming principles, computer database management, production operations management, and statistics.

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 65, 125, and 235.

Funding: The program will be established through the reallocation of existing funds.

Assessment: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the program. In 2003, the institution and the Central Office will evaluate this program in terms of quality, viability, centrality to both institutions, and cost-effectiveness.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

5. **Establishment of the Master of Science in Building Construction and Integrated Facility Management, Georgia Institute of Technology**

Approved: The Board approved the request of President G. Wayne Clough of the Georgia Institute of Technology ("GIT") to establish the master of science in building construction and integrated facility management, effective November 10, 1999.

Abstract: The College of Architecture proposed to establish a master of science in building construction and integrated facility management. The program is designed to accommodate students desiring professional careers in the facility area of the building construction industry. The focus of the program will be on strategic issues and preparing graduate students for research and integration of facility and property management. The building construction and integrated facility management program will collaborate closely with courses in GIT's existing architecture program.

Need: The construction industry has increased economically and expanded geographically and technologically. Construction, including residential, commercial, and industrial sectors (both public and private) accounts for $750 billion in annual expenditure costs in the country (Annual Value of Construction as reported by the U.S. Census Bureau, 1998). With technologies such as computer-aided drafting and design ("CADD") and global position satellite ("GPS") surveying used for property surveys, building layouts, and "smart buildings," trained professionals are needed in the construction industry to plan, design, build, and manage projects ranging from single-family homes to mega-malls. According to the Bureau of Labor Statistics, job growth in the construction industry during 1998 was 5.9%, more than double the average for all other industries. FMI Corp., a management consulting firm for the construction industry, recently conducted a survey and reported, "Companies of all sizes and types of work report a lack of both skilled craft labor and management personnel." In 1998, the Building Owners and Management Association ("BOMA") conducted a national survey to determine the need for advanced education in the facility management field. Of the 5,000 BOMA members, 17% responded to the survey. Seventy-three percent of the respondents favored advanced education in facilities management, and 63% indicated that they intend to pursue advanced education related to facility management. Within the facility management area, the International Facility Management Association ("IFMA") conducted research and identified a national pool of approximately 300,000 people employed in the facility management career field. IFMA further estimates an annual demand for more than 200 facility management professionals (at various educational levels) each year within the State of Georgia. Of the 300 local IFMA members, 15% expressed an interest in applying to the program. GIT recognizes the need for a facility management program in the Southeast, and it has the faculty expertise to provide such a program.

Objectives: The master of science in building construction and integrated facility management degree is designed to give tactical professionals a broader, strategic education that mirrors the business world. The program will integrate the study of corporate business strategies with a specific emphasis on facility areas and property management. By definition, facility management is "the practice of coordinating the physical workplace with the people and work of the organization. It integrates the principles of business administration, architecture, and the behavioral and engineering sciences" (Facility Management Institute).

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

5. Establishment of the Master of Science in Building Construction and Integrated Facility Management, Georgia Institute of Technology (Continued)

A such, the academic unit that belongs to a facility management program is as diverse as its mission. For example, at Cornell University, te facility management program is offered by the College of Human Ecology. At the University of Southern Colorado, the College of Applied Science and Engineering Technology offers the facility management program, and at the University of Sydney, the architecture faculty offer the facility management program. Specific objectives of the program are to develop knowledge and understanding of the principles of the diverse facility and property management discipline; to enable graduate students to develop their intellectual, analytical, and critical abilities and to employ these abilities in the fields of building construction and facility management; to develop an understanding of other professional disciplines that contribute to building construction and facility management; to offer comprehensive leadership, building construction, and facility management courses; and to educate students to become industry leaders. Current practices require facility managers to be adept at integrating skills ranging from strategic planning and financial analysis to computer-aided facility management technology, dispute resolution and arbitration processes, and facility energy specialists. With emphasis on professional trends, environmental and safety concerns, planning and project management, real estate, and facility and maintenance management financial topics, students will be equipped to assume positions in the management of the built environment.

Curriculum: The program requires 36 semester hours, which includes 18 hours of required building construction courses, 12 hours of master's thesis, and 6 hours of electives from amongst architecture, city planning, civil and environmental engineering, management, and public policy. The program is aimed specifically at professionals operating within the real property environment in terms of facility operations and maintenance aspects of the industry.

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 25, 25, and 30.

Funding: The program will be established through the reallocation of existing funds.

Assessment: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2003, this program will be evaluated by the institution and the Central Office to determine the success of the program's implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness, as indicated in the proposal.

6. Skidaway Governance, Skidaway Institute of Oceanography

Approved: The Board established a Board of *Advisors* for the Skidaway Institute of Oceanography, effective November 10, 1999.

Modification: This agenda item was modified from its original version. Items in bold represent changes resulting from the Committee's discussion of this matter at its October 12, 1999 meeting, when the item was approved in concept only. Items that are italicized are further modifications requested by Chair Baranco, on behalf of the Committee, at this meeting. The item was approved with the understanding that Chair Baranco will discuss with Chancellor Portch the inclusion of a Board or Central Office staff member to the Skidaway Board of *Advisors*.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

6. <u>Skidaway Governance, Skidaway Institute of Oceanography</u> (Continued)

<u>Background</u>: **At the October 12, 1999 meeting of the Committee on Education, Research, and Extension, a recommendation for the proposed Skidaway Governance was approved in concept. The Committee asked that the relationship among the proposed Board of** *Advisors***, the Chancellor, and the Board of Regents be clarified. In addition, it was requested that the local representation on the Board of** *Advisors* **include representatives with environmentally sensitive perspectives. The changes requested have been highlighted (bold) in the text of this agenda item.**

<u>Abstract</u>:
The Board of *Advisors* is to be appointed by the Chancellor. **The Board of** *Advisors* **serves a consultative and advisory role to the Chancellor; the Board of Regents has final authority over the mission, function and operation of the Skidaway Institute of Oceanography. The Board of** *Advisors* **is not a policy-making authority.**

The tasks of the Board of *Advisors* include:

Advice to the Chancellor on:
- The appointment of a Director of the Institute
- Timing of that appointment
- Budget and accountability issues
- Development opportunities for the University System property on Skidaway
- **Role of Skidaway in economic development**

Guidance to the Director of the Institute and the Sr. Vice Chancellor for Academic Affairs on
- Major policy and operational decisions of the Institute
- Collaboration with System institutions
- Partnerships with local government, business and industry
- Managing the University System property on Skidaway

Review of institute budgets and accountability reports

Service as a resource **in the development of** long-term strategies for a coherent and comprehensive University System plan for coastal research

Advocacy for and promotion of the institute

Board Membership

<u>Institutional Representation (Permanent)</u>:
University of Georgia, Provost and Vice President for Academic Affairs
Georgia Institute of Technology, Provost and Vice President for Academic Affairs
Georgia Southern University, Provost and Vice President for Academic Affairs
Armstrong Atlantic State University, Vice President for Academic Affairs
Savannah State University, Vice President for Academic Affairs
COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

6. <u>Skidaway Governance, Skidaway Institute of Oceanography</u> (Continued)

<u>Local Representation (Economic Development and Coastal Research)</u>:

Director of Savannah Economic Development Authority (SEDA) or Designee
UGA Director of the School of Marine Programs *or Designee* [University of Georgia marine
   research, extension, and Sea Grant activities]
Savannah State University, Director of the Marine Science Program or
   Designee
Director of the Coastal Resources Division of the Georgia Department of Natural
Resources *or Designee*
Representative **from the business sector**
Chair of the Skidaway Marine Science Foundation
Representative **reflecting environmental sensitivity to the coastal zone**

Term of Office: **Institutional representation will remain permanent.** *The term of office will be three years for the representative from the business sector and the representative reflecting environmental sensitivity to the coastal zone.*

Rationale: While the institute is functioning effectively under current informal consultative arrangements with University System institutions and formal reporting lines to the Office of the Chancellor, several task forces and external consultants have urged that a stronger governance structure be created. Of paramount importance is the creation of a structure that will foster collaborative relationships among the University System institutions on the Skidaway campus and will support a coherent and expansive approach to coastal research. The new opportunities for development of the property adjacent to the institute call for a more formal structure with broad representation.

7. **Revised Institutional Statutes, Georgia Southwestern State University**

Approved: The Board approved the request of President Michael L. Hanes to revise the institutional statutes of Georgia Southwestern State University, effective November 10, 1999.

