

**MINUTES OF THE MEETING OF THE  
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA  
HELD AT  
Gainesville College  
Gainesville, Georgia  
October 9 and 10, 2001**

**CALL TO ORDER**

The Board of Regents of the University System of Georgia met on Tuesday, October 9 and Wednesday, October 10, 2001, in Room 110 of the Continuing Education Center on the campus of Gainesville College. The Vice Chair of the Board, Regent Joe Frank Harris, called the meeting to order at 1:00 p.m. on Tuesday, October 9. Present on Tuesday, in addition to Vice Chair Harris, were Regents Hugh A. Carter, Jr., Connie Cater, William H. Cleveland, Michael J. Coles, Allene H. Magill, Martin W. NeSmith, Glenn S. White, Joel O. Wooten, Jr., and James D. Yancey.

Vice Chair Harris reported that the full Board had met in Executive Session on September 25, 2001, and by conference call, the Executive and Compensation Committee had met in Executive Session on October 3 and October 5, 2001, to discuss a personnel issue. No actions were taken during those meetings. In accordance with H.B. 278, Section 3 (Amending O.C.G.A. § 50-14-4), affidavits regarding these Executive Sessions are on file with the Chancellor's Office.

Vice Chair Harris then introduced the newest member of the Board of Regents, William H. Cleveland. He noted that Regent Cleveland is an at-large member of the Board. Several Regents and University System Office staff members had attended the swearing-in of Regent Cleveland by the Governor in the previous week.

Next, Vice Chair Harris thanked President Martha T. Nesbitt and the Gainesville College community for hosting this Board meeting. He remarked that Gainesville College has a thriving campus community and that the Regents were delighted to be there.

**ATTENDANCE REPORT**

The attendance report was read on Tuesday, October 9, 2001 by Secretary Gail S. Weber, who announced that Chair Hilton H. Howell, Jr. and Regents Juanita P. Baranco, George M. D. (John) Hunt III, Donald M. Leebern, Jr., Elridge W. McMillan, and J. Timothy Shelnut 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 September 12 were unanimously approved as distributed.

**INTRODUCTION OF NEW PRESIDENT OF FLOYD COLLEGE**

Vice Chair Harris called upon Chancellor Portch to introduce the new president of Floyd College ("FC").

Before introducing the new president, the Chancellor expressed his appreciation to the campus search committee. He noted that Dr. Harvey W. Moody, Associate Professor of Chemistry, who had chaired the search committee, was in attendance at this meeting. Dr. Moody has done research

on the use of computers in the teaching of chemistry. He is also fluent in Turkish and served in the Air Force from 1970 to 1995. He was a combat pilot in Vietnam, Chief of the Central U.S. Division of Air War Colleges Correspondence Division, and a treaty negotiator at the close of Desert Storm and during an operation of Kurdish relief in Northern Iraq. Chancellor Portch remarked that at this time in history, Dr. Moody probably has more to share with his students than just chemistry. The Chancellor thanked him for his service to the Board and to FC.

The Chancellor also took this opportunity to thank the person who served as Interim President at FC. He noted that the new president and interim president at FC, as well as the president of Gainesville College (“GVC”), had all served at Georgia Perimeter College (“GPC”) at some time. Chancellor Portch stated that the Board had asked him to develop the talent within the University System of Georgia to give people leadership opportunities, and he has been successful in doing this. President Martha T. Nesbitt of GVC serves as an example of someone within the System who has moved up to the level of presidency, and so is the new president of FC. Mr. Rob Watts served as Interim President at FC last year. He was Executive Vice President of Financial and Administrative Affairs at GPC. He is also a student at the doctoral program at Georgia Institute of Technology (“GIT”) and Georgia State University (“GSU”). The Chancellor was so pleased with his work at FC that when there was an opportunity for another interim presidency at Middle Georgia College, he asked Mr. Watts to serve there as well. He is one of the System’s great citizens, remarked Chancellor Portch, and he has also done great service to the state. For a number of years, Mr. Watts helped the Senate and the legislature on budget issues. He is a model for students in terms of his multiple talents, remarked the Chancellor, who then thanked Mr. Watts and asked that he stand and be recognized by the Board.

Chancellor Portch stated that he was delighted to introduce Dr. J. Randolph Pierce, President of Floyd College. President Pierce has been in the System a long time. He earned his bachelor’s, master’s, and doctorate degrees from GSU. He also worked at GSU before working at GPC for many years, where he was Provost of the Gwinnett campus. Dr. Pierce brings to this position all of the traits the Board was seeking, said the Chancellor. He is a wonderful match for the communities of Rome and Cartersville and is an expert on collaboration, having worked in a multi-campus environment. The Chancellor noted that FC is establishing a new center in Cartersville, so this emphasis on collaboration is particularly important. He then asked Dr. Pierce to approach the Board.

President Pierce thanked the Chancellor. He then introduced his wife, Claire, to the Board. He greeted the Regents and thanked them for allowing him to serve his state, the University System, and the Board as President of Floyd College. He said that there could be no greater capstone to his career than to lead an institution in the System to which he has devoted most of his professional life. He was excited when the Chancellor called to offer him the opportunity, and his excitement has only been tempered by the Chancellor’s announced departure. Dr. Pierce thanked Dr. Moody and the campus search committee for their hard work and remarked that the faculty and staff at FC are by far the greatest asset of the college. He also thanked the Board Search Committee, which was comprised of Vice Chair Harris and Regents Cater and Yancey. He then thanked Mr. Watts for his leadership during FC’s transition, which allowed the college to do many great things, among them upgrading faculty computing and increasing enrollment for the fall term by almost 15%.

President Pierce said that FC has a proud tradition of serving Northwest Georgia. It is an institution that has reached out in the broadest sense to serve the communities of Rome, Cartersville, Acworth, Cedartown, Calhoun, Rockmart, and Bremen. It is an institution partnered with technical colleges, and it has collaborative working relationships with other System

institutions, such as Clayton College & State University, Dalton State College, Kennesaw State University, and the State University of West Georgia. FC is an institution that has been and continues to be on the cutting edge of technology. It was one of the first to join the System in the eCore and Georgia Global Learning Online for Business & Education (“Georgia GLOBE”) initiatives. Shortly after his arrival, President Pierce met with the administration at FC and asked them to describe the college. Their collective response was that FC is an institution that serves as a point of access into the University System for the underprepared and the many nontraditional students who are time and place bound and cannot attend a traditional four-year college. It is a starting point for first-generation college students, many of whom do not have the financial means to attend college full-time. It also offers a lower-cost option for students who have not yet decided on a career direction. Two-year colleges have even made Clark Howard’s list of best buys recently. President Pierce stated that he is excited about the future and direction of FC. Its mission is grounded in these types of opportunities that the college has provided for students since its inception and is driven by the endless possibilities for the future. Since 1970, more than 52,000 individuals have taken college courses at FC. The college has graduated more than 1,600 nurses, who continue to serve the local communities. Nothing is more fulfilling, he said, than being a part of the grand vision for the Bartow Center as it develops from the community’s long-held dream to a reality. President Pierce stated that he sees the college as the anchor for public higher education in the northwest corner of the state, an institution that will serve as a catalyst and a broker for other higher education institutions to ensure that the identified educational needs at whatever level are met. FC will continue to be an institution that values technology as an effective teaching and learning tool. It will be an institution that continues to innovate and experiment as it searches to refine the ways to use technology to deliver courses and programs any time in any place. Above all, the college must always remember its primary mission and be an institution that does not just exist within a community, but one that is an institution of the community.

In closing, President Pierce acknowledged the support that FC has received in the past from the University System Office, the Chancellor, the Board, and the legislature. He stated that he looks forward to an equally strong and productive relationship in the future as FC strives to meet the needs of Northwest Georgia.

Vice Chair Harris thanked President Pierce, Dr. Moody, and the search committees. He said that the Regents look forward to working with President Pierce. He added that he has known Mr. Watts since the first day he came to the Capitol and that he is an asset to the University System and the state.

### **SPECIAL PRESENTATION ON GAINESVILLE COLLEGE**

Vice Chair Harris next called upon President Martha T. Nesbitt to make a special presentation to the Board.

President Nesbitt thanked Vice Chair Harris and welcomed the Regents, Chancellor, University System Office staff, and guests to Gainesville College (“GVC”). She then played a short recruitment video about the college. After the video, she stated that she addressed the Board in 1997 after serving as President of GVC for about three months. At that time, she had talked about what a gem the institution is. At this meeting, she felt even more strongly that GVC is a very special college and one of which the Board should be very proud. As the video indicated, GVC gives its students the special kind of attention that leads to their academic success. When it comes to benchmarks within the System, GVC is consistently among the two-year college leaders in retention and graduation rates and is also consistently among the leaders in Regents’ Test passing scores for all institutions in the System. GVC students also do very well after they transfer to

four-year institutions. The majority of students transfer to the University of Georgia (“UGA”), North Georgia College & State University (“NGCSU”), and Georgia State University. As a member of the Regents Engineering Transfer Program (“RETP”), GVC also prepares students to attend the Georgia Institute of Technology. When the System conducted its student satisfaction survey in 1997, GVC students gave the institution a grade of A+. President Nesbitt expressed that she is confident the students will award the institution the same grade again this fall. The reasons for this are that the students feel the faculty and staff at GVC truly care about them and that faculty are readily available outside of class. GVC has a very strong academic support system, and it leads the way in providing current technology. Thanks to the commitment of the faculty and staff, GVC combines the caring attitude, personal attention, and strong academic program that lead to student success.

In addition to providing a comprehensive core curriculum, GVC also offers an excellent fine arts program with degrees in music, art, and drama, reported President Nesbitt. GVC also has a strong science, engineering, and technology program and is very proud to be part of the Institute for Environmental and Spatial Analysis with UGA and NGCSU. Despite the fact that GVC has a commuter campus, it has developed a strong college environment with an intramural program, many clubs and organizations, counseling and job placement, speakers, and concerts similar to those on a residential campus. GVC takes special pride in its collaborative efforts with System institutions, Department of Technical and Adult Education (“DTAE”) institutions, and Brenau University in Gainesville. The Gainesville Theatre Alliance, which is a collaboration with Brenau and the community, received one of eight national awards given by the American Council on Education in the year 2000 for academic excellence and cost management. GVC was the only two-year college to receive this prestigious national award. GVC cooperates with its two neighboring DTAE institutions to provide over 25 programs in which students can take applied courses at the DTAE schools and general education courses at GVC to earn an associate of applied science degree. GVC is especially proud of its University Center, through which students can earn bachelor’s and even graduate degrees offered by other System institutions. President Nesbitt said that she would describe that program in more detail during the meeting of the Strategic Planning Committee on Wednesday.

GVC takes very seriously its commitment to the community and to Northeast Georgia, stated President Nesbitt. Its Summer Scholars program serves over 200 at-risk middle school students, the majority of whom are Latino, and has been recognized as a model in the state. GVC works with teachers at all levels of public education to improve education, and it has other youth programs both during the year and summers to raise the aspirations of students to pursue higher education and get help in their college preparation. In addition, the continuing education program at GVC has demonstrated a strong record in meeting the economic needs of Northeast Georgia. GVC consistently serves as a gathering place for companies, state agencies, and other groups in the community. An exciting initiative that GVC undertook this fall to better serve Northeast Georgia was the opening of its Athens center. With 219 students enrolled, the college anticipates a doubling of enrollment next year. GVC’s purpose in Athens is to serve many students from that area and around the state who cannot meet UGA’s admissions standards but who can start at GVC to obtain the academic foundation they need to transfer to a four-year institution. The Gainesville community shows its support by giving to the college foundation. As a result, GVC has the largest endowment of any two-year college in the University System and it is the only two-year college to have an eminent scholar, which resulted from five community donors who each contributed \$100,000 to establish the position.

GVC’s success has its challenges, said President Nesbitt. In the last three years, GVC’s enrollment has increased by about 28%. The result is that the college will soon be running out of

space. She expressed that she is very nervous about where the college will put students in three to four years if this growth persists. So, she will be coming to the Board in June 2002 to ask that a new classroom building be put on the major capital projects list. Meanwhile, she hoped the Regents would have a successful and productive meeting and an enjoyable visit at GVC. In closing, President Nesbitt said that she looked forward to the campus tour in the afternoon and the social event that evening.

Vice Chair Harris thanked President Nesbitt and said that there is a lot going on at GVC about which the Board is very excited.

### **COMMITTEE ON FINANCE AND BUSINESS OPERATIONS, "COMMITTEE OF THE WHOLE"**

Vice Chair Harris next convened the Committee on Finance and Business Operations as a Committee of the Whole for the purpose of hearing a proposal to revise a policy of the Board. He then turned the Chairmanship of the meeting over to Regent Yancey.

Chair Yancey thanked Regent Harris. He stated that the purpose of this meeting was to consider a revision to the Board's policy on military leave, which the Chancellor would present to the Board. Chancellor Portch thanked Chair Yancey. He noted that the proposed revision to the military leave policy was Item 1 on the agenda of the Committee on Finance and Business Operations. (See pages 14 to 15 and 52.) Copies of the proposed revision had been distributed to the Regents for their consideration. The Board had an existing policy, but this revision would update the policy to ensure that there is enough flexibility in the policy given that the circumstances the nation is in now are very different from any previous military circumstances. The duration and nature of military activities are unknown, and it is unclear who may be affected. The revised policy includes language that would allow the Board and the presidents to respond to unique circumstances that might include situations in which family members of reservists or active duty military find themselves. For the sake of speed of response, this flexibility is important. The essence of the policy is that any active duty military personnel or reservists called to emergency orders would receive full refunds of tuition and mandatory fees and prorated refunds of elective fees, such as food service and housing, for the unused portion of those services. The Chancellor remarked that this is a strong and immediate response to the needs of the military personnel at this time. There have already been a number of students impacted by the situation, and therefore, he had already implemented the policy on an emergency basis. However, at this time, the policy was up for the Board's review and ratification.

Chair Yancey asked whether there was a motion to approve the revision to the military leave policy.

Regent Nesmith made the motion, which Regent Coles seconded.

Chair Yancey asked whether there were any further questions or comments on the matter. Seeing that there were none, he called for a vote. Motion properly made and seconded, the Board unanimously approved the revision to the policy on military leave.

Since there was no further business to come before the Committee on Finance and Business Operations at this time, Chair Yancey adjourned the Committee meeting.

Vice Chair Harris thanked Regent Yancey and noted that the Board would reconfirm this approval at Wednesday's Board meeting with the approval of the Committee reports.

## **EXECUTIVE SESSION**

At approximately 1:30 p.m. on Tuesday, October 9, 2001, Vice Chair Joe Frank Harris called for an Executive Session for the purpose of discussing a personnel issue. With motion properly made and variously seconded, the Regents who were present voted unanimously to go into Executive Session. Those Regents were as follows: Vice Chair Harris and Regents Hugh A. Carter, Jr., Connie Cater, William H. Cleveland, Michael J. Coles, Allene H. Magill, Martin W. NeSmith, Glenn S. White, Joel O. Wooten, Jr., and James D. Yancey. Also in attendance were Secretary to the Board Gail S. Weber and Chancellor Stephen R. Portch. In accordance with H.B. 278, Section 3 (Amending O.C.G.A. § 50-14-4), an affidavit regarding this Executive Session is on file with the Chancellor's Office.

