

**MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
HELD AT
South Georgia College
Douglas, Georgia
October 10 and 11, 2000**

CALL TO ORDER

The Board of Regents of the University System of Georgia met on Tuesday, October 10 and Wednesday, October 11, 2000 in the Ballroom of Engram College Union on the campus of South Georgia College. The Chair of the Board, Regent Glenn S. White, called the meeting to order at 1:00 p.m. on Tuesday, October 10. Present on Tuesday, in addition to Chair White, were Regents Hugh A. Carter, Jr., Connie Cater, Kenneth W. Cannestra, Joe Frank Harris, George M. D. (John) Hunt III, Edgar L. Jenkins, Charles H. Jones, Donald M. Leebern, Jr., Martin W. NeSmith, and Joel O. Wooten, Jr..

ATTENDANCE REPORT

The attendance report was read on Tuesday, October 10, 2000 by Secretary Gail S. Weber, who announced that Vice Chair Hilton H. Howell, Jr. and Regents Juanita P. Baranco, Elridge W. McMillan, J. Timothy Shelnut, and James D. Yancey had asked for and been given permission to be absent on that day. They all expressed to Secretary Weber regretted having to miss a campus meeting.

APPROVAL OF MINUTES

Motion properly made and duly seconded, the minutes of the Board of Regents meeting held on September 12 and 13, 2000 were unanimously approved as distributed.

SPECIAL PRESENTATION ON SOUTH GEORGIA COLLEGE

Chair White called upon President Edward D. Jackson, Jr. to make a special presentation to the Board. He noted that the Board of Regents had not visited South Georgia College (“SGC”) since 1980, and he thanked President Jackson for his hospitality.

President Jackson welcomed Chair White, the members of the Board, Chancellor Portch, the Central Office staff, and guests. He thanked the Board for this opportunity to showcase SGC. He remarked that SGC is proud to be one of the original institutions of the University System of Georgia. Today, the System is comprised of 34 very different colleges and universities serving the needs of a very diverse state. President Jackson borrowed a phrase used several years ago by a hotel company to explain that the institutions of the University System are best described as “a collection, not a chain.” The Board’s last campus-based meeting was at Georgia State University, which President Jackson described as an outstanding urban university located in the great international city of Atlanta. SGC, of course, is neither urban nor a university, he explained. Most of its 1,250 students are first-generation college students who come from within 50 miles of the campus. In a few moments, President Jackson would ask two of his colleagues at SGC to tell the Board about some of the special academic programs at SGC that enable its students to have a learning experience which is both rich and unique, while furthering the strategic vision of this Board. However, he first wanted to review some of the events that represent a year in the life of SGC in an effort to illustrate the central role the institution plays in the southern region of Georgia.

Although SGC is far from any interstate highway, important people manage to find it, stated

President Jackson. Governor Barnes addressed over 300 local citizens at a banquet in the Ballroom of Engram College Union on the campus of SGC, where the Board was meeting at this time. Likewise, the State Board of Transportation and members of the U.S. House Agricultural Committee have used the SGC campus to hold their meetings. All 150 members of the Leadership Georgia Class of 2000 visited SGC in March to explore the study topic, "Rural Health Care: The Prognosis." In June, SGC hosted the Rotary Youth Leadership Awards program for the thirteenth straight year. SGC faculty and staff developed the program in 1988 for the Rotary Clubs of Georgia. Other student leadership programs conducted on SGC's campus include the Twenty-first Century Leaders program sponsored by the Business Council of Georgia and the Georgia Association of Student Councils' summer leadership training camp. Each year, SGC hosts a children's arts camp in cooperation with the Coffee Alliance for the Arts, a science fair that this year drew 699 students from 35 different schools, and a District Science Olympiad in which 255 middle school students participated.