Abstract: The proposed revision of the statutes reflects a thorough review and brings the statutes into line with current Board of Regents policies and procedures. The statutes also clarify faculty involvement in governance, committee responsibilities, and committee membership.

These changes were approved by the general faculty of Georgia Southwestern State University. They have been reviewed by the Office of Legal Affairs and were found to be consistent with the current organization and administrative process at Georgia Southwestern State University. The revised statutes are on file in the Office of Academic Affairs of the Board of Regents.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

8. Establishment of the Georgia Power Professorship in Textile Sciences, the University of Georgia

Approved: The Board approved the request of President Michael F. Adams that the University of Georgia be authorized to establish the Georgia Power Professorship in Textile Sciences, effective November 10, 1999.

Rationale: In June 1998, Georgia Power endowed two professorships at the University of Georgia. These were the Georgia Power Professorship in Environmental Health Sciences and the Georgia Power Professorship of Textile Sciences. The Georgia Power Professorship in Environmental Health Sciences was ratified by the Board at its August 1999 meeting. The University of Georgia at this meeting requested the ratification of the Georgia Power Professorship in Textile Sciences.

The Georgia Power Professorship in Textile Sciences will be located in the Department of Textiles, Merchandising, and Interiors in the College of Family and Consumer Sciences. As of August 5, 1999, an endowment of $200,000 by the University of Georgia Foundation has been established.

The purpose of the professorship is to address issues of productivity in the textile industry, with a focus on environmental quality concerns, textile chemical processes, manufacturing standards, and quality control. It is expected that the chairholder will conduct research relevant to textile processing. The recipient of the Georgia Power Professorship in Textile Sciences will be held by an individual who has demonstrated productivity in research, who has a national reputation among academic and industry researchers, and who already has, or will be able to establish, close relationships with the textile industry. The holder of the professorship will contribute to the ability of the department and college to be responsive to problems in the textile industry, and thus, extend the expertise of the university to appropriate constituencies of the State. The faculty member would conduct research, teach, and engage in public service/outreach or a combination of such duties consistent with the purpose of the Georgia Power Company Professorship in Textile Sciences.
The creation of the Georgia Power Professorship in Textile Sciences recognizes Georgia Power's interest in and support of an economically strong, environmentally responsible textile industry for the State of Georgia.

9. Establishment of the Sesquicentennial Eminent Scholar Chair in Industrial Operations Management, Dalton State College

Approved: The Board approved the request of President James A. Burran that Dalton State College be authorized to establish the Sesquicentennial Eminent Scholar Chair in Industrial Operations Management, effective November 10, 1999.

Rationale: The Dalton State College Foundation has secured community-based funding for three endowed chairs under the Eminent Scholar Trust Fund ("Trust Fund"). The first of these involved a gift in the amount of $500,000 from the City of Dalton; the matching portion from the Trust Fund was received by the college on July 26, 1999. The total of $1,000,000 has been invested as an endowment by the Dalton State College Foundation under Trust Fund guidelines.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

9. Establishment of the Sesquicentennial Eminent Scholar Chair in Industrial Operations Management, Dalton State College (Continued)

The eminent scholar will serve as the lead professor for the college's new bachelor of science in industrial operations management degree. In addition to his/her teaching responsibilities, the Sesquicentennial Chair will conduct applied research and provide service-related assistance to the Dalton areas carpet industry. The faculty member selected for this position will be an established scholar in the field of industrial operations management, will exhibit a commitment to teaching in both credit and non-credit programs, and will place high value on the application of his/her discipline to solve problems within the industry and throughout the region.

The Mayor and the Council of the City of Dalton, as the donors of the funds under Eminent Scholar Trust Fund guidelines, have indicated their desire that this chair be designated the "Sesquicentennial Chair" in order to memorialize the sesquicentennial of the establishment of Dalton.

10. Merger of the Office of Continuing Education and Community Development With the Public Services Institute to Form the Division of Continuing Education and Public Services, Albany State University

Approved: The Board approved the request of President Portia Holmes Shields that Albany State University be authorized to merge the Office of Continuing Education and Community Development with the Public Services Institute to form the Division of Continuing Education and Public Services, effective November 10, 1999.

Rationale: The request to merge the Office of Continuing Education and Community Development with the Public Services Institute to form the Division of Continuing Education and Public Services is an effort to continue restructuring certain campus functions and increase efficiency. In the absence of a Director of Continuing Education and Community Development, this new configuration will be a cost-saving action by reducing at least one position and improve services by avoiding duplication. The position for the new unit will be Dean of Continuing Education and Public Services. This position will be filled consistent with the requirements of the Memorandum 1 search process.

The new Division of Continuing Education and Public Services would organizationally be on the same reporting line as other colleges and report to the Vice President for Academic Affairs. The merged unit will have no adverse budget impacts.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

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

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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) UNIVERSITY OF GEORGIA

   BRACEWELL, WILLIAM R.: EMERITUS DIRECTOR OF JUDICIAL PROGRAMS, VICE PRESIDENT FOR
   STUDENT AFFAIRS, EFFECTIVE DEC 1, 1999.

   BURKE, WILLIAM HAROLD: EMERITUS PROFESSOR OF POULTRY SCIENCE, DEPARTMENT OF
   POULTRY SCIENCE, COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES, EFFECTIVE
   DEC  2, 1999.

   COONEY, THOMAS J.: EMERITUS PROFESSOR OF MATHEMATICS EDUCATION, SCH OF TEACHER
   EDUC, DEPT OF MATHEMATICS EDUC, COLLEGE OF EDUCATION, EFFECTIVE JAN  1, 2000.

   HORAN, PATRICK MICHAEL: PROFESSOR EMERITUS OF SOCIOLOGY, DEPARTMENT OF SOCIOLOGY,
   FRANKLIN COLLEGE OF ARTS AND SCIENCES, EFFECTIVE JAN  2, 2000.

   HYNDS, ERNEST CULLODEN: EMERITUS PROFESSOR OF JOURNALISM AND MASS COMMUNICATION,
   DEPARTMENT OF JOURNALISM, COLLEGE OF JOURNALISM & MASS COMMUNICATIONS, EFFECTIVE
   NOV  1, 1999.

   SMITH, DARWIN W.: ASSOCIATE PROFESSOR EMERITUS, DEPARTMENT OF CHEMISTRY, FRANKLIN
   COLLEGE OF ARTS AND SCIENCES, EFFECTIVE AUG 19, 1999.

   SUMNER, DONALD RAY: EMERITUS PROFESSOR OF PLANT PATHOLOGY, DEPARTMENT OF PLANT
   PATHOLOGY, COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES, EFFECTIVE JAN  2,
   2000.

(B) GEORGIA SOUTHERN UNIVERSITY

   KEYS, J. BERNARD: FULLER E. CALLAWAY PROFESSOR OF BUSINESS EMERITUS, DEPARTMENT OF
   MANAGEMENT, COLLEGE OF BUSINESS ADMINISTRATION, EFFECTIVE JAN  1, 2000.


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

   MILLER, MARTIN W., JR.: SR RES ASSOC, HUNTSVILLE RESEARCH OPERATIONS, GEORGIA
   TECH RESEARCH INSTITUTE, LEAVE FROM OCT  1, 1999 TO JUN 30, 2000, WITHOUT PAY.

(B) GEORGIA STATE UNIVERSITY

   BOTTOMS, DAVID H.: PROFESSOR, DEPARTMENT OF ENGLISH, COLLEGE OF ARTS & SCIENCES,
   LEAVE FROM AUG 16, 1999 TO DEC 20, 1999, WITH PAY.

(C) ARMSTRONG ATLANTIC STATE UNIVERSITY

   DUNN, BARBARA J.: ASSISTANT PROFESSOR, (NTT) DEPARTMENT OF NURSING, SCHOOL OF
   HEALTH PROFESSIONS, LEAVE FROM AUG  1, 2000 TO MAY 10, 2001, WITH PAY.
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COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

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

(A) MEDICAL COLLEGE OF GEORGIA
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BOLLAG, RONI J.: ASSISTANT PROFESSOR, DEPARTMENT OF MEDICINE, SCHOOL OF
MEDICINE, FROM TENURE TRACK TO NONTENURE TRACK, EFFECTIVE NOV 11, 1999.