At approximately 2:10 p.m., Vice Chair Harris reconvened the Board meeting in its regular session and announced that no actions were taken in the Executive Session.

At 2:15 p.m., Vice Chair Harris 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, October 10, 2001, in Room 110 of the Continuing Education Center on the campus of Gainesville College. The Vice Chair of the Board, Regent Joe Frank Harris, called the meeting to order at 9:00 a.m. Present on Wednesday, in addition to Vice Chair Harris, were Regents Hugh A. Carter, Jr., William H. Cleveland, Michael J. Coles, Allene H. Magill, Martin W. NeSmith, Glenn S. White, Joel O. Wooten, Jr., and James D. Yancey.

## **INVOCATION**

The invocation was given on Wednesday, October 10, 2001 by Mr. Noah Anderson, a student at Gainesville College.

## **ATTENDANCE REPORT**

The attendance report was read on Wednesday, October 10, 2001 by Secretary Gail S. Weber, who announced that Regents Connie Cater, George M. D. (John) Hunt III, Donald M. Leebern, Jr., Elridge W. McMillan, and J. Timothy Shelnut had asked for and been given permission to be absent on that day. Ms. Weber also announced that Regent Juanita P. Baranco had informed the Governor that she was officially resigning from the Board.

## **INTRODUCTION OF NEW DIRECTOR OF SKIDAWAY INSTITUTE OF OCEANOGRAPHY**

Vice Chair Harris called upon the Chancellor and the Senior Vice Chancellor for Academics and Fiscal Affairs, Daniel S. Papp, to make a special introduction to the Board.

Chancellor Portch noted that many of the Regents had had the opportunity to visit the Skidaway Institute of Oceanography ("Skidaway"), which was established in 1968. The marine work that is done at Skidaway is largely research with an expanded mission of public service and outreach. The increase in collaboration with multiple System institutions is one of the treasures of the System. The Chancellor stated that he wanted to thank some people who had helped Skidaway through the transition in trying to secure the kind of leadership necessary to do the strategic

planning to guide this Board in the appropriate role and expansion of the institute. It took some time to find the right leadership and the right direction for Skidaway, and that has meant that a number of people at Skidaway have had to do work above and beyond the call of duty. The Chancellor noted that the Board had approved an unusual minor capital project for Skidaway. A few years ago, Skidaway needed a new boat. The Board found no line on the Governor's Office of Planning and Budget's request forms for a new boat in the state budget. Fortunately, the Board used the minors list as an approach to fulfill this need. In September 2001, the boat was commissioned, and it will be a sophisticated, purpose-built piece of equipment. Regents Nesmith and Wooten, Dr. Papp, and the Vice Chancellor for Facilities, William K. Chatham, were present for the commissioning. Carol Megathlin, Skidaway's Public Information Officer, played a key role in the commissioning among many other events. In the Regents' folders was an article written by Ms. Megathlin about the new star of marine research, christened the Savannah. Ms. Megathlin has been a great help to both Skidaway and the System, and the Chancellor asked her to stand and be recognized. The Chancellor noted that Ms. Megathlin's husband, William, is Dean of Academic and Enrollment Services at Armstrong Atlantic State University.

Professor Emeritus Herbert L. Windom served as Interim Executive Director of Skidaway from 1968 until his retirement, but he was not able to attend this meeting of the Board, reported Chancellor Portch. Dr. Windom was the longest serving interim in the history of the University System. During his tenure, research volume increased and the economic development research park was developed. Dr. Richard A. Jahnke, Professor of Oceanography, served as Acting Director after Dr. Windom's retirement. Dr. Jahnke has been at Skidaway since 1987. The Chancellor asked him to stand and be recognized for his service. Next, Chancellor Portch called upon Dr. Papp to introduce the new Director of Skidaway, since Dr. Papp had been very involved in the search.

Dr. Papp stated that he was very proud to introduce to the Board and the University System Dr. James G. Sanders, who will begin serving as Director of Skidaway in January. Dr. Sanders earned his bachelor's degree in zoology from Duke University, and then, he earned both his master's and doctorate degrees in marine sciences from the University of North Carolina. He is currently Chair of the Department of Ocean, Earth, and Atmospheric Sciences at Old Dominion University. He has, over the course of his career, worked rather closely with a number of the faculty and staff at Skidaway as well. So, when Dr. Sanders was nominated for the position, everyone was very pleased that he was in the running and eventually emerged as the person for the job. Dr. Papp invited Dr. Sanders to approach the Board.

Dr. Sanders greeted the Board and said that he was delighted to have the opportunity and the challenge that Chancellor Portch has given him and the confidence the Board has shown in him. Skidaway is a very vibrant and healthy unit of the University System, but he asserted that the institute can do many more things over the coming years. One of his objectives will be to help Skidaway establish very close working relationships not only with the universities it works with now, but also with many other System institutions. Skidaway can become a gateway for marine activities within the state and the region. Dr. Sanders has already begun a planning process with the faculty at Skidaway to examine the current mission and vision and begin to discuss how to achieve those over the coming years. He has also been meeting with senior administrators in the System to get to know them better and to better understand their goals and objectives in hopes that they can identify ways to work together. Coastal Georgia is rapidly growing, and the economic development required to support that growth over coming years is going to mean that Skidaway needs to better understand both how best to utilize those coastal resources and the coastal environment. For example, there will be even more issues with regard to use of surface and ground waters, issues of marine pathogens, and issues of coastal resources in general. These are

issues that impact the state and region, as well as Coastal Georgia.

Dr. Sanders said that there were three areas that Chancellor Portch touched upon in which he would like Skidaway to continue to be a player. The first of these was continuing to further Skidaway's understanding of the coastal zone through research. The second was providing an engaging context for the dissemination of scientific principles to students of all ages around the State of Georgia. The third was providing access to marine environments; the Savannah is a tremendous asset in this regard that will help Skidaway provide access to citizens, students, and research to the coastal waters off Georgia and in the Atlantic Ocean. In closing, Dr. Sanders thanked the Regents and said that he looks forward to working with the Board.

Vice Chair Harris thanked Dr. Sanders and said that the Board is very excited about the future of Skidaway. He also thanked the Chancellor, Dr. Papp, and the search committee for their hard work in the search process. He then asked the Regents for their Committee reports.

### **AUDIT COMMITTEE**

The Audit Committee met on Tuesday, October 9, 2001, at approximately 11:00 a.m. in room 108 of the Continuing Education Center on the campus of Gainesville College. Committee members in attendance were Chair Connie Cater, Vice Chair Glenn S. White, and Regents Martin W. NeSmith and Joel O. Wooten, Jr. Regent William H. Cleveland was also in attendance. Vice Chair White reported to the full Board on Wednesday that the Committee had reviewed three items, none of which required action. Those items were as follows:

#### **1. Presentation on Internal Audit Organizational Structure**

In August 2001, the Committee had requested that the organizational structure and reporting relationships of the Internal Audit department and associated campus-based audit departments be evaluated. A survey of reporting relationships at other university systems was conducted, and the results were presented at this meeting by the Associate Vice Chancellor for Internal Audit, Ronald B. Stark. He presented to the Committee various organizational models, including the organizational structure for the University System of Georgia audit function and the 13 institutions with campus-based auditors. Mr. Stark recommended that the current reporting structure be maintained because it is the best model with regard to independence, objectivity, coordination of effort, quality assurance, and resource sharing. He will work with campus-level management develop a mechanism for him to have input into each institution's audit management's annual appraisal. Furthermore, he will be required to approve the audit mission statement for each institution. Finally, Mr. Stark discussed the recently rewritten definition of internal auditing and mission statement for the Institute of Internal Auditors, as well as their effect on reporting.

#### **2. Presentation on Fiscal Year 2000 Audits**

The internal audit departments of the University System of Georgia completed 134 audits in fiscal year 2000. The Associate Vice Chancellor for Internal Audit, Ronald B. Stark, presented the results of these audits to the Committee. In total, there were 533 audit findings in fiscal year 2000, of which only 104 were significant and 12 major. Of the total findings, 492 have already been addressed with corrective action.

#### **3. Presentation on Internal Audit Goals**

The internal audit departments of the University System of Georgia have been evaluating their role



in serving management. In their efforts to be recognized as a world-class audit function, they have developed seven goals which, when achieved, will add greater value to the University System. Accomplishment of these goals will improve service, quality, and effectiveness of the internal audit function. The Associate Vice Chancellor for Internal, Audit Ronald B. Stark, presented to the Committee the goals for the internal audit departments of the University System of Georgia, which are as follows:

1. Expand the Systemwide information technology audit process.
2. Recruit the best possible audit professionals and provide ongoing staff training and development.
3. Develop effective fraud awareness/investigation program.
4. Develop/adopt new, innovative, and creative audit techniques and solutions.
5. Formalize a network and protocol for audit collaboration among institutions.
6. Develop a “data warehouse” for audit programs, approaches, results, etc.
7. Implement a peer review program.

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

The Committee on Finance and Business Operations met on Tuesday, October 9, 2001, at approximately 2:20 p.m. in the Board Room. Committee members in attendance were Chair James D. Yancey and Regents Connie Cater, Michael J. Coles, Glenn S. White, and Joel O. Wooten, Jr. Chair Yancey reported to the Board on Wednesday that the Committee had reviewed six items, all of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

### **1. Approval of Changes to Military Service Refund Policy**

Approved: The Board approved changes to the military refund service policy, as presented below. This item was addressed by the full Board as a Committee of the Whole and then revised by the Committee on Organization and Law. (See pages 7 and 52.)

Background: The tragic events of September 11, 2001 resulted in a decision by the President of the United States to put military reservists on alert for potential call for active duty. In response to this, the staff recommended that the Board change policy 704.0401, Military Service Refunds. (Please note that the bold texts are additions and the strike-through texts are deletions, which reflect the approved amendments to The Policy Manual.) The approved military service refunds language is as follows:

### **704.0401 MILITARY SERVICE REFUNDS**

**Full refunds of tuition and mandatory fees and pro rata refunds of elective fees to students who are:**

- ~~a. Students who are members of the Georgia National Guard or other reserve components of~~

~~the Armed Forces who receive emergency orders to active military duty are entitled to a full refund of matriculation fees, in accordance with guidelines promulgated by the Chancellor (BR Minutes, 1990-91, p. 108).~~

- a. **military reservists (including members of the National Guard) and who receive emergency orders to active duty after having enrolled in a University System institution and paid tuition and fees;**
- ~~b. **Military personnel on active duty in the Armed Forces who, before the end of their present station assignment, receive emergency orders for a temporary or permanent change of duty location, are entitled to a full refund of matriculation fees paid, in accordance with guidelines promulgated by the Chancellor (BR Minutes, 1990-91, p. 108).**~~
- b. **active duty military personnel and who receive an emergency reassignment after having enrolled in a University System institution and paid tuition and fees;**
- c. **otherwise unusually and detrimentally affected by the emergency activation of members of the reserve components of the Armed Forces of the United States and who demonstrate a need for exceptional equitable relief.**

**The Chancellor is authorized and empowered to take or cause to be taken any and all such other and further action as, in the judgment of the Chancellor, may be necessary, proper, convenient or required in connection with the execution of this policy. Such authority may be further delegated to the President of the institution.**

## **2. Approval of Tuition Policy Addition Concerning Agreements With Corporations, Organizations, and Other Entities**

Approved: The Board approved a change in tuition policy concerning agreements with corporations, organizations, and other entities.

Background: The former tuition policy regarding agreements with corporations, organizations, and other entities was limited. Specifically, it allowed a Georgia-based corporation to contract with the Board of Regents to provide tuition differential waivers to the corporation's non-Georgia domiciled employees attending University System of Georgia institutions. The primary purpose of this policy was to provide an additional economic incentive to companies relocating to Georgia.

The new policy changes are institution-based and are designed to give institutions additional flexibility in working with corporations, organizations and other entities that are receiving tailored educational services. These may be provided through exclusive arrangements, where only the company's or organization's employees or members are eligible for educational services or, for non-exclusive arrangements, where educational services are available to the general population. The policy allows institutions to take advantage of instructional opportunities and to recover the full cost for special services they provide.

The approved tuition policy change is to add the following section to the existing policy, as follows:

## **704.07 TUITION AND FEE POLICY CONCERNING AGREEMENTS WITH CORPORATIONS, ORGANIZATIONS, AND OTHER ENTITIES**

### **704.071 EXCLUSIVE AGREEMENTS**

University System of Georgia institutions may enter into an agreement with customers, defined as corporations, organizations, agencies, or other legal entities, for the delivery of credit courses and programs to students who are employees or represent other special populations who are responsible to the customer. The course/program delivery shall be restricted to members of the customer group and their dependents. The amount institutions may charge for the course/program delivery shall be agreed upon between the institution and the customer, such that the total cost shall represent the reasonable and fair market value of the instruction and provided that the charges are not less than the total direct costs to the institution for the delivery of instruction and related services. Such costs may include, but are not necessarily limited to: course development, direct instruction, textbooks, consumables, noninstructional services, hardware, software, and indirect costs, such as administrative overhead, maintenance and security.

The Chancellor is authorized to approve charges established according to this policy. Institutions shall be required to report annually to the Chancellor regarding these agreements.

The charges agreed upon between the institution and the customer shall be assessed to the customer on a per seat, per student, or per agreement (flat rate) basis.

### **704.072 NONEXCLUSIVE AGREEMENTS**

University System of Georgia institutions may enter into an agreement with customers, defined as corporations, organizations, agencies, or other legal entities, for the delivery of credit courses and programs to students who are employees or represent other special populations who are responsible to the customer. The course/program delivery shall be restricted primarily, but not exclusively, to members of the customer group and their dependents. Tuition for students shall be established at the in-state rate for the institution providing instructional services, or in cases where services are provided by institutions representing different sectors (e.g., two-year colleges and state colleges and universities), a separate in-state tuition rate may be established subject to approval by the Chancellor. Institutions shall be permitted to charge separate fees to the customer for special services (e.g., counseling) in order to recover costs. Institutions shall be required to report annually to the Chancellor regarding these agreements.

Tuition shall be charged directly to the student. Mandatory fees may be waived or not charged by the institution, as provided in the agreement or the scope of services provided.

### **3. Approval of Policy Manual Revision — Section 802.13, Annuity Programs**

Approved: The Board approved a revision to Section 802.13 of The Policy Manual that would grant institutions of the University System of Georgia the authority to provide an additional supplemental retirement plan opportunity for employees under the provisions of the Internal Revenue Code, Section 457(b). Previously, Section 802.13 of The Policy Manual granted institutions of the University System of Georgia the authority to offer only tax-sheltered annuity plans under the provisions of the Internal Revenue Code, Section 403(b).

Background: On June 7, 2001, President George W. Bush signed the Economic Growth and Tax Relief Reconciliation Act of 2001. This act is also known as the “Tax Relief Act of 2001” or “TRA 2001.” TRA 2001 contains significant changes with regard to the area of retirement plans.