President Jackson remarked that SGC is very proud of its Post-secondary Readiness Enrichment Program ("PREP"), which served more than 680 students last year. He reminded the Regents that PREP was reviewed by outside evaluators this past year. SGC's program was cited for 16 best practices, more than any other program in the state. He stated that it is the enthusiastic participation of SGC's faculty and staff that makes the youth development programs a success year after year. SGC also serves the other end of the age spectrum with its Elderhostel program. It is one of the strongest Elderhostel programs in the nation, and it offered 47 weeks of programming and hosted 1,500 participants in 1999.

SGC began a new tradition this year with its first annual cultural festival, said President Jackson. The event brought numerous visitors to the campus in April for exhibits, performances, and food. This year's theme was "Harmony Through Diversity." One of the most unusual events to take place on the SGC campus during the year was the three-day International Quillwort Symposium organized by the Science Division. Thirty plant scientists from all over the United States, Canada, Great Britain, and Germany gathered at SGC in March to learn from each other and tour the Broxton Rocks north of Douglas. Institutions represented included Virginia's Old Dominion University, Ohio's Miami University, Texas Tech University, the British Museum of Natural History, the Milwaukee Public Museum, Arizona State University, the University of Wisconsin, the University of Kansas, and the Mississippi Heritage Program. President Jackson explained that quillworts are grass-like plants that grow in wetlands. While at the Broxton Rocks, the visiting scientists discovered a new species of quillwort. The excited visitors compared the discovery to winning the lottery.

SGC is always delighted to welcome visitors, even those who are unexpected, said President Jackson. In September 1999, Hurricane Floyd sent more than 1,200 people with the Federal Law Enforcement Training Center to the SGC campus from the Georgia coast. The faculty and staff rose to the occasion by making all available beds ready, providing office space and supplies, and serving meals in the cafeteria. The Hurricane Floyd experience paid off in June of this year, when over 2,000 bikers made the campus their home as part of the Summer Bike Ride Across Georgia. Throughout the year, intercollegiate baseball, softball, and soccer play an important role in the life of the college and community. SCG's men's soccer team is in its third season and is currently enjoying great success. Last year, the team tied for first place in the state. President Jackson stated that he hopes to add women's soccer next year. This year, SGC will be the host college for both the state baseball and soccer tournaments. He was pleased to report that the athletes attained a 2.61 overall grade point average. Further, SGC had a 72% retention rate of its athletes from the freshman to sophomore year. President Jackson then called upon Dr. Carl McDonald, Chair of the Division of Humanities and Learning Support, to tell the Regents about SGC's study abroad program.

Dr. McDonald thanked President Jackson. He explained that six years ago, the predecessor of the System Council on International Education solicited proposals from University System of Georgia two-year college faculty for a study abroad program tailored specifically for two-year college students. Dr. Martha Johnson, Professor of English at SGC, submitted the proposal chosen to spearhead this effort. Working with the American Institute for Foreign Studies (“AIFS”), Dr. Johnson and Dr. McDonald traveled to London to meet with AIFS staff and set up a program that is now in its fifth year of operation. Two years ago, they entered into a collaborative agreement with four other System two-year colleges to bring an additional faculty member and expanded course offerings into the picture to better meet the academic needs of the students. Last year, a faculty member from Middle Georgia College accompanied Dr. Johnson, and this year, a Darton College faculty member is working with Dr. Johnson in London. Dr. McDonald then introduced a video clip of Dr. Johnson, who is currently mentoring SGC students in London.

In the video clip, Dr. Johnson explained that the study abroad students spend five weeks in London studying at The University of London, taking classes from her. This program was devised specifically for two-year college students, and there are specific aspects of the program that make it particularly beneficial for two-year college students. For example, the students in the program reside with British families in the heart of London. Additionally, the classes are smaller. Also, because of the cooperativeness of SGC’s small faculty, students can begin courses before going to London and resume them when they return. All in all, the program has been very successful, reported Dr. Johnson. The program receives a great deal of support from the administration, and Dr. Johnson expressed her gratitude for that. She is also grateful to the Regents for their support, as well as to the faculty and local financial contributors. In closing, she said she was very pleased with the program and hopes it will continue indefinitely.