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

JACOBS, CAROLE M.: PROGRAM COORDINATOR, COLLEGE OF SCIENCES, AS NEEDED FOR
PERIOD BEGINNING AUG 2, 1999 AND ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

NELSON, EVERETT A.: SR RESEARCH ENGINEER, SENSORS & ELECTROMAGNETIC APPLICATIONS
LABORATORY, GEORGIA TECH RESEARCH INSTITUTE, AS NEEDED FOR PERIOD BEGINNING
AUG 23, 1999 AND ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

(B) GEORGIA STATE UNIVERSITY

ELROD, ROBERT H.: ASSOCIATE PROFESSOR, DEPARTMENT OF DECISION SCIENCES, COLLEGE
OF BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING OCT 1, 1999 AND
ENDING SEP 30, 2000, AT LESS THAN HALF TIME.

LONG, CHARLES R.: ASSOC PROFESSOR EMERITUS, DEPARTMENT OF ECONOMICS, SCHOOL OF
POLICY STUDIES, AS NEEDED FOR PERIOD BEGINNING MAY 17, 1999 AND ENDING MAY 10,
2000, AT LESS THAN HALF TIME.

VERNOR, JAMES D.: DEPARTMENT HEAD ACADEMIC, DEPARTMENT OF REAL ESTATE, COLLEGE OF
BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING JAN 3, 2000 AND ENDING
DEC 31, 2000, AT LESS THAN HALF TIME.

(C) UNIVERSITY OF GEORGIA

ABNEY, GEORGE MORRIS: PART-TIME ASSOC PROFESSOR, HONORS PROGRAM, SR VP FOR ACAD
AFFAIRS & PROVOST, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1999 AND ENDING
AUG 31, 1999, AT LESS THAN HALF TIME.

BERRIGAN, JOSEPH RICHARD J.: PROFESSOR EMERITUS, DEPARTMENT OF HISTORY, FRANKLIN
COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING OCT 6, 1999 AND
ENDING DEC 17, 1999, AT LESS THAN HALF TIME.

COONEY, THOMAS J.: PROFESSOR EMERITUS, SCH OF TEACHER EDUC - DEPT OF MATHEMATICS
EDUC, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JAN 1, 2000 AND
ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

DAVENPORT, FRED: CUSTODIAL SUPERVISOR, GEORGIA CENTER FOR CONTINUING EDUCATION,
VICE PRESIDENT FOR SERVICE, AS NEEDED FOR PERIOD BEGINNING OCT 1, 1999 AND
ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

DWINELL, PATRICIA L.: ASSOC DIRECTOR-ACADEMIC, (NTT) DIVISION OF ACADEMIC
ASSISTANCE, SR VP FOR ACAD AFFAIRS & PROVOST, AS NEEDED FOR PERIOD BEGINNING
JAN 3, 2000 AND ENDING JUN 1, 2000, AT LESS THAN HALF TIME.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

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

(C) UNIVERSITY OF GEORGIA (CONTINUED)

ELLIS, SALLY BLACK: P-T PUBLIC SERVICE ASSOC, COLLEGE OF AGRICULTURAL AND
ENVIRONMENTAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING NOV 12, 1999 AND ENDING
DEC 23, 1999, AT LESS THAN HALF TIME.

KETHLEY, T. WILLIAM, JR.: INFORMATION ANALYST II, AS NEEDED FOR PERIOD BEGINNING
DEC 1, 1999AND ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

LAND, MARY A.: COUNTY SECRETARY, COLLEGE OF FAMILY AND CONSUMER SCIENCES, AS
NEEDED FOR PERIOD BEGINNING NOV 1, 1999 AND ENDING JUN 30, 2000, AT LESS THAN
HALF TIME.

PAYNE, LORRAINE C.: COUNTY EXTENSION DIRECTOR, COLLEGE OF AGRICULTURAL AND
ENVIRONMENTAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING AUG 12, 1999 AND ENDING

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

13.   Information Item: Service Agreements (Continued)

DEC 23, 1999, AT LESS THAN HALF TIME.

RAGLAND, WILLIAM L. III: PART-TIME PROFESSOR, DEPARTMENT OF AVIAN MEDICINE,
COLLEGE OF VETERINARY MEDICINE, AS NEEDED FOR PERIOD BEGINNING DEC 2, 1999 AND
ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

SAPPE, JOHN HOYT: PROGRAM SPECIALIST, SCH OF LEADERSHIP & LIFELONG LEARNING,
COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1999 AND ENDING
JUN 30, 2000, AT LESS THAN HALF TIME.

SMITH, DARWIN W.: ASSOC PROFESSOR EMERITUS, DEPARTMENT OF CHEMISTRY, FRANKLIN
COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING AUG 19, 1999 AND
ENDING MAY 9, 2000, AT LESS THAN HALF TIME.

YOUNG, DOUGLAS PARKER: PROFESSOR EMERITUS, INSTITUTE OF HIGHER EDUCATION, SR VP
FOR ACAD AFFAIRS & PROVOST, AS NEEDED FOR PERIOD BEGINNING AUG 20, 1999 AND
ENDING MAY 9, 2000, AT LESS THAN HALF TIME.

(D) VALDOSTA STATE UNIVERSITY

GORE, JOSEPH A.: PART-TIME INSTRUCTOR, DEPARTMENT OF MATHEMATICS & COMPUTER
SCIENCE, COLLEGE OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING OCT 18,
1999 AND ENDING JAN 1, 2000, AT LESS THAN HALF TIME.

(E) ARMSTRONG ATLANTIC STATE UNIVERSITY

NOBLE, DAVID A.: PART-TIME INSTRUCTOR, DEPARTMENT OF LANGUAGES, LITERATURE &
PHILOSOPY, COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING AUG 1,
1999 AND ENDING MAY 12, 2000, AT LESS THAN HALF TIME.

(F) CLAYTON COLLEGE & STATE UNIVERSITY

KEY, MARION F.: PART-TIME ASST PROFESSOR, DEPARTMENT OF LEARNING SUPPORT, SCHOOL
OF ARTS AND SCIENCE, AS NEEDED FOR PERIOD BEGINNING JAN 10, 2000 AND ENDING
JUN 30, 2000, AT LESS THAN HALF TIME.

(G) KENNESAW STATE UNIVERSITY

JONES, DAVID MORGAN, JR.: PART-TIME ASSOC PROFESSOR, DEPARTMENT OF ENGLISH,
COLLEGE HUMANITIES & SOCIAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING JAN 10,
2000 AND ENDING MAY 13, 2000, AT LESS THAN HALF TIME.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

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

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

(A) GEORGIA STATE UNIVERSITY

LINZ, GERHARD D.: PROFESSOR EMERITUS, AS NEEDED FOR PERIOD BEGINNING JUL 1,
1999 AND ENDING JUN 30, 2000, AT LESS THAN HALF TIME.

(B) UNIVERSITY OF GEORGIA

BEAIRD, JAMES RALPH: DEAN EMERITUS ACADEMIC, SCHOOL OF LAW, AS NEEDED FOR PERIOD
BEGINNING AUG 17, 1999 AND ENDING DEC 13, 1999, AT LESS THAN HALF TIME.

KRAPS, ROWLAND FRANCIS: PART-TIME INSTRUCTOR, DEPARTMENT OF ADVERTISING & PUBLIC
RELATIONS, COLLEGE OF JOURNALISM & MASS COMMUNICATIONS, AS NEEDED FOR PERIOD
BEGINNING JAN 7, 2000 AND ENDING MAY 9, 2000, AT LESS THAN HALF TIME.

SEAGRAVES, MARY R.: CLERK I, AS NEEDED FOR PERIOD BEGINNING AUG 16, 1999 AND
ENDING MAY 31, 2000, AT LESS THAN HALF TIME.