Effective January 1, 2002, the employee contribution limit for participation in a voluntary tax-sheltered annuity plan, also known as a 403(b) plan, will increase from \$10,500 to \$11,000. By January 1, 2006, the employee contribution limit for participation in a 403(b) plan will increase to \$15,000. In a voluntary 403(b) plan, retirement contributions are made exclusively by an employee who elects to participate in such a program. There are no employer contributions to an employee voluntary 403(b) tax-sheltered annuity plan. Employee contributions are made with pre-tax contributions.

Effective January 1, 2002, the contribution limit for Section 457(b) plans, used by state and local government employees, will also increase from its current limit of \$8,500 to \$11,000. By January 1, 2006, the employee contribution limit for participation in a voluntary deferred compensation plan, a 457(b) plan, will increase to \$15,000. In a voluntary 457(b) plan, retirement contributions are made exclusively by an employee who elects to participate in such a program. There are no employer contributions to an employee voluntary 457(b) deferred compensation plan. Employee contributions are made with pre-tax contributions.

Under TRA 2001, older workers will be able to contribute more than the normal limits. TRA 2001 allows employees age 50 and older who have not saved enough for retirement to make up for lost time and “catch up” on their contributions.

With the passage of TRA 2001, a University System of Georgia employee is eligible to double his/her pre-tax employee savings limit by participating in both a 403(b) plan and in a 457(b) plan. Beginning January 1, 2002, a University System of Georgia employee will be able to save \$11,000 in a 403(b) plan and an additional \$11,000 in a 457(b) plan.

The approval by the Board of this item permits a University System of Georgia employee the opportunity to maximize his/her retirement benefits under both a 403(b) plan and a 457(b) plan.

The following new language for Section 802.13 of The Policy Manual replaces the previous language:

#### **802.13 ANNUITY PROGRAMS/DEFERRED COMPENSATION PROGRAMS**

Institutions of the University System of Georgia are authorized to enter into tax-sheltered annuity plans and are authorized to enter into deferred compensation plans to make available for employees a nonforfeitable annuity contract and/or a nonforfeitable deferred compensation contract under the provisions of Internal Revenue Code, Section 403(b), and Internal Revenue Code, Section 457(b), respectively.

#### **4. Approval of Pilot Program for Employee Classification, Compensation, and Evaluation at the Medical College of Georgia**

Approved: The Board approved a pilot program for employee classification, compensation, and evaluation at the Medical College of Georgia, as described below.

Background: The transfer of management responsibility for the Medical College of Georgia (“MCG”) hospital and clinics to MCG Health, Inc. (“MCGHI”) in July 2000 included a personnel

agreement that provided for various groups of employees at MCG hospital and clinics and their status following the transfer. MCG employees at the MCG hospital and clinics with ten or more years of service accrued under the Teachers Retirement System were given a choice to become MCGHI employees or remain MCG employees and be leased to MCGHI to continue working in the hospital and clinics. There are 721 of these “leased employees.” The remaining MCG hospital and clinics employees, with less than ten years service, were offered substantially equivalent positions as employees of MCGHI.

Although the leased employees work side by side with MCGHI employees, personnel policies of the Board of Regents and MCG govern the leased employees. MCGHI has developed a number of personnel policies that differ from Board policies but appear very well designed for recruitment and retention of staff in a very competitive healthcare market and promote high-quality performance in clinical care and customer service. MCG and MCGHI jointly proposed a pilot program to demonstrate the effectiveness of these policies with all of the employees of the hospital and clinics, including the leased employees. Under this pilot program, MCG will adopt the following personnel policies of MCGHI only with respect to the leased employees:

- Classification and compensation of positions occupied by leased employees may be reviewed and adjusted at any time during the fiscal year based on changes in the employment market. This change would allow MCGHI to compete more effectively for nurses and allied health professionals in the competitive market. Currently, classifications and compensation of leased employees can only be adjusted annually and are set for the fiscal year, regardless of more competitive salaries that may be offered by other hospitals and health systems. To be competitive, MCGHI needs the ability to reclassify positions and change compensation levels midyear not only for employees of MCGHI, but also for the leased employees in comparable positions.
- Performance-based salary increases for individual leased employees, as they are now for all MCGHI employees, will be based on the hospital and clinics’ annual margin of revenues over expenses and the individual employee’s yearly performance, as assessed by a health system performance appraisal instrument, and will take effect for each employee on his or her annual anniversary of employment. Currently, raises for leased employees are tied to legislative appropriations for salary increases and occur on the same date for all University System employees. This change will clearly connect a leased employee’s salary increase with the success of the organization and the contribution his or her work has made to that success.
- Performance-based salary increases will apply for a single year and will not become part of the employee’s base salary. This policy will strengthen the connection between salary levels and the current performance of the employee and the organization as a whole.

Recent state legislation (SB 161) opened the door to performance incentives, including bonuses, for state employees. Although the legislation does not control Board personnel policies, it creates an opportunity for the Board to expand the use of performance incentives in the University System. This will allow the Board of Regents to pilot a new approach to performance incentives for a unique cadre of employees found at only one of the System institutions and measure the apparent impact of the approach on employee performance and satisfaction. What is learned from

this pilot will help the Board develop more effective approaches to compensation for System employees.

Evaluation of the pilot will be accomplished through several strategies, as follows: 1) MCGHI will provide regular reports to MCG regarding classification and compensation adjustments and performance evaluations affecting leased employees; 2) MCG will compare leased employees' performance evaluations with prior annual evaluations; and 3) MCG will conduct surveys of leased employees at intervals to assess their satisfaction with their employment, including compensation and evaluation.

From the beginning of the management transition to MCGHI, employees have been advised of the intent to establish personnel policies that treat leased employees and MCGHI employees comparably to the extent possible while preserving the status of leased employees in the University System and the Teachers Retirement System. Performance evaluations have been conducted for leased employees using the same procedures and rating scales as are used for MCGHI employees. Indeed, some of the leased employees are managers conducting performance evaluations of MCGHI employees. These processes are consistent with the University System's requirements for annual, documented performance evaluations that form the basis for salary increases. MCG and MCGHI have also cooperated on changes in compensation levels for certain position classes within the limitations of Board policies. Both organizations expect that the adoption by MCG of this pilot program will greatly enhance its ability to retain good employees and maintain a strong sense of team membership among the hospital and clinics staff.

Although the leased employees are paid by MCG, MCGHI supports 100% of the cost of their salaries and fringe benefits. This project will be cost-neutral to MCG and the University System.

Since this pilot program was approved by the Board, MCG and MCGHI will begin implementation of these changes immediately. Employees whose anniversary dates fell between July 1, 2001 and the implementation of these changes will have their salary adjustments applied retroactively to their individual anniversary dates. MCG will modify written personnel policies and procedures governing the leased employees for administrative review and approval by the Office of Support Services. The University System Office, MCG, and MCGHI will evaluate the personnel agreement between the Board of Regents and MCGHI and propose any necessary amendments to reflect these policy changes.

**5. Acceptance of Gifts for the Georgia Institute of Technology**

Approved: The Board accepted on behalf of the Georgia Institute of Technology the following gifts-in-kind:

<u>Donor</u>	<u>Value</u>	<u>Item</u>	<u>Department</u>
Altera Corporation	\$1,101,500	500 MAX+plusII Floating Node Subscription for PC Network and 10PL-Byte MV Software	School of Electrical & Computer Engineering
Hewlett Packard	\$ 300,908	Miscellaneous Equipment	School of Electrical & Computer Engineering

Background: These gifts are donated at the current fair market value, and no material cost implications are anticipated by the acceptance of these items. 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.

## **6. Acceptance of Gift for Southern Polytechnic State University**

Approved: The Board accepted on behalf of Southern Polytechnic State University a bequest of \$1 million to be held in trust as an endowment for the W. Claire Harris Chair in Apparel Manufacturing.

Background: 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.

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

The Committee on Real Estate and Facilities met on Tuesday, October 9, 2001, at approximately 2:30 p.m. in the Board Room. Committee members in attendance were Vice Chair Joel O. Wooten, Jr. and Regents Connie Cater, Michael J. Coles, Glenn S. White, and James D. Yancey. Vice Chair Wooten reported to the Board on Wednesday that the Committee had reviewed four items, all of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

### **1. Ground Lease Agreements for Housing and Parking Deck, University of Georgia**

Approved: The Board declared two tracts of land totaling approximately 22.937 acres on the campus of the University of Georgia (“UGA”), Athens, Georgia, no longer advantageously useful to UGA or other units of the University System of Georgia but only to the extent and for the purpose of allowing these tracts of land to be leased to the University of Georgia Real Estate Foundation East Campus Housing, LLC (“LLC”) for the purpose of constructing and owning a 1200-car parking deck and a 1200-bed housing complex for UGA.

The Board authorized the execution of a lease agreement between the Board of Regents, Lessor, and the LLC, Lessee, for approximately 2.693 acres of land on the campus of UGA for a period of 33 years for the purpose of constructing and owning an approximately 1200-space parking deck on the east side of UGA’s east campus adjacent to the Athens Bypass.

The Board also authorized the execution of a lease agreement between the Board of Regents, Lessor, and the LLC, Lessee, for approximately 20.244 acres of land on the campus of UGA for a period of 33 years for the purpose of constructing and owning an approximately 1200-bed housing complex on the east side of UGA’s east campus adjacent to the Athens Bypass.

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

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

In September 2001, President Michael F. Adams presented to the Board of Regents as an information item the need for additional student housing at UGA. UGA has developed a comprehensive student housing plan that is consistent with Board policy. This item is the first part of the plan presented by President Adams.

The housing complex will provide approximately 1200 new student beds in multiple buildings of no more than four stories in height. A few classrooms and guidance offices will be included to facilitate a living/learning community. A new food court style student dining facility and limited convenience retail shops will also be provided concurrently or in the future.

The parking deck will provide approximately 1200 parking spaces for campus use. The parking deck will replace approximately 1200 surface parking spaces in the location of this proposed housing complex.

Construction of the parking deck and housing complex is in accordance with the University of Georgia Campus Master Plan. At the end of the term of the ground lease, the land, all improvements, and any accumulated capital reserves will become the property of the Board of Regents.

## **2. Ground Lease for Housing, Georgia College & State University**

Approved: The Board declared approximately 40 acres of real property located on the campus of Georgia College & State University (“GCSU”), Milledgeville, Georgia, no longer advantageously useful to GCSU or other units of the University System of Georgia but only to the extent and for the purpose of allowing this real property to be leased to the Georgia College & State University Foundation Property, LLC (“LLC”) for the purpose of constructing, renovating, and owning student housing for GCSU.

The Board authorized the execution of a lease agreement between the Board of Regents, Lessor, and the LLC, Lessee, for the above-referenced approximately 40 acres of real property on the campus of GCSU, Milledgeville, Georgia, for a period not to exceed 32 years for the purpose of constructing, renovating, and owning student housing.

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

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

In January 2000, President Rosemary DePaolo presented to the Board of Regents as an information item the need to obtain new student housing and renovate existing student housing at GCSU through a privatization process.

At this meeting, GCSU requested that the new student housing, renovation of two existing dormitories, and demolition of five dormitories (approved by the Board in January 2001) at GCSU be obtained through the LLC. At the end of the term of the lease, the land, all improvements, and any accumulated capital reserves will become the property of the Board of Regents.



### **3. Authorization of Project, "Soccer Complex," Darton College**

Approved: The Board authorized Project No. BR-81-0201, "Soccer Complex," Darton College ("DC"), with a total project budget of approximately \$2 million.

Understandings: DC and the Community Soccer Committee proposed to construct a state-of-the-art soccer complex with the help of the City of Albany, Dougherty County, private corporations, small business, and local citizens. DC currently has four soccer fields. Two fields are used primarily for physical education courses, intramurals, intercollegiate athletic practice, public and private high school practices and games, community adult soccer, and baseball and softball practices. Two other fields are adjacent to the baseball field. They are regulation size and recently irrigated, and they are scheduled for intercollegiate soccer practices and games, public and private high school soccer practices and games, and DC intramurals.

The project will be accomplished in three phases. Phase I will include lighting for the two regulation soccer fields, spectator seating, and a concessions and restrooms pavilion with a total cost of approximately \$700,000. Phase I should be complete within 16 months, depending on financial contributions. At a cost of approximately \$600,000, Phase II will include a media and storage building, an entrance gate and fencing, an access road and drop area, walkways, and parking. Phase III will include a clubhouse/practice building, a field house with locker rooms, and an indoor practice area. Phase III will cost approximately \$700,000.

The total project cost will be approximately \$2 million. The source of funding for the soccer complex will be private funding and donated services from the City of Albany and Dougherty County; no state funds will be used to support this project. The operating costs for the complex will be generated from concession revenues, user fees, and private donations. Maintenance will be provided by DC.

The proposed soccer complex is consistent with DC's proposed master plan. DC is planning to present its master plan at the January 2002 Board meeting.

If authorized by the Board, the University System Office staff and DC will proceed with design of the project with professional engineering consultants in accordance with the Building Project Procedure Manual of the Board of Regents.

### **4. Appointment of Architects and Design/Build Firm, University System of Georgia**

Approved: The Board appointed each first-named architectural firm and design/build firm listed below for the identified major capital outlay projects and fast-track project and authorized the execution of a contract with the identified firm at the stated or negotiated cost shown for each project. Should it not be possible to execute a contract with the top-ranked firm, the staff would then attempt to execute a contract with the other listed firms in rank order.

Following current practice for the selection of architects, the following recommendations were made:

#### **Project No. J-29, "Student Center, Clarkston Campus" Georgia Perimeter College**

Project Description: This project provides for a new student services/support facility to accommodate previous enrollment growth and to meet the particular needs

of a commuter campus. Existing student services/support spaces are currently used by students from DeKalb Technical Institute, and these improved services will continue to be available to Department of Technical and Adult Education students when the project is complete. The project includes an additional \$1.2 million in payback bonds to address the auxiliary enterprise aspect of the project.

Total Project Cost	\$8,194,000
Construction Cost (Stated Cost Limitation)	\$6,100,000
Architect/Engineers (“A/E”) (Fixed) Fee	\$507,500

Number of A/E firms that applied for this commission: 34  
Recommended A/E design firms in rank order:

- 1) Tippet Clepper Associates, Atlanta
- 2) KPS Group, Inc., Atlanta
- 3) Farrington Design Group, Atlanta

**Project No. J-30, “Henderson Library Building”  
Georgia Southern University**

Project Description: This project will expand the library’s stack space and bring the library up to current national square footage standards for a campus of 14,000 students. The project will also provide a new main entrance.

Total Project Cost	\$23,209,000
Construction Cost (Stated Cost Limitation)	\$17,400,000
A/E (Fixed) Fee	\$1,250,000

Number of A/E firms that applied for this commission: 28  
Recommended A/E design firms in rank order:

- 1) Cogdell and Mendrala, Architects, Savannah
- 2) The Architecture Group, Inc., Atlanta
- 3) Lyman, Davidson, Dooley, Inc., Marietta
- 4) JRA Architects, Inc., Columbus

Following a selection process for a design/build firm, the following recommendations are made:

**Project No. 97-0110, “Cancer Center of Excellence at Grady  
Memorial Hospital”  
Atlanta, Georgia**

Project Description: This project will improve access to cancer care and research for citizens of Georgia. This project will also include the Avon Breast Cancer Center.