Dr. McDonald then turned his attention to the Tower Bridge in London. He remarked that it is a familiar sight, even to many who have never set foot outside of Georgia. He asked, “Who wouldn’t want to travel to London? And who has never longed to broaden his or her horizons?” He then introduced a video clip of Brandon Street, a student in the study abroad program who is currently in England. He noted that Brandon’s father, who is the principal of one of the middle schools in Douglas, was the first African-American student ever to enroll at and graduate from SGC.

Mr. Street introduced himself as a 20-year-old sophomore at SGC in the study abroad program. He discussed his expectations of the study abroad program, including staying with a family in London and experiencing England first-hand. He stated that the program bettered his life and broadened his culture.

Dr. McDonald stressed that Mr. Street had highlighted the significance of the homestay. The opportunity for SGC students to live in the homes of Londoners and experience points of view often far different from those of a rural South Georgia community is an important part of the five-week study abroad program. Students return to SGC having established close and lasting relationships with their host families. Dr. McDonald noted that it is a short subway or “tube” ride from the students’ homestays to their classrooms on the campus of The University of London. At the university, students are taught by SGC faculty members and have full access to academic and recreational facilities of the university. Most students have their lunch at the university’s cafeteria as they plan afternoon excursions in the city. He then introduced a video clip of student Claire Maley as she discussed a typical day.

Ms. Maley stated that she participated in the study abroad program in fall 1999. A typical day in London included a short tube ride to school, class until about noon, and lunch across the street at the union center. After that, the day was open to explore London. She listed a number of places that she had visited. Since the university is in the heart of London, most landmarks are just a short

tube ride away. Ms. Maley remarked that the program provided a wonderful opportunity for her to experience another culture first-hand.

Dr. McDonald stated that whether it is a photo opportunity with scenic London in the background, a relaxing break after exploring the Tower of London, poring over ancient artifacts at the British Museum, a visit to Royal Albert Hall, or any of the numerous other enriching activities available in a great international city, once classes are over, SGC's students are exploring London. However, he stressed, they explore not only London. As part of the program, there are full-day excursions to Canterbury, with its rich history and magnificent cathedral, and to Stratford-Upon-Avon, home of William Shakespeare, which further bring to life aspects of cultural history that until now were only words and photographs in a book. Moving farther from their London base, students take advantage of weekends away from classes to travel to other countries. Scotland and Ireland are two very popular destinations. Built into the program package with AIFS is an extended weekend trip via the Eurostar train from Victoria Station, under the English Channel, through the French countryside, and into Paris. There, students enjoy a guided tour of the city, including a familiarization with the treasures of the Louvre. During their free time in Paris, students visit historical landmarks and experience French culture.

Dr. McDonald asked, "How can such a study abroad experience change a person's life?" He showed a picture of Daisy Thrower, a nontraditional working single mother from rural south Georgia, a person who had rarely even traveled outside the state of Georgia. She could not afford this trip, but she also knew that she could not afford not to afford it! Through ingenuity, determination, and desire, Ms. Thrower saved what she could, obtained support from her church and from several area businesses, made arrangements at work and for her children, and eventually made the trip. That was several years ago. Since that time, she has earned a bachelor's degree at Albany State University and is teaching in a middle school here in Georgia. Ms. Thrower was so influenced by her study abroad experience that, within a year of returning from London, she established an annual study abroad scholarship at SGC. Now she funds two \$300 study abroad scholarships each year. Dr. McDonald remarked that this is a life — a blossom, if you will — that has been touched by enlightenment to flower open to new possibilities. In closing, he said that he is very proud of SGC's study abroad program and hopes to see it continue for many years to come. He then introduced Ms. Carol Hurst, Chair of the Division of Nursing.