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

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GEORGIA INSTITUTE OF TECHNOLOGY              19
GEORGIA STATE UNIVERSITY                      5
MEDICAL COLLEGE OF GEORGIA                    6
UNIVERSITY OF GEORGIA                        24
ARMSTRONG ATLANTIC STATE UNIVERSITY           1
COLUMBUS STATE UNIVERSITY                      4
FORT VALLEY STATE UNIVERSITY                   2
STATE UNIVERSITY OF WEST GEORGIA              6
ATLANTA METROPOLITAN COLLEGE                   1
FLOYD COLLEGE                                  1
GORDON COLLEGE                                 1
MACON STATE COLLEGE                            2
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COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

12. Information Item: Applied Learning Experiences/Clinical Training

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

Georgia State University
Nursing	1
Nutrition & Lab. Tech.	1R
Physical Therapy	1
Social Work	3

Medical College of Georgia
Allied Health Sciences	11, 4R
Medicine	5, 5R
Hospitals & Clinics	6
MCG Institute	2, 3R
Nursing	6

University of Georgia
Child and Family Dvlpmt.	1
Communication Sciences	1, 1R
Counseling & Human Dev.	1R
Education	70
Pharmacy/Dentistry	1
Recreation & Leisure	3, 12R
Social Work	5, 3R

Georgia Southern University
Family & Consumer Sci.	3
Health & Kinesiology	1
Leadership/Tech./Dev.	1, 1R
Nursing	2, 2R
Sociology & Anthropology	1

Armstrong Atlantic State University.
Education	15
Health Professions	1, 2R
Nursing & Dental Hygiene	1
Physical Therapy	1

Augusta State University
Psychology	1

Georgia College & State University
Health Sciences	5

Georgia Southwestern State University.
Nursing	5, 4R

Kennesaw State University
Nursing	15, 10R

North Georgia College & State University.
Nursing	3, 5R
Physical Therapy	1, 1R

State University of West Georgia
Nursing	7, 8R

Dalton State College
Nursing	1R

Coastal Georgia Community College
Air Conditioning	1R
Nursing	1, 1R
Radiologic Technology	1
Surgical Technology	1

Darton College
Human Services Technology	1
Occupational Therapy Asst.	1
Physical Therapy Assistant	2

Floyd College
Health Professions	4, 13R

Total   **269**

R = Renewal

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

13. Information Item: Service Agreements

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

Purpose	Agency	Duration	Amount
Georgia State University			
Conduct program to evaluate health care	Georgia Dept. of Medical Assistance	6/30/99 - 6/30/00	$230,000
Develop human resources	Griffin Technical Institute	7/1/99 - 6/30/00	$120,202
Conduct data entry project	Georgia Office of School Readiness	7/1/99 - 6/30/00	$339,395
Conduct social work training for Child Welfare	Georgia Dept. of Human Resources	8/15/99 - 8/15/00	$44,026
University of Georgia			
Evaluate soybeans and corn as rotation crops	Georgia Commodity Comm. for Cotton	1/1/00 - 12/31/00	$6,500
Print extension publications	Georgia Commodity Comm. for Tobacco	7/1/99 - 6/30/00	$7,000
Manage Rogers Correctional Inst. Dairy Farm	Georgia Dept. of Corrections	7/1/99 - 6/30/00	$299,425
Manage Rogers Correctional Inst. Swine Farm	" " " "	7/1/99 - 6/30/00	$66,819
Provide youth development training	Georgia Dept. of Human Resources	9/15/99 - 6/30/00	$517,139
Provide assistance in dietetic internship program	" " " "	12/1/98 - 11/30/99	$17,103
Conduct family nutrition program	" " " "	10/1/99 - 9/30/00	$1,058,321
Train Georgia's family independence case managers and supervisors	" " " "	4/1/99 - 6/30/00	$270,298
Purpose	**Agency**	**Duration**	**Amount**
University of Georgia (Continued)			
Provide graduate assistance for juvenile counseling & assessment	Georgia Dept. of Juvenile Justice	6/1/99 - 12/31/99	$6,800
Assess program accomplishments	Georgia Dept. of Tech. and Adult Education	9/15/99 - 6/30/00	$286,100
Provide high school teaching	Georgia Forestry Comm.	9/1/99 - 8/31/00	$4,767

module			
Georgia Southern University			
Conduct Grassroots Arts Program FY00	Georgia Council for the Arts	7/1/99 - 6/30/00	$13,549
Darton College			
Conduct computer training	Dougherty Co. Health Dept.	9/20-27/99	$2,700

TOTAL AMOUNT - NOVEMBER $ 3,290,144
TOTAL AMOUNT FY 2000 TO DATE $17,654,236
TOTAL AMOUNT FY 99 - TO NOVEMBER $15,969,976
TOTAL AMOUNT FY 99 $31,358,479

COMMITTEE ON ORGANIZATION AND LAW

The Committee on Organization and Law met on Tuesday, November 9, 1999 at approximately 2:30 p.m. in the room 7019, the Chancellor's Conference Room. Committee members in attendance were Vice Chair Thomas F. Allgood, Sr. and Regents Juanita P. Baranco, Martin W. NeSmith, and Joel O. Wooten. Vice Chair Allgood reported to the Board on Wednesday that the Committee had six applications for review. Four were denied, and two were continued. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. In the matter of Onofre R. Paguio at the University of Georgia, concerning a grievance, that the application for review be denied.

2. In the matter of Alexander Fedorov at the Medical College of Georgia, concerning readmission to the School of Dentistry, that the application for review be denied.

3. In the matter of Willie Wade at Valdosta State University, concerning a grievance related to his suspension, that the application for review be denied.

4. In the matter of James Duncan at Columbus State University, concerning his expulsion, that the application for review be continued.

5. In the matter of The Signatories at Georgia Perimeter College, concerning a grievance, that the application for review be denied.

6. In the matter of Carly Armour at Georgia College & State University, concerning accommodations for her disability, that the application for review be continued.

CHANCELLOR'S REPORT TO THE BOARD

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

Thank you Mr. Chairman.

This is my last report in the 1900s. You feel like you should make it a particularly profound report. As someone born exactly in the midpoint of the century, as someone who has spent a quarter of the century in England and a quarter in America, and as someone who loves to read authors from previous centuries, I have a particular perspective. This perspective, though, has been modified by this position, encouraging me to think more about the next 50 years, rather than the last.

In so doing, though, I want to be mindful of the mistake made by Carleton University, whose tag line in recruiting students was protested by its own history department. The tag line? "Carleton University: for an education that's about tomorrow, not yesterday." Faculty can be a tad sensitive!

We are, of course, about both yesterday and tomorrow. We care about yesterday because this System is built on wise — and sometimes courageous — decisions made by previous Regents, Chancellors, Governors, and legislators. And it is built on the hard work of thousands of faculty and staff. The legacy is hundreds of thousands of fine graduates.

We care about today because we are making decisions based on data from the past that will impact the future. I am especially proud of the willingness of the Board, the Central Office, and the campuses to have ourselves measured for progress both academically and in our business practices. Let there be no mistake. This will cause some discomfort. It will raise anxieties. But I am convinced you can only become better if you are willing to push your comfort zones.

We know we're good. Just take these institutional examples:

- The United States Distance Learning Association ("USDLA") at the eighteenth Annual TeleCon Conference and Awards in Anaheim, California awarded first place in the "Best Program-Higher Education Distance Learning" category to Clayton College & State University's ("CCSU") distance learning program, which began in the spring of 1995. CCSU's distance learning program has grown to more than 80 online courses, including the entirely online bachelor's and associate of integrative studies degrees, enrolling more than 900 students.

- Georgia State University's Executive M.B.A. program was listed in "the top 20 leading Executive M.B.A. programs" in the nation in the October 18 issue of *Business Week*.

- North Georgia College & State University has been selected for *The Templeton Guide: Colleges that Encourage Character Development*. *The Templeton Guide* is a national resource that contains profiles of 405 exemplary programs. North Georgia was selected for its student leadership program with the Corps of Cadets.

CHANCELLOR'S REPORT TO THE BOARD

- In *USA Today*, Georgia had 6 of the 20 members of the All-USA Teacher Team. Four were graduates from the University of Georgia.

- Faculty from UGA have been cited in the following publications in just the last month: *The New York Times, The Wall Street Journal, TheWashington Post, USA Today, The Nation, Irish Times, and The Chronicle of Higher Education*.

But just as we're good, we know we can better. And just as we celebrate the past and push the present for all it's worth, we also need to prepare for the future. Yesterday, for example, you heard about Georgia GLOBE, and the unique way that we're seeking to implement distant learning with a keen focus on the State's needs as well as a sensitivity to the needs of distant learners to have special services. Later today, we will be discussing technology master planning because technology has become the new high-stakes arena in higher education, impacting teaching, research, and service.

Technology is particularly fascinating to me for several reasons. One: it makes us rethink all our previous approaches to business planning, with a delicate balance between lively entrepreneurship and careful planning. Two: I increasingly believe it makes us rethink all the basic building blocks of American higher education in fascinating ways.

If I might, I'd like to take a moment in this last meeting of the 1900s to sketch that possible brave new future. I used to do new year predictions. These are my new century predictions; they're safer since no one will be around to check up on their accuracy.