Total Project Cost	\$31,650,341
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Number of design/build firms that applied for this commission: 11  
Recommended design/build firms in rank order:

- 1) Team Delta 2003  
(Team lead by H. J. Russell & Company, Atlanta)

- 2) Carter & Associates  
(Team lead by Carter & Associates, Atlanta)
- 3) Choate Construction  
(Team lead by Choate Design & Build Company, Marietta)

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

The Committee on Education, Research, and Extension met on Tuesday, October 9, 2001, at approximately 2:20 p.m. in room 108 of the Continuing Education Center on the campus of Gainesville College. Committee members in attendance were Chair Allene H. Magill, Vice Chair Martin W. NeSmith, and Regents Hugh A. Carter, Jr. and Joe Frank Harris. Regent William H. Cleveland was also in attendance. Chair Magill reported to the Board that the Committee had reviewed 12 items, 11 of which required action. Additionally, 152 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. Presentation Item: Update on Postsecondary Indicators Recommended to the Office of Education Accountability**

Abstract: The Office of Education Accountability (“OEA”) was established July 1, 2000, to improve student achievement and school completion in Georgia. OEA’s major purpose is centered on the establishment of performance-based accountability standards for Georgia’s education system. According to OEA, “H.B. 1187 mandates that OEA identify, define, and develop performance measures for the University System of Georgia, the Georgia Department of Technical and Adult Education, the Office of School Readiness, and the Professional Standards Commission” (<http://www.ganet.org/oea/overview.html>). OEA will focus specific attention on indicators that will judge the effectiveness of postsecondary education in Georgia and compare the results with national benchmarks. The time line requires that performance measures be established by December 2001, with the first indicator reports completed by December 2002.

In the process of developing indicators, OEA has requested input from the Board of Regents. A select group of University System administrators served on the Postsecondary Indicators Advisory Panel to assist in determining indicators for three major focus areas: 1) indicators that judge effectiveness of systems and programs, 2) indicators that address seamless issues, and 3) indicators that address economic impact/workforce development issues. At this meeting, President Beheruz N. Sethna of State University of West Georgia and the Associate Vice Chancellor for Strategic Research and Analysis, Cathie Mayes Hudson, discussed the current state of the development and identification of these indicators.

### **2. Modifications to the University System of Georgia’s Admissions Policy**

Background: In 1996, the Board of Regents approved a new admissions policy for the University System. The policy was phased in from 1996 and 2001 to ensure that students had time to take the courses during their middle and high school careers that would enable them to meet the standards of the new policy. The new standards had three focuses.

First, the new standards increased the number of College Preparatory Curriculum (“CPC”) courses required for admission to System institutions by traditional freshmen from 15 to 16, including at least 4 courses in math. This policy was based on research which showed that students who took more CPC courses had a greater probability of success in college.

Second, the new standards required traditional freshmen to exceed a “freshman index” based on the student’s high school grade point average and Scholastic Aptitude Test (“SAT”) score. The index score required for admission was tiered depending on the type of institution to which a student applied. The rationales for this were to emphasize the importance of performance and to direct less prepared students toward two-year colleges where they could receive more individual attention.

Third, traditional freshmen who applied to state, regional, or research universities were required to take elective courses beyond the 16 core CPC courses, two courses if the student wanted to attend a state or regional university and four courses if he or she wanted to attend a research university. These courses had to be taken from a list of System-approved courses. The rationale for this was again that taking courses on this list would increase a student’s probability of success in college. However, no specific research existed regarding which courses should be on the list.

In addition, the Board approved several methods through which home-schooled students and students who graduated from nonaccredited high schools could be considered for admission to System institutions. These methods included taking a battery of SAT II subject tests, applying for admission as a presidential exception, and in the case of home schooled students, receiving a diploma from a regionally accredited home study program or from the Center for the Accrediting Council for Independent Study.

The new admissions policy is now fully implemented. However, Georgia’s students and the University System would benefit if two modifications to the admissions policy were made.

Approved: The Board adopted the following two modifications to the University System of Georgia admissions policy:

- 1) Remove the requirement for additional courses beyond the 16 core CPC courses. As stated above, no specific research exists regarding which courses should be on this list. The USO staff will examine whether it would be advisable at a future time to add a seventeenth core CPC course as a requirement for admission to a state, regional, or research university.
- 2) Create an additional method through which home-schooled students and students who graduate from nonaccredited high schools could be considered for admission. The additional method is to consider for admission any home-schooled student or student who graduates from a nonaccredited high school who applies to a System institution whose SAT I total score (verbal and math) is at or above the previous year’s fall semester average SAT score of the first-time freshmen admitted to the System institution to which he or she is applying and who has completed the equivalent of each area of the CPC as documented by a portfolio of work and/or other evidence.

These changes become effective immediately upon adoption. As with other admissions provisions already in Board policy, meeting minimum requirements does not guarantee admission to any institution. Institutions may set additional and/or higher requirements. The revised admissions policy is as follows:

**402.0101 a.2 ALTERNATIVE REQUIREMENTS FOR HOME-SCHOOLED STUDENTS AND GRADUATES OF NONACCREDITED HIGH SCHOOLS**

Applicants from home schools or graduates of nonaccredited high schools may validate the CPC in an alternative way. SAT I scores and satisfactory documentation of equivalent competence in each of the CPC areas at the college preparatory level may be used in lieu of the Freshman Index and Carnegie unit requirements of the CPC.

A student whose SAT I Composite (Verbal plus Mathematics) score is at or above the average SAT I score of the previous year's fall semester first-time freshman admitted to the USG institution to which he or she is applying and who has completed the equivalent of each of the CPC areas as documented by a portfolio of work and/or other evidence that substantiates CPC completion qualifies for consideration for admission. Students in this category must also meet the minimum SAT I Verbal requirement and the minimum SAT I Mathematics requirement for the sector to which they apply.

Applicants who achieve designated scores on each of the following SAT II Subject Tests in a CPC area will be considered to have demonstrated equivalent CPC competence and do not need to submit additional documentation in that area: English Writing, Literature, Math IC or Math IIC, American History & Social Studies, World History, Biology, and one of the following: Chemistry or Physics.

Students admitted in this category with satisfactory documentation of CPC competence in all areas will not be counted in the institution's Limited Admissions (including Presidential Exceptions) category. Those with qualifying SAT I scores and documentation of partial CPC completion may be admitted on the same basis and with the same conditions as other students with CPC deficiencies.

**3. Comprehensive Program Review: Program Terminations**

Background: In October 2000, the Board of Regents approved a new policy requiring institutions to conduct periodic comprehensive program reviews. Since that time, institutions have reviewed their degrees and majors offered in preparation for program review to begin this academic year.

As a result of this review, institutions requested termination of a number of programs for a variety of reasons. For example, in some cases, both a bachelor of science and a bachelor of arts had been approved and the differences between the two degrees were small. Some degrees are being terminated as the result of ending broad-field certification in education. In other cases, low enrollments or numbers of graduates made the program less viable. In still other cases, programs had been discontinued at the institution level, but requests for program terminations had not been forwarded to the Board for action until now.

Approved: The Board approved the request of the Senior Vice Chancellor for Academics and Fiscal Affairs, Daniel S. Papp, to terminate the following degrees based on the requests of the presidents of the listed institutions:

Georgia Institute of Technology

Doctor of Philosophy with a major in Ceramic Engineering

Doctor of Philosophy with a major in Textile Science and Engineering

Doctor of Philosophy with a major in Economics

Master of Science with a major in Materials Engineering  
Master of Science with a major in Textiles  
Bachelor of Science with a major in Ceramic Engineering  
Bachelor of Science with a major in Engineering Science and Mechanics  
Bachelor of Science with a major in Health Systems  
Master of Science in Ceramic Engineering  
Master of Science in Technology and Science Policy  
Master of Science in Textiles  
Bachelor of Ceramic Engineering  
Bachelor of Engineering Science and Mechanics  
Bachelor of Science in Health Physics  
Bachelor of Science in Health Systems

Medical College of Georgia

Bachelor of Science in Diagnostic Medical Sonography  
Bachelor of Science in Nuclear Medicine Technology  
Bachelor of Science in Radiation Therapy Technology

University of Georgia

Bachelor of Arts with a major in Computer Science  
Bachelor of Science with a major in Biological and Physical Sciences (Veterinary Sciences)  
Bachelor of Science with a major in Physical Sciences (Engineering Related)  
Bachelor of Science in Education with a major in Educational Psychology  
Bachelor of Science in Physics and Astronomy with a major in Astronomy  
Bachelor of Arts with a major in Microbiology/Bacteriology  
Bachelor of Arts with a major in Astronomy  
Bachelor of Arts with a major in Chemistry, General  
Bachelor of Arts with a major in Physics, General  
Bachelor of Science in Pharmacy  
Master of Education with a major in Elementary Education

Augusta State University

Education Specialist with a major in Secondary Education

Clayton College & State University

Bachelor of Music with a major in Instrument Building  
Associate of Applied Science in Data Processing  
Associate of Applied Science in Electromechanical Technology  
Associate of Applied Science in Music  
Associate of Applied Science in Medical Laboratory Technology in cooperation with Atlanta  
Technical College  
Associate of Science in Nursing  
One-Year Certificate with an Option in 911 Dispatcher  
One-Year Certificate with an Option in Electrical Power  
One-Year Certificate with an Option in Piano Pedagogy  
One-Year Certificate with an Option in Business Data Processing

Columbus State University

Master of Education with a major in Special Education  
Master of Education with a major in Secondary Education  
Master of Education with a major in Reading

Master of Education with a major in Teaching Field – Political Science  
Education Specialist with a major in Special Education  
Education Specialist with a major in Secondary Education  
Education Specialist with a major in Reading  
Bachelor of Science with a major in Respiratory Therapy  
Bachelor of Science Education with a major in Secondary Education  
Associate of Science in Nursing with a major in Nursing  
Associate of Science in Respiratory Therapy

Georgia Southwestern State University

Master of Education with a major in Teaching Field – Business Education  
Master of Education with a major in Teaching Field – Earth Science  
Master of Education with a major in Teaching Field – Physics  
Master of Education with a major in Teaching Field – Human Services  
Master of Education with a major in Teaching Field – Political Science  
Education Specialist with a major in Reading Education  
Bachelor of Arts with a major in Biology  
Bachelor of Arts with a major in Chemistry  
Bachelor of Arts with a major in Geology  
Bachelor of Business Administration with a major in Agri-Business  
Bachelor of Science with a major in Medical Technology  
Bachelor of Science with a major in Office Administration  
Bachelor of Science in Education with a major in Teaching Field – Speech  
Bachelor of Science in Education with a major in Teaching Field – Human Services

Kennesaw State University

Bachelor of Science with a major in Secondary Science Education

North Georgia College & State University

Master of Education with a major in Secondary Education  
Master of Education with a major in Teaching Field – Business Education  
Bachelor of Arts with a major in Mathematics  
Bachelor of Arts with a major in Psychology  
Bachelor of Arts with a major in Sociology  
Bachelor of Business Administration with a major in Economics  
Bachelor of Science with a major in Business Education  
Bachelor of Science with a major in Recreation  
Associate of Applied Science in Office Administration

Savannah State University

Bachelor of Science with a major in Medical Technology

State University of West Georgia

Master of Arts with a major in Mathematics  
Bachelor of Arts with a major in General Studies  
Bachelor of Arts with a major in Geology  
Bachelor of Arts with a major in Physics  
Master of Education with a major in Special Education  
Bachelor of Science in Education with a major in Special Education  
Master of Education with a major in Secondary Education  
Education Specialist with a major in Secondary Education

Education Specialist with a major in School Home Services  
Bachelor of Science in Education with a major in Teaching Field – Art  
Bachelor of Science in Education with a major in Teaching Field – English  
Bachelor of Science in Education with a major in Teaching Field – Speech  
Bachelor of Science in Education with a major in Teaching Field – French  
Bachelor of Science in Education with a major in Teaching Field – Spanish  
Bachelor of Science in Education with a major in Teaching Field – German  
Bachelor of Science in Education with a major in Teaching Field – Mathematics  
Bachelor of Science in Education with a major in Teaching Field – Math/Computer Science.  
Bachelor of Science in Education with a major in Teaching Field – Biology  
Bachelor of Science in Education with a major in Teaching Field – Chemistry  
Bachelor of Science in Education with a major in Teaching Field – Earth Science  
Bachelor of Science in Education with a major in Teaching Field – Physics  
Bachelor of Science in Education with a major in Teaching Field – History  
Bachelor of Science in Education with a major in Teaching Field – Political Science  
Bachelor of Science in Education with a major in Teaching Field – Geography  
Bachelor of Science in Education with a major in Teaching Field – Economics  
Associate of Applied Science in Criminology  
Associate of Applied Science in Computer Science  
Associate of Applied Science in Office Administration

#### Macon State College

One Year Certificate with an option in Accounting  
One Year Certificate with an option in Office Computing Technologies  
One Year Certificate with an option in Office Information Processing  
One Year Certificate with an option in Office Supervision  
One Year Certificate with an option in Minicomputer OPS/Program

#### Bainbridge College

Associate of Applied Science in Business with an option in Fashion Merchandising in cooperation with Albany Technical College  
Associate of Applied Science in Business with an option in Information and Office Technology in cooperation with Albany Technical College  
Associate of Applied Science in Technology with an option in Carpentry in cooperation with Albany Technical College  
Associate of Applied Science in Technology with an option in Industrial Electrical Technology in cooperation with Albany Technical College  
Associate of Applied Science in Technology with an option in Automotive Collision Repair in cooperation with Albany Technical College  
Associate of Applied Science in Technology with an option in Diesel Mechanics in cooperation with Albany Technical College  
Associate of Applied Science in Technology with an option in Truck Repair in cooperation with Albany Technical College  
Associate of Applied Science in Technology with an option in Printing/Graphics Technology in cooperation with Albany Technical College

#### Coastal Georgia Community College

Associate Applied Science in Electronics Technology  
Associate Applied Science in Manufacturing/Maintenance Technology  
Associate Applied Science in Recreation  
One-Year Certificate with an option in Criminal Justice Technology



One-Year Certificate with an option in Electronics Technology  
One-Year Certificate with an option in Industrial Electrical and Electronics  
One-Year Certificate with an option in Heating/Ventilation/AC  
One-Year Certificate with an option in Inhalation Therapy  
One-Year Certificate with an option in Nursing Technology  
One-Year Certificate with an option in Facilities Management  
One-Year Certificate with an option in Data Processing

East Georgia College

Associate of Applied Science in General Business Management  
One-Year Certificate with an option in Small Business Management/Office Administration  
One-Year Certificate with an option in Production Supervisor

Floyd College

Associate of Applied Science in Paraprofessional Hearing Impaired Education  
Associate of Applied Science in Recreation Leadership

Gainesville College

Associate of Applied Science in Accounting Technology  
Associate of Applied Science in Early Childhood Education  
Associate of Applied Science in Health with an option in Dental Hygiene in cooperation with Lanier Technical College  
Associate of Applied Science in Services with an option in Criminal Justice in cooperation with Lanier Technical College

Georgia Perimeter College

Associate of Applied Science in Business Administration  
Associate of Applied Science in Radio/TV Broadcasting  
Associate of Applied Science in Business with an option in Fashion Merchandising  
Associate of Applied Science in Business with an option in Dental Assisting in cooperation with Gwinnett Technical College (*Note: This program continues to be offered in cooperation with DeKalb Technical College.*)  
Associate of Applied Science in Business with an option in Information and Office Technology  
Associate of Applied Science in Health with an option in Medical Laboratory Technology  
Associate of Applied Science in Services with an option in Electronic Technology in cooperation with Gwinnett Technical College (*Note: This program continues to be offered in cooperation with DeKalb Technical College.*)  
One-Year Certificate with an option in Landscape Management  
One-Year Certificate with an option in Office Systems

**4. Establishment of the Major in Medical Dosimetry Under the Existing Bachelor of Science in Radiological Sciences, Medical College of Georgia**

Approved: The Board approved the request of President Daniel W. Rahn that the Medical College of Georgia (“MCG”) be authorized to establish the major in Medical Dosimetry as a result of comprehensive program review, effective October 10, 2001.