Ms. Hurst explained that she would be discussing the Nightingale Mobile Clinic and the school health project. The Nightingale Mobile Clinic is a collaborative project involving SGC and Waycross College. For almost 20 years, since 1981, the two colleges have had a cooperative agreement which provides for a satellite nursing program on the Waycross College campus. The mobile clinic was funded in 1996 by a grant from the Board of Regents. Ms. Hurst thanked the Board for this grant. She explained that the colleges wanted to combine education and community service so that the graduates would be better prepared to practice in all types of settings. With changes in healthcare, there is a greater need for nurses who can provide community-based care as well as acute care in hospitals. The program at SGC is unique in both the state and the nation in its approach to educating students with the mobile clinic. The Nightingale was designed by the nursing faculty. It is a 37-foot Bluebird coach, which was built in Fort Valley and customized in Largo, Florida. The students can do a variety of diagnostic tests in the clinic lab. Additional tests are sent to an outside lab. The clinic has screened children in public schools, as well as those who were home-schooled. Evaluation of children includes hearing, vision, and the Denver Developmental Screening Test (DDST-II) for those under age six. Women's health clinics include pap smears and breast exams. A number of women have been referred for breast masses, and some have had pap smears for the first time.

Approximately 1,200 seventh graders were screened as part of SGC's PREP program, reported Ms. Hurst. Physical exams and lab tests were done on more than 300 students who were

participating in PREP. In a sample of 151 PREP students who were screened, one-third were found to have anemia. This can be a significant health problem in that it affects the child's physical well-being and energy level and, therefore, the ability to learn. Research indicates that iron deficiency (a common cause of anemia in children) may result in decreased cognitive ability. Cardiovascular screening of adults emphasizes total cholesterol, HDL and LDL cholesterol, hemoglobin, blood glucose, and blood pressure, as well as EKGs. Students participate in every aspect of the clinics: taking health histories, performing lab tests, drawing blood, assisting with exams, and teaching about health promotion. They use the microscope to look at lab specimens and differentiate types of pathogens. Once health problems are identified, referrals are made primarily to family physicians, rural health clinics, and public health departments. Two physicians provide backup and consultation for the mobile clinic. SCG makes the Nightingale available for a migrant health project with Georgia State University each summer. SGC and the Coffee County Health Department have plans to work together this semester on a migrant health project. The 12-county rural area has been designated as medically underserved with a high poverty level. Between 1990 and 1997, the number of children living in poverty in Georgia increased by 10%. According to the *Kids Count Data Book* published by the Annie E. Casey Foundation, Georgia ranks forty-second nationally in overall child well-being, an improvement from fiftieth in 1991. Some of Georgia's counties have a very real shortage of physicians. Several counties have small rural hospitals, usually 40 to 50 beds. Some do not have any hospitals, and other counties' small hospitals are closing because of financial problems. The Nightingale has changed SGC's approach to educating associate degree nursing students and the way the college views its responsibility to the community. Ms. Hurst noted that in the journal article published in *Nursing and Health Care Perspectives*, the college has explored the role of the associate degree registered nurse in the community health setting and is continuing to define that role. The college has also incorporated service learning into its curriculum, encouraging students to make a contribution to their communities not only during their academic experiences but also as a part of life-long practice.

Ms. Hurst next discussed the school health nursing certificate, which is a cooperative effort by SGC and the Southeast Georgia Health Unit of the Georgia Division of Public Health. In the spring of 1999, SGC was contacted by the Southeast Health Unit and asked about the possibility of offering a course to help prepare new school nurses and offer continuing education to those already working. The Southeast Health Unit includes 16 counties, but the school health program is available to all interested registered nurses across the state. Two certificate options include either six or ten semester hours. This translates to 56 hours of classroom time, plus a community project. The ten-semester-hour option includes a 60-hour practicum. Ms. Hurst explained that the school health nurse program became especially relevant when House Bill 1187 was passed, requiring each local board of education to establish a school health program. The school health nurse has many roles, including teaching in the classroom about good health habits and screening for health problems, including vision and hearing. When seventh-graders in six middle schools were tested during the PREP screening, it was discovered that more than half had vision problems. The school health nurse is also responsible for medication administration, which involves more than just giving medicines. The nurse ensures that medications are secure and documentation is correct. The certificate course also provides a review of physical and psychosocial development at various ages. The importance of appreciating cultural and ethnic diversity is emphasized, as well as understanding the impact of economic and social factors on the health and achievement of school-age children. A one-semester-hour physical assessment course is also included, which covers health history and assessment techniques. Behavioral health issues are special concerns in the school setting. Attention deficit disorders ("ADD") are very common, as are depression and anxiety. In Georgia, suicide is third most likely cause of death after accidents and homicides for young people ages 15 to 19. In addition to teaching in the school health course, one of our nursing faculty recently presented a workshop to more than 100 teachers and staff members at Blackshear Elementary School. Topics were ADD and oppositional defiant disorder. This same faculty member is training a volunteer group for Court Appointed Special Advocates ("CASA") for