One has to begin pointing out that centuries, years, and even time are all artificialities. Once in a while, someone just recasts it all—Pope Gregory and the Gregorian Calendar, for example. When we really think about it, most of our activities are artificial constructs: semesters, credits, courses, various academic

disciplines, "the core," SATs (Scholastic Aptitude Tests), GPAs (grade point averages), and the rest of the alphabet soup, and — yes — even degrees. Does something magical actually happen between the 119th credit and the 120th credit? I suspect not. Our teaching methods have relied rather heavily on material also known as "the stuff students must know." In other words, a lot of faculty time is spent on transmitting information. And to top it all off, we build separate buildings to support separate artificial constructs, resulting in considerable territoriality.

Well, I believe all these dominoes will fall one day. Ironically, they will fall because technology is causing us to think about turning sacred cows into hamburger.

If one can learn at any time in any place, shouldn't the whole notion of a degree be reconstructed to be based on demonstrated skills and knowledge — demonstrated in any time frame and by a variety of means, not by accumulating credit in courses?

If technology can transmit information as, if not more, effectively as humans, shouldn't we free up faculty time to coach students (both individually and in teams) in how to manage, to analyze, to make judgements about information and then to be able to effectively communicate their findings?

GOVERNOR ROY BARNES' REMARKS TO THE BOARD

While Chancellor Portch was giving his report to the Board, Governor Roy Barnes entered the Board Room. Chair Cannestra and the Chancellor welcomed him and invited him to address the Board.

Governor Barnes greeted the Board. He thanked the Regents for allowing him this surprise visit to their meeting. He said that he had been visiting the Board Room often in the last month because some of the meetings of the Education Reform Study Commission (the "Commission") had been held there. He expressed his appreciation to Chancellor Portch and Board. He remarked that the fact that he has been holding meetings in the Board Room speaks to the partnership which is education. He noted that a child does not belong to any particular institution of education. A child should not be looked upon as a proprietary part of any one system of education, but rather should be able to move easily through all of the systems of educational institutions. He remarked that it was a pleasure to see several of his friends at this meeting and that this may be the only Board in the country that has a member who was once Governor, which speaks to the prestige of the Board.

The Governor explained that the reason he was speaking to the Regents was to announce something on which he has been working for several weeks with Chancellor Portch. He reminded the Regents that during the last election cycle and during the last legislative session, he talked a great deal about the State's need to reexamine the way government is delivered. There is a need to look across functions of government to cut out redundancies and to become

more efficient. Though a government cannot operate like a business, business principles can be applied to the operation of government to make the operation more efficient. Governor Barnes asserted that there must be a continuing evaluation and raising of our standards in all of education, whether it be K-12, the University System, or the technical schools. There needs to be accountability so that people have confidence that the educational systems are accomplishing what they are charged to do. In addition, they must raise the level of educational achievement so that Georgia can compete in the new emerging economy. During the last session of the General Assembly, Governor Barnes asked the legislature for an appropriation of funds so that he could begin an evaluation and management audit process across all departments and functions of State government to determine how to make government more efficient and to set higher standards in education. He was present at this meeting to announce a collaborative effort between the State and the Board to help the Regents do an even better job of shaping a world-class University System and to help the Board have a better system of delivering services without redundancy. That is, the first candidate for the comprehensive evaluation for which the Governor received State appropriations did not wait to be drafted. Rather, Chancellor Portch stepped forward and volunteered the University System to be one of the first departments to go through this process. Governor Barnes agreed to the proposal, and the State and System will share expenses in this effort.

The Board of Regents volunteered to undergo this comprehensive and rigorous process that will not only measure the University System of Georgia against other higher education systems, but will also examine other nonprofit and private-sector practices to see whether they can be brought into the operation of the University System. In addition, the University System's Central Office and representative institutions will undergo an intensive management study of their various business functions. Governor Barnes explained that this review will examine such operational areas as finance, purchasing, human resources and payroll, facilities management, grants and contracts management, inventory control, information technology, internal audit, legal affairs, and communications. Such an intensive review will allow each function to be evaluated individually and collectively to determine the extent to which each is necessary and how effectively and efficiently each is operating. The process will also help determine whether there are additional functions **GOVERNOR ROY BARNES' REMARKS TO THE BOARD**

that ought to be performed or whether some functions need more attention. Then, these findings will be generalized and applied to other University System institutions. The desired outcome of such a management review is to identify potential changes that will result in improved services or management, reduced cost, and/or increased revenue for the System. The process also presents the potential to recommend reorganizations, consolidations, outsourcing, or other streamlined functions to increase efficiency and economize taxpayer dollars. The Board of Regents is the first agency to volunteer for participation in this initiative, something the Governor is encouraging other agencies to do before they are drafted. He remarked that it is not every day that an agency volunteers for the rigorous scrutiny it will receive during this process. Governor Barnes stated that he is proud of the leadership of the Board in putting itself out front like this. He is looking forward to launching this process and to

receiving the data and recommendations that it will produce. He is especially pleased that the University System is willing to judge itself against the best in the nation, because that is what he wants for all of Georgia's educational institutions, including the K-12 institutions. Governor Barnes explained that once the audit report is complete, the results will be shared publicly. Sharing the results will ensure that the constituents who are served by the Board of Regents and the University System know how the System is being operated and how it might operate even more efficiently.

Governor Barnes again thanked the Chancellor, the Board, and the University System as a whole for giving the Commission valuable assistance during its education reform initiative. He had challenged the Board to help him with the efforts of the Commission, and the Regents rose to the challenge. He noted that they did likewise in their efforts regarding teacher preparation, which is so critical to the future success of the State. Through the Yamacraw Mission and the Intellectual Capital Partnership Program ("ICAPP"), the Board has also contributed to the knowledge economy. Governor Barnes remarked that he finds ICAPP to be one of the best economic development tools in the State in attracting industry to Georgia. ICAPP and QuickStart are the two best tools the State has, he said. He just returned from Japan, where he had the first trade commission, and every company he called upon that is already in Georgia had something good to say about QuickStart and ICAPP. Perhaps most importantly, this Board of Regents has been diligent in addressing issues of quality, access, and diversity in higher education. Governor Barnes thanked the Regents for this diligence because what they do and how they make decisions will have ramifications for generations of future Georgians. All of these actions demonstrate a commitment by the Board and its officials to serve the State of Georgia and to use their resources to enhance the quality of life for all Georgians. This is a goal that the Board and the Governor jointly share. In closing, the Governor thanked the Board for standing with his administration as it strives to build a better Georgia for all of its citizens and remarked that he looks forward to the work that they will continue to do together in the future.

After his remarks, Governor Barnes left the Board Room. Chancellor Portch remarked that he appreciated the Governor's visit and that he thinks the linking of the Board's benchmarking initiative with the State's auditing project will be beneficial to both the Board and the executive branch of State government. He then recognized Dr. Madlyn Hanes, Senior Advisor to the Chancellor, who had worked very hard to bring the Board to this point. He then continued his report to the Board.

CHANCELLOR'S REPORT TO THE BOARD

If higher education becomes looser and more dynamic—even chaotic—shouldn't our facilities function that way? Shouldn't the library, the cafeteria, the study area, the student activities all be integrated? As you eat your lunch, you plug in your laptop and review an article over GALILEO, for example? Shouldn't classrooms be flexible to be any size, any format?

These are, of course, distant thoughts. But I personally believe we ought to be on the cusp of a revolution, a revolution much more significant than a little fuss over a tea tax!

Of none of this am I certain. I am certain, however, that in spite of — and perhaps even because of – technology, higher education will always be a people business. So I want to end my report by recognizing three people who symbolize this enduring truth.

You know I like quizzes. I'm going to ask all the Central Office staff to stand a minute. Which one of these fine folks was a model for Belk department stores by the time she was five; plays the trumpet, the trombone, and handbells and studied to be a concert pianist; started as a legal secretary, changed to data processing, and has worked for the Board of Regents for nearly ten years providing terrific service to this Board?

Yes, it's your very own Kim Iddins (Audio/Visual Technician).

There's the Lone Ranger and Tonto, there's Mutt and Jeff, there's Batman and Robin. And then there's Kim and Lisa Striplin (Administrative Manager II). What a team. Lisa has over a decade with the Board. She began as an assistant but thrived on learning new things like GSAMS (Georgia Statewide Academic and Medical System) and taking on new responsibilities. Her crowning achievement, if you'll excuse the pun, was placing a satellite dish on top of this building. If we'd let her, she would have run the crane herself. She and Kim are our technical wizards, linked by their creativity and service orientation yet separated by their musical tastes…or lack of: Lisa covets the disco music craze, turn up Saturday Night Fever and look out! She also, on a dime, can turn into Supermom for son Joshua (nine) and daughter Courtney (four).