Abstract: In May 1997, the Board of Regents ratified degree name changes and major course offerings within MCG’s Department of Radiologic Technologies. As a result, the revised Department of Radiologic Technology was approved to offer separate degree programs in

Radiologic Technology, Nuclear Medicine Technology, Diagnostic Medical Sonography, and Radiation Therapy.

When the baccalaureate degree program in Radiation Therapy began, Medical Dosimetry was an established track within the curriculum. As the field developed, Medical Dosimetry began functioning at a level equivalent to a major. Medical Dosimetry's status as a major was not captured until the institution and University System Office completed the first stages of comprehensive program review, which involved the development of institutional review plans and time lines for programmatic audits.

The major consists of 31 semester hours of courses focusing on dosimetry, treatment planning, radiologic science design, and computerized tomography. The major complements existing programs offered within the Department of Radiologic Technology.

## **5. External Degree Program Distance Education Approvals**

Background: All of the degree programs listed below have already been approved by the Board and are fully functioning degree programs. However, according to current Board policies, all of these degree programs have, as the result of technology, acquired characteristics that require them to be approved once again as external degrees. These characteristics are, for undergraduate programs, that 25% or more of a program be available off-campus, and for graduate programs, 50% or more. Given existing policies, virtually all degree programs currently in place will require re-approval as external degree programs. No institution's mission is changed as a result of these program approvals.

Approved: The Board approved the following block of external distance education degree programs, effective October 10, 2001:

### Georgia Institute of Technology

Master of Science in Electrical and Computer Engineering

Master of Science in Mechanical Engineering

### Georgia State University

Master of Business Administration with a major in Information Systems

Master of Business Administration with a major in Decision Sciences

Master of Business Administration with a major in General Management

Master of Business Administration with a major in Management

Master of Business Administration with a major in Accounting

Master of Business Administration with a major in Economics

Master of Business Administration with a major in Personal Financial Planning

Master of Business Administration with a major in Risk Management and Insurance

Master of Business Administration with a major in Human Resources Management

Master of Business Administration with a major in International Business

Master of Business Administration with a major in Marketing

Master of Business Administration with a major in Real Estate

### Georgia Southern University

Master of Accounting

Master of Business Administration

Master of Education with a major in Instructional Technology

Master of Education with a major in School Psychology

Master of Education with a major in Reading Education  
Master of Public Administration  
Master of Science in Nursing with a major in Family Nurse Practitioner  
Master of Science in Nursing with a major in Rural Community Health Nurse Specialist

State University of West Georgia

Master of Education with a major in Administration and Supervision  
Master of Education with a major in Media

Clayton College and State University

Bachelor of Business Administration with a major in Accounting  
Bachelor of Business Administration with a major in Management  
Bachelor of Business Administration with a major in Marketing  
Bachelor of Business Administration with a major in General Business  
Bachelor of Applied Science with a major in Allied Health Administration  
Bachelor of Applied Science with a major in Dental Hygiene Practice and Administration  
Bachelor of Applied Science with a major in Administrative Management  
Bachelor of Applied Science with a major in Technology Management  
Bachelor of Science in Nursing  
Bachelor of Science with a major in Health Care Management

Floyd College

Associate of Science in Human Services

Darton College

Associate of Arts  
Associate of Science  
Associate of Applied Science in Accounting  
Associate of Applied Science in Business Computer Systems  
Associate of Applied Science in Governmental Services  
Associate of Applied Science in Management  
Associate of Applied Science in Office Administration

**6. Establishment of the Bachelor of Arts in Music With Teacher Certification Option, Fort Valley State University**

Approved: The Board approved the request of President Oscar L. Prater that Fort Valley State University (“FVSU”) be authorized to establish the Bachelor of Arts in Music with Teacher Certification Option to replace the existing Bachelor of Music Education, effective October 10, 2001.

Abstract: The Bachelor of Arts in Music will offer residents of Middle Georgia an opportunity to complete the music degree with four options: vocal concentration, vocal concentration with teacher certification, instrumental concentration, and instrumental concentration with teacher certification.

Need: FVSU has surveyed its current freshman class and the freshman class of its feeder institutions (Abraham Baldwin Agricultural College, Gordon College, Macon State College, and Middle Georgia College). Eighty-seven students responded that they would opt for a Bachelor of Arts in Music at FVSU if the program were in place. With the approval of the program, FVSU will discontinue offering its current Bachelor of Music Education. Students who prepare to

become music teachers for elementary and secondary schools at FVSU will instead complete the Bachelor of Arts in Music.

Objectives: The purposes of the program are 1) to strengthen the teacher preparation program in music through increasing the music content future teachers will be required to take in accordance with the 2001 Refinements to the Regent's Principles for the Preparation of Educators for the Schools and 2) to make available to interested students the option of majoring in music without teacher certification at FVSU.

Curriculum: The program is in accordance with the standards of the National Association of Schools of Music and the Regents' 2001 Principles for the Preparation of Educators for the Schools ("Principles"). The Principles now require completion of an academic degree with certification in order to be recommended to teach at the high school level.

Projected Enrollment: The institution anticipates enrollments of 35, 36, and 50 for the first three years of the program.

Funding: The institution will redirect resources to establish and implement the program.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2005, the institution and the University System Office will evaluate this program to determine the success of the program's implementation and achievement of the goals, as stated in the proposal.

## **7. Establishment of the Major in American Sign Language/Interpreting Under the Existing Bachelor of Science in Education, Valdosta State University**

Approved: The Board approved the request of President Hugh C. Bailey that Valdosta State University ("VSU") be authorized to establish a new major in American Sign Language/Interpreting under the existing Bachelor of Science in Education, effective October 10, 2001.

Abstract: The American Sign Language/Interpreting major is designed to provide students with advanced sign language skills and an in-depth knowledge and experience of the interpreter's role in serving deaf and hearing-impaired students in public school settings. Students will qualify to take state and national evaluations for interpreter proficiency. The program meets one of the criteria of the Americans with Disabilities Act and the Individual with Disabilities Education Act, which mandate the creation of interpreting positions in public schools for credentialed interpreters.

Need: The program will be the only baccalaureate degree in American Sign Language/Interpreting in Georgia. There are 14 such programs nationwide. The program developed out of a collaboration between VSU's Department of Special Education and Communication Disorders and the Georgia Department of Education, which have been providing courses in educational interpreting for two years.

There are 132 individuals serving Georgia students as interpreters, and only 41% of them are credentialed.

Objectives: The purpose of the program is to advance the educational opportunities of deaf and hearing-impaired students in the public schools by providing them with highly skilled educational interpreters.

Curriculum: The curriculum is intended to provide students with the theoretical foundations and the technical skills needed to interpret in educational settings. The curriculum is consistent with the competencies suggested by the Georgia Registry of Interpreters for the Deaf and by the national Registry of Interpreters for the Deaf. In order to graduate from the program, students must pass the Quality Assurance screening conducted by these organizations for national certification.

Projected Enrollment: The institution anticipates enrollments of 10, 19, and 25 for the first three years of the program.

Funding: The institution will redirect resources to establish and implement the program.

Assessment: The Office of Academics and Fiscal Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2005, the institution and the University System Office will evaluate this program to determine the success of the program's implementation and the achievement of the goals, as stated in the proposal.

## **8. Establishment of the Joint Master of International Business and the Master of Arts With a Major in Political Science, Georgia State University**

Approved: The Board approved the request of President Carl V. Patton that Georgia State University ("GSU") be authorized to establish the joint Master of International Business and the Master of Arts with a major in Political Science from existing programs, effective October 10, 2001.

Abstract: The joint degree program was requested in order to enhance international studies at GSU. The program brings together the study of government and business in the international arena and allows students to develop regional expertise about different cultures with which they expect to interact. The program reduces the amount of time it takes students to earn both degrees by allowing some courses to count toward both degree programs. The effect of the program is to produce graduates with knowledge of the interaction and connectivity of government, politics, and business in an international context.

Need: As Atlanta seeks to become more visible as an international city, graduate level educational programming with international foci will be required.

Objectives: The program will encourage students in international business to learn about international and regional politics and government. Students in international relations will have an opportunity to learn about regional and global business practices. The program encourages students to think not only globally, but in a broader, interdisciplinary way about the international arena. The joint program will combine resources of the Department of Political Science and the Institute of International Business.

Curriculum: Students will be admitted separately to each of the programs, which have different prerequisites. Students who have completed one of the degrees before commencing study in the other program will not be eligible to participate. A student must receive both degrees at the same time and therefore must complete all requirements for both departments prior to receiving either degree.

Projected Enrollment: The institution anticipates enrollments of 4, 6, and 12 for the first three years of the program.

Funding: The institution will redirect resources to support the program.

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

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

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

**10. Establishment of the School of Economic Development, Georgia Southern University**

Approved: The Board approved the request of President Bruce F. Grube that Georgia Southern University ("GSOU") be authorized to establish the School of Economic Development, effective October 10, 2001.

Abstract: The School of Economic Development will be one of six units reporting to the Dean of the College of Business Administration. The other units include the Department of Finance and Economics, Department of Information Systems and Logistics, Department of Management and Marketing, School of Accountancy, and the School of Information Technology. The school will give strategic and operational direction to GSOU's initiatives in regional economic development by administering the existing Bachelor of Business Administration with a major in Regional Economic Development and by developing a program of academic outreach through seminars, workshops, conferences, courses, and certification opportunities for rural economic developers. The school's efforts will be coordinated with the Division of Continuing Education and Public Service and will complement the outreach activities of the W. E. Carter Chair of Leadership and the W. A. Freeman Chair of Free Enterprise.

Funding: The School of Economic Development will establish itself through budget redirection and the internal reorganization of faculty and staff in existing units. The impact on faculty members in existing units within the College of Business Administration is minimal. The school is expected to generate revenue from its programming and grant activities. The current director of external relations for the College of Business Administration will assume the directorship of the School of Economic Development.

Objectives: The objectives of the new school are to develop a nationally recognized undergraduate degree program in regional economic development, to develop a program of continuing education for community and economic development professionals, to access resources for continuous improvement in management practices for the business community, to develop a program of research in applied economic development, and to implement solutions to the region's economic development problems.

**11. Establishment of the Goizueta Foundation Distinguished Chair in Early Childhood Education, Kennesaw State University**

Approved: The Board approved the request of President Betty L. Siegel that the Goizueta Foundation Distinguished Chair in Early Childhood Education be established at Kennesaw State University (“KSU”), effective October 10, 2001.

Abstract: President Siegel requested approval to establish the Goizueta Foundation Distinguished Chair in Early Childhood Education at KSU pending state matching funds. On May 4, 2001, the Goizueta Foundation approved a \$500,000 gift to the Kennesaw State University Foundation, Inc. for the purpose of establishing and endowing this distinguished chair and enabling the university to seek matching funds for the chair’s endowment through Georgia’s Eminent Scholar Trust Fund. The Goizueta Foundation’s principal purpose in making this gift is to support the hiring of a nationally recognized scholar in preschool education who will serve as a catalyst for the advancement of model preschool curricula, preschool educational standards, and day care center director certification. A national search is expected to be conducted during the 2001-2002 academic year for a chairholder who will assume a tenured or tenure-track faculty appointment in the Department of Elementary & Early Childhood Education in the Leland & Clarice C. Bagwell College of Education.

**12. Information Item: Service Agreements**

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

<b>University of Georgia</b>			
<b>Purpose</b>	<b>Agency</b>	<b>Duration</b>	<b>Amount</b>
Study use of cottonseed meal in broiler breeder pullet feeds	Georgia Commodity Commission for Cotton	7/1/01 - 6/30/02	\$12,000
Study high residue conservation tillage system for cotton	“ ” “	7/1/01 - 6/30/02	\$2,750
Study economics of Georgia cotton production and marketing	“ ” “	7/1/01 - 6/30/02	\$18,000
Design cotton education program and Georgia “King Cotton” award	“ ” “	7/1/01 - 6/30/02	\$28,000
Develop cotton field demonstration program	“ ” “	7/1/01 - 6/30/02	\$21,000
Host beltside cotton conference study tour for county agents	“ ” “	7/1/01 - 6/30/02	\$15,000
Develop web-based informatics resource for reducing genetic vulnerability in cotton	“ ” “	7/1/01 - 6/30/02	\$20,000

Provide diagnostic services in livestock disease 2001 Tifton lab	Georgia Department of Agriculture	7/1/00 - 6/30/01	\$66,000
Develop marketing education curriculum in e-commerce and research	“ ” “	3/01/01 - 9/30/01	\$23,970
Develop web-based delivery system for Georgia technology education assessment	Georgia Department of Education	4/01/01 - 9/30/01	\$22,552
Conduct school nutrition directors’ conference	“ ” “	8/01/01 - 12/31/01	\$18,468
Conduct adolescent health project FY 2001	Georgia Department of Human Resources	6/30/00 - 9/30/01	\$14,720
Conduct West Nile surveillance in wild birds	“ ” “	7/1/01 - 6/30/02	\$89,500
Conduct Office of Child Support training 2002	“ ” “	7/9/01 - 6/30/02	\$399,960
Provide WARE County WIC paraprofessional support	“ ” “	7/1/01 - 6/30/02	\$10,076
Support comprehensive state water planning	Georgia Environmental Protection Division	7/1/01 - 6/30/02	\$55,575
Provide promotional testing services	Georgia Bureau of Investigation	7/1/01 - 11/01/01	\$19,950
Evaluate Peach State Wrap Around initiative	Gwinnett/Rockdale/Newton Community Service Board	7/1/01 - 6/30/02	\$98,827
Provide nutrition assessment in high risk elders	Northeast Georgia Regional Development Center	7/1/01 - 6/30/02	\$34,051
Conduct pre-K program	Office of School Readiness	7/1/01 - 6/30/02	\$63,245
Georgia Southern University			
Conduct perinatal health programs	Ware County Board of Health	5/15/01 - 6/30/02	\$9,000
Conduct community abstinence programs	Jenkins County	9/1/01 - 6/30/02	\$22,000
Provide support to American Red Cross	Bulloch County American Red Cross	8/1/01 - 7/31/03	\$8,500