Would you join me in thanking and recognizing these two remarkable talents?

Finally, I want to end the 1900s by celebrating teaching and learning. Each year, the Carnegie Foundation chooses one faculty member from either a private or public institution in each state. The 1999 Georgia Professor of the Year is Associate Professor of Physics, J. B. Sharma from Gainesville College. J. B.

Sharma did his graduate work in Georgia at both the University of Georgia and at Georgia Tech. He's been a Governor's Teaching Fellow and has won a series of teaching awards in both Texas and Georgia. Let me quote two of his students:

- Jeremy Elrod: "He never read from boring notes or stared at a book during class. We learned together, as a class. Mr. Sharma learned from us, and we learned from him. It was obvious that his class would be different every time he taught it, because he was constantly learning and incorporating new things that students suggested or that he thought of due to students' reactions."

- Blake Masters: "When it comes to your liveliness, your ingeniousness, and your generosity, I can find no match."

Would you join me in congratulating Professor J. B. Sharma?

This art of teaching, this inquiry for knowledge, is what will always link the past to the present to the future. Our tools may change. (Note, though, the pace of change may not be as dramatic as we think. Consider the author Thomas Hardy. When he was born, you got around by walking or riding a horse. [They were just inventing the bicycle.] Then came the train, the car, the airplane, ALL in his lifetime.) Our structures may change. But the one constant is that teaching and learning will always be at the heart of what we do.

Thank you, Mr. Chairman.

After the Chancellor's report, Chair Cannestra remarked that an organization is only as good as its staff and faculty, and the Board of Regents is blessed to have both an outstanding staff and outstanding faculty at its institutions.

UPDATE ON GA EASY

Chair Cannestra next called upon Dr. Barry A. Fullerton, Vice Chancellor for Student Services, to begin the update on the Georgia Application and Electronic Advisement System ("GA EASY") project.

Dr. Fullerton explained that this was more than an update on the GA EASY project; it was also the formal launch of the project. GA EASY was developed a little over a year ago to create a common application for the institutions of the University System. However, it had evolved into more than that. GA EASY has been tested by counselors and students in Rockdale County. They suggested some changes, which were made. Dr. Fullerton has been traveling around the State talking to high school counselors. They love the program and are eager for its release. He then introduced the director of the project team, Dr. Larry A. Peevy, Associate Vice President for Enrollment Services at Georgia College & State University.

Dr. Peevy expressed his delight to be present for the launching of GA EASY. It is a Web site where students can go and find out about all the University System schools without having to go to multiple sites for the same information. The site provides information on the different admissions requirements that are changing and will continue to change at least until 2001. It lists all the programs that are available at the different institutions and allows potential students to consider the cost of going to college at any institution in the System. It also allows them to look at different career choices and job opportunities by linking them to the Georgia Career Information System ("GCIS"), which was previously only available to high school students at their schools and only for limited times. GA EASY allows people to apply to any System institution online and pay application fees online by credit card or check. If they elect to apply to another System school, they can enter two or three more pieces of information, and the program will automatically complete the application for them. Dr. Peevy asked the Regents to put themselves in the position of a high school junior as he demonstrated the GA EASY Web site for them. He asked them to consider whether any of the information provided by the Web site would have helped them in their career and college choices and the application process. Dr. Peevy then demonstrated use of the Web site, which appeared on the large screen in the Board Room.

Dr. Peevy noted that if he clicked on the word <u>Institutions</u>, a map of the State appeared depicting where all of the University System institutions are located as well as an alphabetical listing of the institutions. If he clicked on <u>Dalton State College</u>, the site presented information on the college, including programs of study and other important pieces of in-depth information. Dr. Peevy next demonstrated that if he had clicked on <u>Admissions</u> from the GA EASY home page, a listing of the different schools in the System would appear. Clicking on any one of these institutions would bring up that school's admissions standards. This allows students to know exactly what the requirements are for them to enter a particular institution. Likewise, by clicking on <u>Programs</u> from the GA EASY home page, another list of institutions appears. However, when a person clicks on one of the institutions on this page, a list of the majors and programs of study at that institution appears. Dr. Peevy demonstrated that if he had clicked on <u>College Costs</u> from the home page, a student can find out about the costs of going to the different types of University System schools, as well as financial aid information of any particular institution or cluster. From this page, a student can link to the Georgia Student Finance Commission Web page, which provides a wealth of information. This page also links to the HOPE Scholarship Program ("HOPE") page. He noted that 98.88% of entering freshman are on HOPE, so it is becoming very important for them to have access to information about HOPE immediately. One of the most important items on the GA EASY home page is <u>Career Decisions</u>, said Dr. Peevy. He explained that this links students directly to GCIS, which is in all public and private high schools in the State. Now, they can look at the Web site from home at their leisure and explore the range of career assistance that **UPDATE ON GA EASY**

GCIS makes available to them. It even shows them which schools offer the different majors required for their career goals. Finally, the students can apply for admission to System institutions online by clicking

Apply on the GA EASY home page. All of the schools are being linked so that when a student applies for admission to any of these schools, the same information will be stored so that when the student wants to apply to another institution, he will not have to fill out another complete application. Dr. Peevy then demonstrated the online application process and the methods of payment. He explained that when this project was begun, there were only about six institutions that already had online applications. There were only about 15 that had Web sites. So, much progress has been made.

Dr. Peevy explained that GA EASY is easy for students, parents, and counselors to access from any location. The information is updated by each individual institution on a timely basis so that the information is current. As majors change, the schools change their Web sites to reflect that. GA EASY will be linked to all high schools in Georgia and all University System of Georgia schools, plus hundreds of other links, such as the Governor's page and the Chamber of Commerce pages. This will make it easy for students to find GA EASY from any available resource out there. Plus, as the high schools link to GA EASY from their Web sites, they are becoming partners with GA EASY and they will have links on the GA EASY Web site. This makes it easy for students to find information on System schools, but most importantly, it directs them to other System schools should they elect to change to a different environment.

Dr. Peevy stated that the Chancellor had challenged him to build a rowboat. However, at this time, the System is ready to launch a yacht, because GA EASY is much more than was originally planned, but it will be the greatest gift the Board has given to prospective students. It will create a real pathway for students to find their futures. In closing, Dr. Peevy noted that there is an eight-page pamphlet going out to every student in the State, a poster for every high school to promote GA EASY, and a small 3x5 card distributed to every student in the State to remind them of the Web site address. He then asked whether the Regents had any comments or questions.

Regent Baranco asked whether she could search the institutions by a particular program.

Dr. Peevy responded that a student could either peruse the majors at the individual institutions or she could click on the particular field of interest on the GCIS Web page and it would list all the schools in Georgia that have that program.

Regent White remarked that he was very pleased with this project. He asked whether the Web site is already online.

Dr. Peevy responded that it is.

Chair Cannestra asked whether GA EASY is accessible from the World Wide Web.

Dr. Peevy replied that it is. He noted that its address is www.peachnet.edu/ga-easy and that this information would be included in a news release that was going out that day. He then showed the Regents the posters and cards promoting the program, which have the Web address on them.

<u>UPDATE ON GA EASY</u>

Dr. Fullerton added that there was a third person involved in this project, Mr. Ray Lee, Web Master, without whom the project would have been "dead in the water."

Chancellor Portch remarked that this project began as a question at the Board table when the Regents were getting so many complaints that students could not get into the University of Georgia. Someone asked whether there was a way those students could apply somewhere else in the System. So, the Chancellor charged his staff with creating a common application so that students could do just that. He was happy that his simple charge had turned into such an incredible tool. He commented that this was a good example of how when you have good people working together and allow them to be innovative, they can create something wonderful.

Chair Cannestra asked whether there were any further questions or comments, and seeing that there were none, he recessed the meeting for a brief break at 10:05 a.m.

STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"

At approximately 10:15 a.m., Chair Cannestra reconvened the Board meeting and convened the meeting of the Strategic Planning Committee as a Committee of the Whole. He then turned the chairmanship of the meeting over to Regent Leebern.

Chair Leebern welcomed Dr. Beheruz N. Sethna in his new role as Interim Senior Vice Chancellor of Academic Affairs. At this meeting, Dr. Sethna would be presenting the first version of the technology master plan.

Dr. Sethna thanked Chair Leebern. He noted that the Regents have spearheaded work on several fronts concerning technology. The Board has also gone through a master planning process in many areas, including facilities master planning. The time has come for the Board to carefully examine master planning for technology. Dr. Sethna reminded the Regents that in April 1999, the Board adopted the principles developed from its year-long technology initiative titled "Educational Technology and the Age of Learning: Transforming the Enterprise." He reminded the Regents that the document stressed that "the University System of Georgia must respond to and anticipate the emergence of a new world of 'anytime/anywhere' learning with strategies and actions that apply technology effectively, promote collaboration, foster innovation, but most importantly, provide leadership in developing the infrastructure for an age of learning in Georgia." The Regents' vision also included the use of "technology as a central element of teaching, learning, student services, public service, research, and institutional management." Dr. Sethna remarked that as we continue to use technology for all of these things, the demands on technology become increasingly challenging. The Regents recommended actions in the following four areas: expanding access, enhancing learning, enriching opportunities, and effective financing and innovative governance. Dr. Sethna stressed that it is very important as the Board moves forward to take advantage of good work that has been done previously so it can be used as a springboard.

With regard to master planning for technology, Dr. Sethna wanted to discuss some pressing issues, the calendar, and some principles. Dr. Sethna had surveyed several individuals who use technology on a day-to-day basis in the University System. He sent the survey electronically to all presidents, vice presidents for academic affairs, chief information officers, everyone in the Office of Information and Instructional Technology ("OIIT"), and the Central Office staff. He received a fairly good number of responses to his survey. He gave a checklist of several items and asked which two issues the respondents believe are the most pressing in terms of daily operations. The overall result was that 67% of respondents rated the stability and bandwidth of the network (PeachNet) as the most important issue. Dr. Sethna remarked that this was not at all surprising. First of all, there is an incredible demand on bandwidth, meaning the amount of information that can be sent through a cable. That demand is increasing across the nation. This is not a problem that is restricted to Georgia, but PeachNet has begun to experience serious demands because the number of users has increased greatly. Not only has the number of users increased, but the kinds of things PeachNet is used for has increased as well. The Board spearheaded the Connecting Teachers & Technology initiative, the Connecting Students & Services initiative, BANNER, and PeopleSoft. These create tremendous pressure on bandwidth. Of course, the System has been growing the size and number of cables, but the demand continues to grow rapidly. So, although PeachNet has grown and expanded, the System's needs are growing and expanding at a much faster rate. Just during this Board meeting, the Board heard presentations on Georgia GLOBE and GA EASY, both of which put even more pressure on the pipe. These are great initiatives, but they put more pressure on the network.

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One of the items of the changing environment that Dr. Sethna wanted to bring to the Regents' attention was something that happened in February 1999 with implications leading up through the summer of 1999.

The changes started at the federal level in terms of E-rate eligibility, and then there were state-level implications. PeachNet was the educational network for the whole State, not just for the University System. During this year, the Department of Technical and Adult Education, public libraries, and the Department of Education will switch from PeachNet to other Internet providers. So, PeachNet will increasingly service the University System of Georgia exclusively. This has some implications, Dr. Sethna explained. For this year, it has rather serious budgetary implications because of the impact on the System's stream of cost-recovery monies; this may require adjustments in our approach fiscal years 2000 and 2001 funding. Moreover, in next year's budget and subsequent budget years, the System will have to make appropriate reductions of its budget to reflect the lack of cost-recovery monies coming in from these other sources. The staff have started working to adjust this, and the System will have plans in place and more accurate analysis will be done to continue to provide the kinds of services that the institutions and students want. In light of this, it was not surprising that this issue was number one in the survey. However, Dr. Sethna noted that the respondents were not even aware of the more recent budgetary challenges when they rated connectivity as the top priority.

The next most pressing issue, according to survey respondents (60%), was staffing issues for information technology ("IT") personnel. "How can planning possibly help this?," Dr. Sethna asked. He explained that it may be that some of the smaller institutions cannot afford a full IT team themselves. So, one solution might be a team of IT personnel who can supplement a small institution's IT staff. The third most pressing issue was faculty support (help desk) and faculty development (43%). The other issues addressed by the survey included E-core (13%), PeopleSoft (11%), BANNER (10%), cost/funding/fees (7%), virtual library (4%), and connectivity to Internet II (3%). Dr. Sethna noted that the funding issue was not originally on the survey, but it emerged as a write-in issue. Had it been on the survey, he suspected it might have been ranked higher among the pressing matters.

Regent Cannestra asked what was the issue with regard to PeopleSoft.

Dr. Sethna responded that it needs personnel support and it puts considerable demand on bandwidth as well. So, it is something that System employees worry about. Not all campuses have fully implemented PeopleSoft, and it affects bandwidth and staffing.

There are other issues which a master planning process must include that did not emerge from the survey, but rather came out of conversations with the Chancellor and staff. One such issue is planning for the System and campuses. As with facilities master planning, certain parameters must be established at the System level. That may not mean planning for the entire University System, but rather, the campuses need to do their own planning and come back to the Regents and tell them what support is needed. Dr. Sethna has talked with the CIOs at institutions, and there was a question as to whether to do master planning at the institutions or on the System level first. It was decided that the parameters that apply to all institutions first should be established at the System level before the institutions begin their individual master planning for technology.

Another issue is that while the University System has been innovative and entrepreneurial in establishing its own initiatives, the time has come to determine how all the pieces fit together and create a plan going forward to see the missing pieces and overlapping pieces. The System needs to take a step back and see how **STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"**

it can make this all work much better, which may require restructuring and reorganization, but the System will be stronger and better for that. The organizational structure and location for Cental Office IT operations are other issues that have been raised. The Central Office IT operations have gone through some organizational and structural modifications. Dr. E. Michael Staman, who was the CIO of the System and Vice Chancellor for Information/Instructional Technology, has been offered and has accepted

the Eminent Scholar Chair at Macon State College. So, Dr. Sethna will have to do some restructuring of OIIT, which is a constantly changing area. The changes he makes will be interim changes because he has placed on the agenda for master planning what the permanent structure should be. There will likely be several other changes, and he urged the Regents to let him know if he is missing anything.

With regard to the calendar of the technology master planning initiative, Dr. Sethna said that the start date should be immediate. At the time of this meeting, the staff were in the process of writing a request for proposals ("RFP"). He would like to get it out pretty fast in order to get a consultant to help the System work through some of these issues. While there is a great deal of expertise in the University System, a consultant has certain benefits. A consultant from outside the System may bring a national perspective from which we will all gain. A consultant may have worked with other university systems before, and a consultant is relatively unbiased in his or her recommendations. While the start date is immediate, the end date will never come, Dr. Sethna explained, because the project will be continuous. For technology, the combined wisdom of all the technology experts cannot predict the environment five years from now. It will be necessary to have multiple phases in this initiative. We expect to make major headway if not finish a System-level plan with some parameters set during fiscal year 2000. That is rather ambitious, and this is a tentative schedule, as the staff were still writing the RFP. So, they will have to assess how much can be completed well by the end of this fiscal year. However, the initiative will need to move on to institutional level planning in the next fiscal year and be prepared to go back and forth between the levels while the whole thing works out.

Next, Dr. Sethna reviewed some principles for the technology master planning process. He stressed that a great deal of input and participation from all relevant constituencies will be necessary. Conversations have already begun with some of the Governor's staff to have at least one designee from the Governor so that the State feels that the System is part of their process and the System and State are not going in two different directions. A steering committee or Dr. Sethna would come before the Board periodically to report on the process so that the Regents have continuous involvement in the initiative. Certainly, participation of the institutions in the steering committee is important, including student representation from the Student Advisory Council. There would also be participation of faculty, CIOs, and administrators from the areas of academic affairs, business services, and student services. From the Central Office, there would be representation from the user departments as well as OIIT. Finally, it would be nice to have some external constituencies, such as an industry representative. Dr. Sethna elicited recommendations from the Regents for external constituencies. He noted that the steering committee will work closely with the consultant chosen for the project. In closing, Dr. Sethna remarked that planning is a process that takes time and uses resources, but it will help the System determine its own future. He then thanked the Regents for their support and asked for their input.

Chair Leebern asked whether there were any comments or questions.