<b>TOTAL AMOUNT - OCTOBER</b>	<b>\$ 1,073,144</b>
<b>TOTAL AMOUNT FY 2002 TO DATE</b>	<b>\$ 9,305,336</b>
<b>TOTAL AMOUNT FY 2001 (TO OCTOBER)</b>	<b>\$ 5,748,114</b>
<b>TOTAL AMOUNT FY 2001</b>	<b>\$ 23,180,836</b>

## **COMMITTEE ON ORGANIZATION AND LAW**

The Committee on Organization and Law met on Tuesday, October 9, 2001, at approximately 2:30 p.m. in Room 108 of the Continuing Education Center on the campus of Gainesville College. Committee members in attendance were Chair Hugh A. Carter, Jr. and Regents Joe Frank Harris, Allene H. Magill, and Martin W. NeSmith. Regent William H. Cleveland was also in attendance. Chair Carter reported to the Board on Wednesday that the Committee had reviewed three items; all of which required action. Item 1 included seven applications for review; six of these were denied, and one was remanded to the president. Item 3 included an amendment to Board policy 704.0401, Military Service Refunds, to make it clear that in the case of students with HOPE Scholarships, the refund, if any, is returned to the HOPE Scholarship Program. Chancellor Portch thanked Chair Carter, the Committee, Senior Vice Chancellor for Support Services Corlis Cummings, and her staff for their hard work updating The Policy Manual. Chair Carter also thanked Senior Vice Chancellor Cummings and her staff for this rather large undertaking. In particular, he recognized the Associate Vice Chancellor for Legal Affairs, Elizabeth Neely, and the Assistant Vice Chancellor for Legal Affairs (Prevention), J. Burns Newsome. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

### **1. Applications for Review**

- a. In the matter of Robert Sudduth at the Georgia Institute of Technology, concerning reclassification of position, the application for review was denied.
- b. In the matter of Dr. Charles Snare at Middle Georgia College, concerning his salary raise for 2001-2002, the application for review was remanded to the president for further action.
- c. In the matter of Walter H. Robitzsch, III at Macon State College, concerning a salary adjustment, the application for review was denied.
- d. In the matter of Franklin F. Brooks at Georgia State University, concerning his termination, the application for review was denied.
- e. In the matter of Jeanette Tillman at the University of Georgia, concerning her removal from an administrative position, the application for review was denied.
- f. In the matter of Timothy B. Goodwin at Savannah State University, concerning his employment status, the application for review was denied.
- g. In the matter of Lynn Lumpkins at the University of Georgia, concerning residency requirements, the application for review was denied.

## **2. Amendment to Board of Regents Bylaw V.3**

Approved: The Board of Regents amended the last two paragraphs of Bylaw V.3 to provide that:

- a. Standing Committees consist of between four and ten members (rather than the current range of between three and six members); and
- b. The Executive and Compensation Committee be expanded to include at least four but not more than six members (rather than the current three members) in addition to the Chair, Vice Chair, and Chancellor.

## **3. Policy Manual Revisions**

Approved: The Board of Regents approved the following amendments to The Policy Manual:

### **Summary of Amendments to The Policy Manual**

#### Sections    Amendments

- |                             |   |
|-----------------------------|---|
| 102(A)                      | Amend the Chancellor's rental agreement authority from \$50,000 per year to \$5,000 per month for a total of \$60,000 per year.   |
| 102(C)                      | Limit acceptance of real property to Board and Chancellor in order to prevent open-ended environmental liability.   |
| 102 (14 <sup>th</sup> ¶)    | Increase the Chancellor's construction contract authority from \$500,000 to \$1 million and add annual reporting requirement to Board regarding exercise of this authority.   |
| 102 (15 <sup>th</sup> ¶)    | Increase the Chancellor's capital outlay authority from \$100,000 to \$200,000 and add annual reporting requirement to Board regarding exercise of this authority.  |
| 102 (18 <sup>th</sup> ¶)(c) | Delete the listed exception to former employees who are over 70 years of age as this limitation violates the Age Discrimination in Employment Act.  |
| 105                         | Clarify the Chancellor's role in the elimination or creation of new offices.  |
| 201(B)                      | Clarify that the prohibition on presidents' receiving tenure is effective immediately.  |
| 202(C)                      | Delete the ex-officio appointment of the Chancellor and members of the Board to the campus Presidential Search and Screen Committee to reflect current practice.  |
| 204(2d ¶)                   | Authorize presidents to approve faculty leaves for professional and scholarly development and, in instances where leave is with pay, such leave be in consideration of an extended contractual commitment from the employee.          |
| 204(A)                      | Allow presidents to execute research/service agreements with private or non-Georgia entities, as current policy deprives institutions of needed revenue and valuable research opportunities with private and out-of-state facilities. |

- 204(D) Increase presidents' settlement authority from \$2,500 to \$5,000 (last approved in February, 1994) to dispose of small claims.
- 204(F) Restrict acceptance of gifts of real property in order to prevent open-ended environmental liability.
- 205 Update "Planning & Assessment" policy to require harmony with Regents' Guiding Principles.
- 207 Require Board approval for the addition or elimination of a college.
- 207 Include references to academic centers and institutes.
- 302.03 Clarify that the rules governing administrative officers' holding faculty rank do not apply to presidents; remove some redundant language.
- 302.06 Remove the requirement of the Chancellor's and Board's approval of faculty rules and regulations, leaving such matters subject to presidential approval/veto.
- 303.01 Update and simplify the core curriculum.
- 303.0301(B) Include a reference to the Board's regulations regarding off-campus centers so that institutions will know that there are additional rules to follow.
- 303.05 Delete references to the Georgia (Governor's) Intern Program as this is not a Regents' policy item.
- 303.05 Remove references to seven-year study with Department of Technical Adult Education as the seven-year study period contemplated by the original agreement has lapsed.
- 303.0602 Delete references to block transfers of academic credit.
- 308.04 Allow state colleges to grant honorary degrees subject to limitations imposed by the Board.
- 308.04 Make clear that all current University System employees are ineligible for honorary degrees.
- 401.04 Remove prohibition on two-year institutions electing whether or not to have social fraternities and sororities.
- 402.0101 Allow presidential exceptions to regular admissions requirements only for students who show potential for academic success (not merely "success in college").
- 402.0103 Allow institutions to set additional admissions requirements for non traditional students.
- 402.0103 Remove the requirement that non traditional freshmen have not attended college for five years to be consistent with the Board's amendment of the definition of "non traditional" student.

- 402.0103 Allow high Scholastic Attitude Test (SAT) scores to exempt non traditional freshmen from COMPASS, as virtually 100% of students with high SAT scores pass the COMPASS exam.
- 402.0103 Amend the definition of non traditional transfer students.
- 402.0206 Eliminate unnecessary “Admission to Seminars” policy, since Regents’ policies already govern admission to all University System academic programs, including seminars.
- 402.0303 Reinstate old “Character Appraisal for Admission” policy so that institutions can consider an applicant’s reputation and character in the admissions process.
- 402.0305 Add new policy on the use of Social Security numbers to be consistent with federal law.
- 403.01 Delete the policy on out-of-state enrollment which was implemented as a precaution when out-of-state tuition was increased. Replace policy with an annual report on out-of-state enrollment.
- 407.01 Remove policy on admissions or suspension appeals, leaving such appeals to come to the Board through Article VIII of the Bylaws.
- 407.02 Because the separate policy on Admissions Appeals was removed, this section was amended to clarify that unsuccessful applicants for admission may appeal to the Board through Article VIII of the Board’s Bylaws.
- 409 Require Student Advisory Council bylaws to be reported to the Board.
- 603.06 Remove requirement that the Board and Chancellor approve all institutional intellectual property policies, as such policies must already comply with Regents’ guidelines and will be filed with the Board of Regents’ Legal Affairs Office.
- 701.01 Reword fund-raising policy to (a) encourage private fund raising, (b) regulate the matching of grants with state funds, (c) exempt gifts from budget allocation decisions, (d) reaffirm the private character of cooperative organizations, and (e) reaffirm the Chancellor’s authority to accept gifts up to \$100,000.
- 702.02 Exempt separately incorporated athletic corporations from general budgets, because with the exception of student fees (which must be noted as a budget item), athletic funds are not state funds for budgeting purposes.
- 702.03 Remove policy on student activity and athletic budgets, since information is contained in general budgets.
- 702.03 Allow institutions to report budget amendments quarterly rather than monthly to reflect current practice.
- 702.05 Remove policy on lease rental payments, as unnecessary.

- 704.02(C) Remove unnecessary distinction among various types of penalty charges.
- 705.01 Prohibit administrative officers from serving on boards of banks doing business with the institution.
- 705.06 Remove policy on fraternity and sorority house loan and trust funds, since former scheme of sharing construction costs of off-campus Greek facilities no longer is applicable.
- 705.07 Remove duplicative policy on solicitation of funds.
- 707.02 Qualify prohibition on employees, purchasing goods through official channels to prevent only unauthorized purchases.
- 711.04 Remove policy on tax-free alcohol purchases, as University System institutions no longer use large quantities of ethyl alcohol.
- 712.01 Require that institutions have computer security policies.
- 802.0803 Remove duplicative language from leave policies, and clarify that leaves may be granted to non-faculty by the president.
- 802.0803 Require Chancellor's approval for leave extensions in accord with limitations placed on presidents' discretion regarding requests for leave with pay.
- 802.0804 Change period during which an activated reservist shall be paid from 18 days in any "calendar" year to 18 days in any "federal fiscal" year, in order to be consistent with changes in Georgia law.
- 802.1006 Clarify that dependents' benefits cease at the age of majority.
- 802.14 Adopt comprehensive gratuities policy to reflect the Governor's 2000 Executive Order for all state employees.
- 802.15 Require that a list of garnishments of faculty members' and senior administrators' wages be filed with the Board of Regents' Office of Legal Affairs on a biannual basis.
- 802.19 Remove promise of confidentiality of drug use disclosures from civil or criminal proceedings as the Board is not in a position to promise such confidentiality.
- 802.20 Limit Tuition Remission and Reimbursement Program to full-time, benefits-eligible employees; limit tuition reimbursement at private institutions to the public, in-state rate.
- 803.0102 Make minimum qualifications for faculty employment consistent with SACS requirements; require terminal rather than doctoral degrees where appropriate.
- 803.02 Eliminate cumbersome schedules for filling "Memo One" positions; require Board approval only for hire.

- 803.05      Require presidential coordination regarding intrasystem recruitment for faculty and administrators.
- 803.06(A)    Require 60 days' notice of a tenured faculty member's intent to resign.
- 906          Increase the Chancellor's capital outlay authority from \$100,000 to \$200,000; increase the Chancellor's authority to allocate rehabilitation funds, and add annual reporting requirement to Board regarding exercise of this authority.
- 907          Apply rules regarding revocable license agreements and similar documents to easements.
- 909.02       Provide for Chancellor's exception to requirement of research Presidents living in presidential housing.
- 911          Require Georgia Environmental Policy Act evaluation for all timber harvests.
- 915.02       Clarify that policy prohibits the ownership (not merely the leasing) of temporary buildings in order to reflect the Board's determination that long-term reliance on temporary facilities is not in the System's best interests.
- 919          Add policy on conveyances for road improvements.
- 1002.03      Apply consistent terminology ("tuition, fees, and other charges") to required statement in catalogs that all charges are subject to change.
- 1004         Add reference to records retention policy.
- 1901         Remove duplicate policy on religious freedom.
- 2001         Delete provision regarding amendments to The Policy Manual.
- 2002.01      Delete provision regarding official interpretations of policies.
- 2002.02      Delete provision regarding appeals of official interpretations.

In addition, the Committee on Organization and Law recommended and the Board approved a revision to Board Policy 704.0401, which had been addressed by the Committee on Finance and Business Operations as a Committee of the Whole on Tuesday, October 9. (See pages 7 and 14 to 15.) The final policy is as follows, with the correction presented in bold:

**704.0401 MILITARY SERVICE REFUNDS**

Subject to institutional policies, full refunds of tuition and mandatory fees and pro rata refunds of elective fees are hereby authorized for students who are:

- a.      military reservists (including members of the National Guard) and who receive emergency orders to active duty after having enrolled in a University System institution and paid tuition and fees;

- b. active duty military personnel and who receive an emergency reassignment after having enrolled in a University System institution and paid tuition and fees;
- c. otherwise unusually and detrimentally affected by the emergency activation of members of the reserve components or the emergency deployment of active duty personnel of the Armed Forces of the United States and who demonstrate a need for exceptional equitable relief.

**Tuition and fees awarded by scholarship or grant from an agency or authority of the State of Georgia on behalf of a student receiving a refund under this policy shall be reimbursed to such agency or authority.**

The Chancellor is authorized and empowered to take or cause to be taken any and all such other and further action as, in the judgment of the Chancellor, may be necessary, proper, convenient or required in connection with the execution of this policy. Such authority may be further delegated to the President of the institution.

### **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.

A month has passed since our never-to-be-forgotten September 11 and 12 meeting. I have been particularly proud of how our institutions have responded over the past month.

- Presidents used good judgment on September 11 concerning whether to close campuses, cancel classes, or continue business. This is a good example of how we must remember that one size doesn't fill all within a university system, that presidential authority and autonomy make sense in such situations. The decision at Georgia Tech is likely to be different than the decision at Bainbridge College.
- Our campus communities have been respectful of our international faculty and students.
- Our international office immediately advised our campuses on the proper steps to protect study abroad students.
- Faculty and staff have put on panels, special lectures, and other activities to ensure that these teachable moments not be lost.

Some of our students have been criticized — especially on talk radio shows — when they've held peace gatherings. May I remind those talk radio blatherers that those students are exercising their free speech rights... the same rights that give the radio jocks a job. May I remind us all that — if fading memory serves me right — we all did things at age 20 that we wouldn't do now.

There have, inevitably, been other consequences of September 11. Georgia's economy, which was already beginning to soften, has probably headed into recession. This has implications for our budget that I need to share with you today.

In physics, one of the first laws you learn is that to every action there is a reaction — what is required of people is that they use intelligence and common sense in determining what their reaction is. Today, my report focuses on an action we are being required to take and what I believe our reaction should be.

The Governor's Office of Planning and Budget ("OPB") has directed all state government to begin planning for budget cuts. The language the state's chief budget officer used, and I quote, "Revenues will grow at slower than expected rates for the current and future years," sums up what we are facing. The Governor's Office is clear in its directive — we are all to control expenditures. However, they are also very clear in that there are to be no layoffs.

This will be a challenge for next year, since we are so heavily people driven. We will be encouraging our campuses next year to continue to review every position — especially administrative positions — before offering new contracts to one-year appointees.