Regent Cannestra remarked that this was probably the first exposure that the Board has had to the technology planning process. He encouraged the Regents to make suggestions about the initiative at any time.

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Chair Leebern asked when the RFP would be completed.

Dr. Sethna responded that the draft of the RFP would be ready in the following few weeks. He noted that it could be completed sooner, but he wanted to first show it to some nominees for the steering committee. At this time, the RFP has largely been authored by Dr. Staman with some input from Dr. Sethna and Associate Vice Chancellor for Information Technology Randall A. Thursby. However, they do not want

the RFP to be just the product of three individuals. So, in a few weeks, a draft will be ready to be refined and distributed.

Chair Leebern inquired about wireless transmission versus bandwidth.

Dr. Staman explained that while wireless is beginning to accelerate in marketplace, it is not a viable solution for centralized backbone services. At the campus level, there are increasing opportunities for wireless technologies. However, at this time, he did not think the physics of it would allow wireless technology to keep up with the kind of bandwidth to which Dr. Sethna was referring.

Chair Leebern noted that there is a cost in knocking out walls in dormitories and classrooms to install proper wiring that might be offset by going wireless instead.

Dr. Staman responded that a small piece of renovating any building is ensuring that there are conduits and infrastructure in the walls and under the floors so that if later you want to install fiber, the infrastructure is already there. His recommendation to anyone renovating a building now is to install the capacity to string fiber. If wireless becomes a more viable option, then they can switch to it. He warned against making a decision that will prohibit using fiber bandwidth should wireless transmission not become a viable option.

Chancellor Portch added that from a business perspective, the System's customers will not live in a residence hall today if it does not have Internet accessibility. So, if the System does not make that possible, its revenue stream on those residences will greatly decrease. When institutions have the opportunity, they need to get that accomplished. He remarked that wireless capacity would not be viable soon enough to disregard fiber optics.

Dr. Sethna said that Dr. Daniel S. Papp, Director of Yamacraw Educational Programs, wanted to comment on this issue.

Dr. Papp stated that wireless transmission is one of the hottest items in the Yamacraw Mission and was advancing extremely rapidly. However, he agreed with Dr. Staman that it is important to create fiber optic
capacity now in order for the System to encourage students to live in dormitories. Nonetheless, in five years, current fiber optic bandwidth capacity may be bypassed by wireless bandwidth capacity.

Dr. Sethna agreed that the System must meet the needs of the present. If an institution is building or renovating any facility, it must include technological capability within it. He stated that Senior Vice Chancellor for Capital Resources Lindsay Desrochers and Vice Chancellor for Facilities William K. Chatham would agree.

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Chair Leebern noted that the Defense Department already uses wireless transmission for security, so it is already available to some federal agencies.

Dr. Staman remarked that it makes no difference whether the technology is wireless or not, because the secured documents are encrypted either way. The real issue is that to get to a point where the System is capable of gigabit per second broadband wireless transmission five years from now will likely require a 100-gigabit broadband in order to manage that transmission.

Regent Cannestra added that AT&T may provide some insight. It has been in the telephone and wireless business for some time, but now it has bought Media One, a cable company, which speaks to the evolution of the future of wireless transmission.

Dr. Sethna agreed that wireless capability is certainly in the future.

Regent Jones asked whether facilities for student housing are already wired for Internet capability.

Chancellor Portch responded that the Board is not requiring it, but the institutions are well aware that it is important.

Regent White noted that Dr. Sethna had discussed external constituencies, and he remarked that the System and the State are lucky to have a wealth of high-tech firms. He hoped that the System could take advantage of the talent in the State in the master planning process and suggested the Regents reach out to those firms to bring them into this initiative.

Dr. Sethna again asked the Regents to provide any contacts they may have at such firms to put them on the steering committee.

Regent Baranco asked whether the survey Dr. Sethna discussed indicated any desire for the System to retreat from PeopleSoft. She asserted that PeopleSoft has already developed a newer version.

Dr. Sethna responded that the System is not retreating from PeopleSoft. New versions of all software that the System uses will continue to come out.

Dr. Desrochers added that there is no intent to retreat. Rather, there is very strong support for PeopleSoft. She agreed that programs will be updated with newer versions, but the health of PeachNet is critical to PeopleSoft and the pressure on PeachNet is making people nervous.

Regent Baranco stated that she was under the impression that PeopleSoft had more than just a newer version, such that the version of the program the System has will no longer work.

Dr. Desrochers responded that this was not the case but that new versions require new training for staff to fully utilize the software. She asked Associate Vice Chancellor for Capital Resources William R. Bowes to clarify the matter.

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Mr. Bowes said that Regent Baranco might be referring to the fact that PeopleSoft is converting to a Web-based system, which is different, but the System will be upgrading to keep up with the changes.

Mr. Thursby added that BANNER is also going Web-based.

Chancellor Portch noted that considering the amount of work, anxiety, and cost of PeopleSoft and BANNER, he was actually reassured by the percentages of survey respondents who felt they were pressing matters.

Dr. Sethna stated that he thought those figures would be even higher.

Chair Leebern thanked Dr. Sethna for his presentation. He then asked for a motion to recess the Strategic Planning Committee as a Committee of the Whole. Regent McMillan made the motion, which was variously seconded. Motion properly made, duly seconded, and unanimously adopted, the Board was reconvened in its regular session.

UNFINISHED BUSINESS

Chair Cannestra reminded the Regents that they have mailboxes in the Chancellor's Office, in case they would like to check them at the meetings. Secretary to the Board Gail S. Weber noted that the contents of the Regents' mailboxes are mailed to the Regents once a week.

NEW BUSINESS

Chair Cannestra called upon Vice Chancellor for Human and External Resources Arthur N. Dunning to present to the Board two honorary degree nominations.

Dr. Dunning thanked Chair Jenkins and explained that the first nomination was for Mr. W. J. Usery, Jr. by Georgia State University ("GSU"). Mr. Usery was born in Hardwick, Georgia and attended Georgia Military College and Mercer University. He joined President Ford's cabinet as Secretary of Labor in early 1976 and served in that capacity until the end of the Ford administration. Mr. Usery is well-known for being deeply involved in all aspects of national economic policy formulation. His donations to GSU include a $500,000 endowment dedicated to establishing the Usery Center for the Workplace. He has followed this contribution with support in fund raising for the center, with nearly $1 million in cash and pledges already committed.

The second nomination was for Mr. Eugene M. Bishop by Georgia Southern University ("GSOU"). Mr. Bishop is the owner and president of Health Service Centers, Inc., a multi-facility corporation that owns long-term healthcare facilities, acute care hospitals, and pharmacies. He was educated in the Atlanta public school system and attended Georgia State University. His contributions to the GSOU include service as a member of GSOU's Business Advisory Council for the College of Business Administration. He is also involved with Southern Boosters, Inc. as a current board member and executive committee member. Mr. Bishop provided funding for the computer laboratories in the Joe Kennedy Residential Complex as well as furnishing the faculty and staff lounge in the College of Business Administration. Mr. Bishop was presented GSOU's 1997 "Friend of the University" award for his consistent support in the form of donations and involvement.

On behalf of Presidents Carl V. Patton and Bruce F. Grube, Dr. Dunning submitted these nominations for the Board's approval. With motion properly made, seconded, and unanimously adopted, the Board approved the honorary degrees.

Because the Board of Regents was not meeting in December 1999, Chair Cannestra asked for a motion to authorize Chancellor Portch to take any actions necessary on behalf of the Board between this meeting and the January 2000 Board meeting with such actions to be ratified by the Board at the January meeting. With motion properly made, variously seconded, and unanimously adopted, the Board approved this authorization.

Regent Leebern thanked the Regents for their contributions to the University System of Georgia Foundation and the Chancellor's executive compensation plan.

Chancellor Portch noted that Regent Baranco was recently featured in Regent Baranco was featured in the October 1999 issue of *Essence Magazine* (page 94). The article was titled "Building Our Wealth."

PETITIONS AND COMMUNICATIONS

Secretary Gail S. Weber announced that there would not be a meeting in December and that the next Board meeting would take place on Tuesday, January 11 and Wednesday, January 12, 2000 in the Board Room in Atlanta, Georgia. She noted that there would also be a very special social event the night of January 11, about which the Regents would receive information later.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at approximately 10:55 a.m. on November 10, 1999.

<div style="text-align: right;">

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

</div>

s/
Kenneth W. Cannestra
Chair, Board of Regents
University System of Georgia