Let me give you some good news then get to the details. At this point, the Governor is still committed to both the \$30 million in the supplemental and funding the formula components in the fiscal year 2003 budget. OPB Director, Bill Tomlinson, whom I met with last week to discuss the situation, was committed yet cautious, stating that these commitments are all understandably subject to change if revenue falls further behind revised projections.

I also discussed major repair and renovation ("MRR") with Mr. Tomlinson. OPB will be treating this year and next year's MRR differently — essentially, they are holding it off to the side — potentially to change it from cash to bonds or maybe to cut the amount. This will be determined in discussions with the Governor. I would say that it will be very unfortunate if we lose the ground we've made up in MRR; it will ultimately be more expensive for the state.

Now to the details: OPB's requirement is for us to provide them with four plans — two for this year, which would essentially cut 2.5% from our current budget (about \$42 million) and then two other plans for next year's budget that would cut 5%, or about \$84 million. These plans are due back to OPB by the end of this month. This is an understandable but terribly tight timetable — especially for fiscal year 2003 when one would wish to make strategic rather than opportunistic cuts.

Soon after I received this directive from OPB, I consulted with both the Chair and Vice Chair on the appropriate way to react. I will continue to need to rely on the Chair and Vice Chair for guidance given the short time frame given here. Working with them, I need to assume the authority to submit our plans. We agreed upon a strategy which focuses on three key ideas.

The first is that while we certainly understand the need for an austerity plan, we need to continue our momentum. Our role in providing educational opportunities for the State of Georgia is an important one. We are an economic driver in this state, and we need to keep



driving by providing more graduates, doing research, and providing public service information and opportunities for its citizens.

Second, in creating our austerity plans, we ask our presidents and institutions to protect to the extent possible any direct budget cuts to instruction. This is our core mission and needs our protection. Benchmarking confirms that for us.

Third, our presidents need all the flexibility possible in determining how to plan and execute these proposed cuts. Having been a president, I fully understand what we are asking our presidents to do. It is very important that we trust them to make the decisions that will keep the momentum going on their individual campuses.

As I mentioned, the plans are due back to OPB by the end of the month. We have given the presidents until October 15 to report their draft plans to us; their plans will be what we are calling Plan A. In addition to those plans, I have formed a budget review committee largely comprised of talented campus people whom we are deputizing to have a Systemwide perspective, not to represent their campuses. This group will be headed by Hank Huckaby (Mr. Henry M. Huckaby, Senior Vice President for Finance and Administration at UGA), a former OPB director himself, and Dan Papp. Their task will be to look at some possible Systemwide reductions and recommend those, thereby reducing the individual campus reduction plan requirements. This will be Plan B.

The System staff will pull all the proposals together and provide OPB with our four plans, plus our new budget request. They plan to look at all five documents at once. OPB has committed to us that we will know by November 15 which reductions they are expecting us to make.

Never being one to sit by and watch my fate be determined by others — or as Wallace Arnold, a Major General in the U. S. Army said, appropriately for me, “I’d rather run with the big dogs, than sit on the porch and bark” — my approach, with your approval, will be to make our case vigorously for maintaining the momentum on our campuses. I will make the best possible case for the System.

I want to conclude by mentioning one area of particular concern and two of opportunity. The concern is the timing of reductions puts the Medical College [of Georgia] in a particularly challenging situation. The early retirement plan and total restructuring has created a whole range of vacancies. Proposing budget reductions on top of that puts them in a different position than others. As we go forward, I suggest that we get a good understanding of what the circumstances are at the Medical College and what the best possible reaction is for them to carry out their statewide mission of medical education and their hopefully expanded role in cancer research. And we’ll need to share that clearly with state leaders.

The two opportunities I see for us and the state are in the area of capital construction and salaries. Never in living memory does it make more sense to bond capital construction. Rates are so cheap. Furthermore, as we saw in the pre-Olympic days, construction fuels the economy; construction puts a lot of people to work. I subscribe to you that this is a unique state opportunity to go deep down our capital list.

I also believe that while we may need to moderate our expectations, the state also has a unique opportunity to make up further ground on faculty and staff salaries. I am grateful that the state hasn't issued a mindless hiring freeze because we may have another unique opportunity: to pick up some spectacular talent at bargain rates.

So, I believe we have a message that, just like in good times, we must speak with one voice:

- We will respond responsibly and honestly to the State's temporary need for austerity.
- We will find ways to maintain the momentum.
- We will advance two particular ways to do so: a strong capital construction initiative and a continuing commitment to competitive salaries.
- We will use this opportunity to continue to reshape the balance between administration and instruction by protecting the instruction of our students.

This is a time for discipline, creativity, and flexibility. It is also the time for all of us to help the economy. Buy like you've never bought before this Christmas. Buy American. And buy in Georgia. Like the old war bond posters said, this is the best way to help America, the state, and the University System. I will make my Santa list available to you all!

Thank you, Mr. Chairman.

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Vice Chair Harris agreed that it is a very critical time in the budgetary process of the state, and he commended the Chancellor for his perspective on how the Board and the System should approach this challenge. He remarked that he is grateful the Chancellor will continue to negotiate on behalf of the Board during November and December, when budgetary decisions are being made.

### **STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"**

Vice Chair Harris next convened the Strategic Planning Committee as a Committee of the Whole and turned the Chairmanship of the meeting over to Regent White, the Vice Chair of the Committee, in the absence of the Committee Chair.

Vice Chair White called upon the Senior Vice Chancellor for Academics and Fiscal Affairs, Daniel S. Papp, to make a presentation on one of the Board's strategic goals: access. Dr. Papp would discuss some of the ways in which the System is already providing access, and Presidents Martha T. Nesbitt of Gainesville College ("GVC") and Nathaniel Hansford of North Georgia College & State University ("NGCSU") would discuss two particular ways in which their institutions provide access. After their presentations, Dr. Papp would present a list of policy issues related to the presentations and lead a discussion on those issues in order to provide guidance to the staff in the development of Board policies on access.

Dr. Papp thanked Vice Chair White and stated that he would be discussing enhancing access to educational excellence, which comes from the newly adopted strategic goals of the Board. He reminded the Board that its second strategic goal specifically addresses the concern of enhancing

access throughout the State of Georgia. In the proposals the staff are presenting to the Governor and the Governor's Office of Planning and Budget, they have identified four specific ways in which to accomplish this goal. They are 1) four-year degrees offered by four-year institutions at two-year colleges ("4-4-2 programs"), 2) off-campus centers, 3) increased enrollment of African-American males, and 4) specialized programs for non-traditional students. At this meeting, the Board would be hearing about the first two of these strategies, followed by a list of policy issues that are critical to resolve as the Board moves forward. He stressed that the Regents' input is critical to this process. Dr. Papp stated that it is important to consider the number of off-campus instructional sites already in the System. All of the centers do not offer degree programs, but may be high schools or libraries at which a college or university is offering a single course or limited number of courses. While it appears the System has rather extensive coverage in the state and around the world, Dr. Papp stressed that there is a significant difference between a degree program offered at a location and just a course or two offered at a location. Both the 4-4-2 programs and the off-campus centers that he would be discussing at this meeting refer specifically to degree programs where an extensive number of courses are in fact offered. He stressed that in a 4-4-2 program, the four-year institution confers the degree and provides the faculty expertise at the junior and senior levels and sometimes at the sophomore level, and the two-year institution provides the infrastructure, such as the buildings, technology, and faculty for most or all of the freshman and sophomore level courses. So, these programs represent collaborative relationships between two-year and four-year institutions. These programs were developed to enhance access for students. The programs are designed to meet community or industrial needs in a specific geographic area. Eight of the two-year institutions are involved in such programs. There are approximately 38 of these programs already in place, but there is likely a need to expand this number.

Dr. Papp explained that the close collaboration between two-year and four-year institutions means that the System does not have to build more campuses because the facilities at the two-year institutions are utilized to their fullest capacity. President Nesbitt would even argue that the facilities become pushed beyond capacity. These programs also encourage students to begin their post-secondary experience at a two-year site, which is an advantage to them both financially (because a two-year institution's tuition is lower than that of a four-year institution) and educationally (because the faculty-student ratio is typically lower at two-year institutions). Dr. Papp noted that a number of the four-year institutions are involved, offering several degree programs at two-year institutions. A couple of the four-year institutions offer few degree programs at multiple campuses. The 4-4-2 programs increase the availability of programs around the state, but the System still needs to improve upon that. Rather than explaining how a specific program works, Dr. Papp invited President Nesbitt to discuss one of the 4-4-2 programs at GVC.

President Nesbitt explained that the establishment of the University Center on the campus of GVC was an evolutionary process. Over 15 years ago, the presidents of NGCSU and GVC came together to arrange for some upper-division courses and a few degree programs on the campus of GVC. During the early years, NGCSU faculty came to the campus of GVC and taught. Then, with the development of Georgia Statewide Academic and Medical System ("GSAMS") classrooms, some classes were offered via distance education as well. The first baccalaureate degrees offered were in the field of business. Ms. Debra Wike, Interim Executive Director for Business and Financial Affairs at the University System Office, was among the first students to complete her four-year degree on the GVC campus. Gradually, the collaboration began to include other courses and programs in nursing, education, and criminal justice, as well as some graduate programs. GVC covered all of the overhead expenses in the early years. Soon, there was recognition of the need for expanded library resources. So, NGCSU began paying for library development for upper-division courses. Then, came the issue of technical support, and NGCSU also provided funds for that purpose. When President Nesbitt took office in 1997, GVC began

another arrangement with Southern Polytechnic State University (“SPSU”) to offer some bachelor of science degrees in engineering and technology. These programs are still in development. In 1998, GVC requested permission from the Board of Regents to formalize these arrangements and receive permission to establish a residence center. This is a formal way of having another institution establish a presence on a campus. Because the term is confusing to the public, however, the center was named the University Center to better describe its function. GVC worked with NGCSU to develop an agreed-upon payment whereby both institutions would fund the center. When SPSU has a larger enrollment at GVC, the college will develop a similar agreement with it.

There are challenges in developing such collaborative programs, said President Nesbitt, and they revolve around resources. The resources needed include space, overhead costs, faculty, and money for marketing. In the early stages of developing classes on two-year campuses, there should be some additional resources available to both institutions. The host institution should not have to cover all of the overhead costs, such as utilities, maintenance, and academic and student support services. However, the sending institution will probably not have enough initial enrollment to justify paying faculty, let alone covering overhead.

Space on the two-year college campus can also be a challenge, she explained. It is essential that the classes be offered at a time when students can come, and those are going to be the same times that are popular for both the two-year curriculum and the four-year curriculum. As two-year campuses grow in enrollment, there may not be sufficient space for four-year programs, unless there are additional facilities. Nonetheless, an additional facility on a two-year campus would still be more cost-effective than building a new campus. Another concern is administration. The institutions need to determine who administers the program and to whom this person is responsible. There must be a clear understanding of divisions of responsibility between the administrators of the sending institution and the host institution. Faculty is yet another concern. Although it is not the case with NGCSU and GVC, some faculty from the state colleges and universities do not want to leave their home institutions, and yet, this is essential if the programs are to succeed. Sometimes, the two-year college has faculty qualified to teach in the four-year programs, and this is an area where joint appointments might be considered or the process for paying faculty from other institutions might otherwise be simplified. A strong marketing campaign is also essential for the success of these programs. System funds for the first few years would be a great incentive, since most colleges and universities have their marketing funds already allocated. Despite these challenges, there are many opportunities. Two-year colleges can certainly help to meet the educational needs of citizens who currently do not have easy access to baccalaureate degree-granting institutions. Such programs certainly provide the better and more effective use of System resources by better utilizing the space on some two-year college campuses and by using existing faculties in the four-year institutions rather than hiring new faculty. There was considerable pressure in the early 1990s for GVC to become a four-year college, but by creating this collaborative, GVC can address its community’s needs without having the expense of transitioning to a four-year institution. Also, it is clear that more Georgians will attend a two-year college when they know they can earn their four-year degrees at the same location. Otherwise, they may not even want to begin.

The key to success in these collaborative programs is mutual cooperation among the institutions, stated President Nesbitt. These partnerships need to be win-win for both the hosting and the sending institutions, as well as for the citizens of Georgia. The sending institution receives the tuition and gets credit for the enrollment. The hosting institution needs to receive some compensation for its services and overhead costs. Initially, when enrollments are low, the sending institution does not have sufficient resources to pay for actual overhead and services, which is why

some System start-up funds could make a critical difference. This does not need to be costly, she assured the Board. There also needs to be a clear understanding as to the funding and responsibilities of both institutions for the program. Such matters as who administers financial aid, who handles registration and where, how are payments made, and who provides advisement, library resources, and other things that come with instruction need to be addressed in a memorandum of understanding (“MOU”). The MOU can be amended as programs grow, and the host institutions may take on more service responsibilities. For example, in the early days of GVC’s collaborative with NGCSU, students registered at NGCSU, but now they can register at GVC. This requires cooperation between the institutions. Overall, however, these initiatives are a win for the institutions, a win for the System, and a win for the citizens of Georgia. They provide for effective use of resources and promote the University System’s vision by expanding access and creating a more educated Georgia.

Dr. Papp thanked President Nesbitt. He noted that Ms. Wike not only earned her associate degree at GVC and then earned her bachelor’s degree from NGCSU on the campus of GVC, but she also will receive her master of business administration degree from Kennesaw State University on the campus of GVC. So, she is participating in the courses and curricula of almost 10% of the System institutions at one location. Dr. Papp then turned his attention to the second topic of this meeting, off-campus centers. He noted that off-campus centers have been around for some time, but they were formalized under a policy adopted by the Board in 1997, Policy 303.0301, Off-Campus Instructional Siting. There are a number of such centers in the University System grandfathered in as off-campus centers established before 1997 that do not quite meet all of the qualifications outlined in the policy, but they are very close. The centers approved under the 1997 policy are the Bartow, Camden, Gwinnett, and North Metro Centers, and they are all operating quite well. For example, the Gwinnett Center serves approximately 5,000 students and the North Metro Center serves about 2,000 students. The Bartow and Camden Centers serve approximately 1,000 students each. Other System centers and sites include the Robins Residence Center and centers at Centerville (Warner Robins), Newnan, and Dublin. Some are at military bases, such as the Liberty Center, which is at both Fort Stewart and Hunter Army Air Field, and centers at Ft. Benning and Kings Bay. These centers serve anywhere from 50 to several hundred students. The major off-campus centers and sites help provide access to remote areas of the State of Georgia. One of the centers in the process of being created is in Forsyth County and is another collaborative effort between GVC and NGCSU. Dr. Papp called upon President Hansford to discuss this new center.

President Hansford greeted the Board and expressed his appreciation for this opportunity to discuss the opportunity GVC and NGCSU have to expand access to higher education in the state. As part of its mission statement, NGCSU is committed to providing services to meet the educational, professional, and community needs in North Georgia. President Nesbitt had discussed the way that NGCSU has participated with GVC in the 4-4-2 program whereby NGCSU offers four-year programs at the GVC campus. One of the other ways that NGCSU is trying to meet its mission statement is through an off-campus center. NGCSU has been in conversations for a number of years with GVC and different organizations in Forsyth County about opening a center there. Forsyth County is the fastest growing county in the State of Georgia and the second fastest growing county in the nation. It has a population of almost 100,000 people, and in the next 2.5 years, the population is projected to grow to almost 140,000. Of that projected figure, about 42,000, or 38%, will be between the ages of 18 and 44, which are the ages for traditional and nontraditional students. The median income in Forsyth County is over \$56,000. For the state, the median income is \$38,000. So, the income there is substantially higher. Yet, the higher education attainment level in Forsyth County is lower than it is for the rest of the state. About 15% of Forsyth County’s citizens have attended higher education institutions, while the figure is closer to 20% for the state at large. The income level may well be explained by Forsyth

County's proximity to Atlanta's job-rich market, but the lower educational attainment level may be explained by the fact that Forsyth County is the largest county in the state that does not have a traditional public or private college or university.

NGCSU and GVC recognized that they had an opportunity in Forsyth County, said President Hansford. They recognized that building upon what they had done at GVC, they could in fact take what they had learned at the University Center and replicate that in Forsyth County. In meeting the educational needs of Forsyth County, they would also be helping some particular areas of need in the state. Also, they recognized that other efforts to take education to Forsyth County have been very successful. The Department of Technical and Adult Education established a satellite campus for Lanier Technical College in Forsyth County three years ago. There has been amazing growth at that satellite campus, and it is now even larger than the main campus for Lanier Technical College. Over the last three or four years, NGCSU and GVC have worked with the Forsyth County Board of Education and Chamber of Commerce, county commissioners, and the mayor of Cumming to develop a plan to create a center in Cumming. President Hansford thanked Regent Magill for her efforts in Forsyth County in helping to lay a strong foundation for this program. NGCSU and GVC were also assisted by school principals and teachers in Forsyth County who had received their education at NGCSU. In fall 2001, NGCSU and GVC offered 22 courses and registered well over 220 students at the newly created Forsyth Center. This was substantially more than they had expected, because they had only hoped to register 100 students. Of the 220 students, 143 are NGCSU students. Over 150 students had not previously attended NGCSU or GVC and were new to the University System. NGCSU offers an undergraduate degree in education, and many students are registered in that program. It also offers degrees in nursing and computer information systems, as well as an interdisciplinary program. In addition, NGCSU offers a number of continuing education programs at the Forsyth Center. The education and nursing programs in particular are meeting needs that are important to the state.

President Hansford explained that the first requirement to establish this center was a location. The center is located at the Professional Development Center of the Forsyth County Board of Education. It is a relatively new and beautiful facility. Courses are also offered at the Piedmont Learning Center, which is located directly behind the Professional Development Center. The day the Forsyth Center program opened, however, it filled all the space made available to it. There are 12 full-time faculty members who teach in this program, but if these faculty members are teaching in Cumming, then they are not teaching in Dahlonega. Therefore, NGCSU and GVC are having to look at the problem of part-time faculty. The dean of School of Arts and Letters at NGCSU has taken on the administrative duties of the Forsyth Center. Plus, marketing is extremely important so that people are aware of what courses and programs are available at the center.

There are great opportunities, but these opportunities will require additional resources, stated President Hansford. Of primary concern, he said, is space. Some of the immediate classroom space needs will likely be addressed by local high schools. However, the Forsyth County Commission and the Board of Education have also generously offered 14 acres of land if a permanent center could be built in Forsyth County, which President Hansford noted is extremely valuable. In addition to space requirements, the center has faculty requirements. He estimated that the center will require five or six new faculty members as well as its own administrator to handle the potentially tremendous growth at the center. Fortunately, because the Professional Development Center is a relatively new facility, it has good technological capability. However, increased technology will be necessary as the Forsyth Center continues to grow. The only limit on growth for the Forsyth Center is resources. There is a tremendous demand in Forsyth County, and the center has tremendous community support. This presents a great opportunity to provide

higher educational services to Forsyth County, and with proper resources, NGCSU and GVC can meet this need.

Dr. Papp thanked President Hansford for his remarks and noted that GVC and NGCSU will be coming to the Board in early 2002 to request formal establishment of the Forsyth Center's degree programs. Under the policy adopted in 1997, when there are no-cost facilities available, the Chancellor can authorize the beginning of the offering of courses, as Chancellor Portch has done in this case. However, when those courses have proven by level of demand to move toward the degree program level, the Board must approve the center.

Dr. Papp then addressed the list of policy issues the Board should consider. He asked whether the Board should approve pilot programs and whether it would prefer to approve the earliest stages of pilot programs, leave the policy as it stands, or perhaps make the policy even more liberal. He next asked, "Who offers what degree where?" A number of times in the past few years, the University System Office has had to step in and ask institutions why collaboration is not occurring between geographically closer four-year institutions and two-year colleges. In other situations, four-year institutions want to establish off-campus centers very far away from their campuses. So, this presents another issue for consideration. Dr. Papp asked whether 4-4-2 program and off-campus program data should be tracked separately from on-campus data. One of the difficulties in making this presentation to the Board, he said, was extracting data for presentation because they are not tracked separately at the System level, though some institutions track the data separately on their own. Whether this should be a System requirement is another issue the Regents should consider. "What role should distance learning play?," asked Dr. Papp. He asked the Board to consider to what extent distance learning should play a part in providing access. He noted that at this meeting alone, the Board, through the Committee on Education, Research, and Extension, had approved a great number of on-campus programs that have been transitioning toward distance education programs. He then asked what criteria should be used to establish 4-4-2 and off-campus programs. The policy adopted in 1997 has a set of criteria, but are those criteria still appropriate in 2002? Should those criteria be tightened or loosened? These are critical public policy issues, he asserted. Next, Dr. Papp asked how the System can deliver programs where they are needed if they are not financially viable. A couple of the off-campus centers and 4-4-2 programs are struggling because they are in their early stages. There is usually a two-year delay before the Board can get funds into the formula budget to the institutions, but that is simply the way state budgeting works. He then asked how technology needs can be addressed. While the NGCSU and GVC collaboration is in good shape with regard to technology, this is not the case throughout the System. Dr. Papp also asked whether up-front support should be provided, and if so, for how long should it be provided. President Hansford also raised an issue of whether centers should be included in facilities requests, and if so, when. With Forsyth County providing 14 acres of land, should the Board go ahead with building a facility? More importantly, how many off-campus buildings does the System really need? Finally, Dr. Papp asked how two-year institutions should recoup their costs. President Nesbitt had suggested that an MOU should be in place between the hosting and sending institutions. Should this be a requirement for all 4-4-2 programs? Should cost-sharing arrangements be established beforehand? Dr. Papp noted that while many collaborating institutions do this, many others do not. At this time, it is left to the discretion of the individual institutions, but this is something else the Regents should consider. So, there are a host of nettlesome issues for the Board to consider regarding both 4-4-2 programs and off-campus centers, he said. With that, he asked whether the Regents had any questions or comments.

Vice Chair White asked whether Dr. Papp wanted the Regents to identify more issues or whether the staff were going to look further into these issues and bring them back to the Board for further discussion.

Dr. Papp replied that he wanted to use the next few minutes to hear the Regents' thoughts on these matters. The Board's discussion would inform the staff's further research into the issues and later recommendations to the Board.

Regent NeSmith asked how the facility sharing is being handled at the current location of the Forsyth Center.

President Handsford responded that first, the county and the institutions came to an agreement about what classes to offer. The institutions asked for classrooms for particular courses, and the Department of Education provided those classrooms. The institutions have to pay for such things as custodial support, because their classes meet at night and often require the rearrangement of classrooms.

Regent NeSmith remarked that if Forsyth County wants a center to offer higher education, it might be willing to build, own, and maintain a building if the University System is willing to provide the instructors.

Regent Magill responded that the Professional Development Center and the adjoining Piedmont Learning Center were built with that in mind. They are truly state-of-the-art professional development facilities because they were purpose-built. The planning for those facilities started approximately five years ago in response to the population growth in the district. The low number of adults with advanced education degrees was taken into consideration, and the county realized that there was a need to bring higher education into the area. So, the point in building those facilities was to attract NGCSU and GVC to provide education to the public. Regent Magill said that school districts have to keep such collaboration in mind as they look at the direction of population growth in their county. A great deal of thought went into planning these facilities, and Regent Magill concurred with Regent NeSmith, noting that this type of collaboration should be considered county by county.

Regent NeSmith remarked that there is enough demand for new facilities on the existing 34 campuses of the University System and that this kind of collaboration is very forward thinking. He said that the challenge is to get other counties thinking this way as well.

Regent Magill said that close to those two facilities in Forsyth County are a new middle school and elementary school as well as a high school that could be used for off-campus instruction. She asserted that it is an obligation of counties and public schools to look at where their populations are growing and how the Board of Regents and boards of education can work together to educate that population through the use of shared facilities.

Regent Yancey stated that fundamental to addressing these issues would be a report by the University System Office on the cost-effectiveness of current programs. If such programs are not cost-effective, the University System should not be pursuing them in this way.

Dr. Papp responded that the staff have already begun to look at some of the issues of cost-effectiveness. The Vice Chancellor for Academic, Faculty, and Student Affairs, Frank N. Butler, has begun an analysis of the cost-effectiveness of these programs. One of the issues that arises is that there are a number of locations around the state where it is not cost-effective to deliver programs, but there is also a significant pressure building to offer those programs. The staff will be developing some detailed cost analyses of both off-campus centers and 4-4-2 programs.



Regent Yancey said that if such programs are indeed cost-effective, they would seem to be a natural way to achieve the goal of a more educated Georgia.

Regent Carter noted that not every county is as fortunate as Forsyth County, with its rapidly growing tax base. He asked how the System will address other areas of the state that are less fortunate.

Dr. Papp stated that the staff hope that the Board will provide start-up funding for centers or 4-4-2 programs that analyses indicates over a period of a number of years will end up becoming self-supporting or at least close to self-supporting. The question becomes how much lead time the Board wants to provide. The staff have in mind four locations that are not as prosperous as Forsyth County but do have modeling analyses that indicate that after two to five years, they could become more or less self-supporting. The Board needs to consider how much funding it is will to provide up-front, how long it will continue to provide funding, and whether the home institutions should provide funding from their base operations at their campuses. The staff are in the process of developing some funding models, but they will need guidance from the Board in answering these types of questions.

Regent Coles commented that it seemed that the staff had overlooked the distributed learning piece of the picture. He asserted that this is vital, because it may be that the distributed learning component may be a way to provide a majority of a course and then a student could perhaps drive once or twice a month to a facility. The technology is so new that it is still unclear where distance learning is going to go. He cautioned that the Board should be very careful not to lock itself into new facilities that must be maintained and supported when, as Regent Magill had suggested, there are new P-12 schools being built that could be used in cooperation.

Dr. Papp agreed that distance learning is certainly a critical part of the issue of access. The University System now offers the eCore in all areas except the natural sciences, because there is still the problem of delivering laboratory experience at a distance.

Regent Coles stated that this was what he meant when he said a student taking courses at a distance might have to go into a facility periodically, but that a majority of a course could be delivered at a distance.

Dr. Papp agreed. He further stated that the staff hope to move forward with collaborative arrangements among a number of institutions to offer distance programs in areas such as information technology, for example. He agreed that distance education is absolutely essential to expanding access and he did not mean to gloss over it.

Regent Coles replied that he just wanted to point out how critical technology and distance education are to the issue.

Vice Chair White surmised that the goal of the University System is a more educated Georgia, but its constraint is money. So, the Board must develop a model to determine the efficiency of any of the 4-4-2 programs or off-campus centers. He suggested the Board should also consider examining the efficiency of the existing 34 institutions. He asked whether there is a way to take some of the institutions with lower enrollments and make them satellites of larger institutions to save costs. He asked whether the scope of these analyses should not be broadened to the established institutions.

Dr. Papp agreed that it should.

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

Regent Magill remarked that she appreciated the cooperation and work of the two presidents of NGCSU and GVC in collaborating with Forsyth County and its board of education to create the Forsyth Center.

Vice Chair White thanked Dr. Papp, President Nesbitt, and President Hansford for their presentations at this meeting and then adjourned the meeting of the Strategic Planning Committee as a Committee of the Whole.

Vice Chair Harris thanked Regent White for chairing the Committee and Dr. Papp for his leadership in the areas he has brought before the Board at this meeting. He also thanked both presidents for their leadership in developing the Forsyth Center.

### **UNFINISHED BUSINESS**

There was no unfinished business at this meeting.

### **NEW BUSINESS**

There was no new business at this meeting.

### **EXECUTIVE SESSION**

At approximately 10:45 a.m., Vice Chair Joe Frank Harris, in the absence of the Chair, called for an Executive Session for the purpose of discussing a personnel issue. With motion properly made and variously seconded, the Regents who were present voted unanimously to go into Executive Session. Those Regents were as follows: Vice Chair Harris and Regents Hugh A. Carter, Jr., William H. Cleveland, Michael J. Coles, Allene H. Magill, Martin W. NeSmith, Glenn S. White, Joel O. Wooten, Jr., and James D. Yancey. Also in attendance were Secretary to the Board Gail S. Weber and Chancellor Stephen R. Portch. In accordance with H.B. 278, Section 3 (Amending O.C.G.A. § 50-14-4), an affidavit regarding this Executive Session is on file with the Chancellor's Office.

At approximately 11:10 a.m., Vice Chair Harris reconvened the Board meeting in its regular session and announced that no actions were taken in the Executive Session. In open session, the Vice Chair called for a motion to approve three finalists for the Chancellorship. With motion properly made and variously seconded, the Board voted unanimously to approve the following three finalists: William C. Gordon, President of the University of New Mexico; Richard S. Jarvis, Chancellor of the United States Open University; and Thomas C. Meredith, Chancellor of the University of Alabama System.

### **PETITIONS AND COMMUNICATIONS**

Secretary Gail S. Weber announced that the next Board meeting would take place on Tuesday, November 13 and Wednesday, November 14, 2001, in the Board Room in Atlanta, Georgia.

Vice Chair Harris thanked President Martha T. Nesbitt and her staff at Gainesville College on behalf of the Board for the warm hospitality extended to the Regents at this meeting.

Vice Chair Harris then thanked Chancellor Portch and the Secretary to the Board, Gail S. Weber, for helping him chair his first Board meeting in the absence of Chair Hilton H. Howell, Jr. He noted that Ms. Weber's leadership and hard work often go without thanks, but that the Regents rely on her totally and appreciate all she does to help the Board perform its duties. He also noted that he hoped the Chair of the Board soon recovers from his illness. In closing, he again welcomed Regent William H. Cleveland and said he looks forward to Regent Cleveland's service on the Board.

**ADJOURNMENT**

There being no further business to come before the Board, the meeting was adjourned at approximately 11:15 a.m. on October 10, 2001.

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

s/  
\_\_\_\_\_  
Hilton H. Howell, Jr.  
Chair, Board of Regents  
University System of Georgia