children who are victims of abuse). Preventing infectious disease is a major concern. Acute illness and crisis management are discussed, including pregnancy emergencies. In the high schools, nurses work with pregnant teens and teach them about prenatal care and parenting skills. School nurses are concerned with providing care for special needs children and those with chronic illnesses. A significant component of the school nurse's job includes wellness and health promotion, teaching school children and adolescents about the importance of exercise, nutrition, safety, and avoiding drugs. Practical issues such as establishing a school clinic and the use of guidelines and protocols are discussed. Being able to utilize technology is essential in the school health setting, and students have a four-hour computer class. They are also familiarized with computerized school records management. Nurses in the practicum have a four-hour class to learn basic PowerPoint. Ms. Hurst noted that in 1999, there were 13 nurses enrolled in the program, and this past summer, the number increased to 26. The first summer, one student in Charlton County enrolled in the practicum. This past summer, there were five students in Lowndes and two in Berrien. These nurses spent time with experienced nurses in Coffee County in order to observe established school health programs. The remainder of their practicum was done in their assigned schools with on-site preceptors, who were experienced school nurses.

The Hope Scholarship pays for books and tuition for the school health nursing certificates, stated Ms. Hurst. With 40% of Georgia's high school students dropping out before graduation, there is much work to do, she said. Children must be physically and emotionally healthy if they are to stay in school and be successful. At SGC, the faculty believe that it is their responsibility to take an active role in improving health and education for all children in Southeast Georgia. In closing, Ms. Hurst remarked that becoming involved in the overall well-being of these children helps them to believe that education is the key to a better life.

President Jackson thanked Ms. Hurst and Dr. McDonald. He closed their presentation by saying that in rural South Georgia, SGC is making a big difference. He stated that, in this era of accountability and benchmarking, he was proud to point out that South Georgia College's graduation rate is almost twice the University System's two-year college average. In closing, he again thanked the Regents for the opportunity to share SGC with them.

Chancellor Portch asked President Jackson where his children received their education.

President Jackson responded that he has three children. His oldest daughter, who is 29, began college at SGC, went on to graduate with a major in textile engineering from the Georgia Institute of Technology, and is now employed in the computer industry. She recently represented her company in South Africa. His middle daughter also began college at SGC and is now at the University of Georgia. She will graduate in December. His youngest daughter is currently a student at SGC.

Chair White thanked President Jackson and the presenters for their presentation on SGC.

REMARKS FROM NEW SENIOR VICE CHANCELLORS

Chair White next called upon the new Senior Vice Chancellors to introduce themselves and tell the Regents about their new responsibilities. Their presentation was as follows:

Interim Senior Vice Chancellor for Support Services Corlis

Cummings: Chancellor Portch has talked a great deal over the past six years about the benefits of working together.

Interim Senior Vice Chancellor for External Activities and Facilities

Thomas E. Daniel: I have a few more years in the System than Corlis, and I

can vouch for the fact that since Chancellor Portch's arrival, the expectations for cross-department cooperation and teamwork have increased dramatically.

Senior Vice Chancellor for Academics and Fiscal Affairs Daniel S.

Papp: I'm living proof. After stints at Georgia Tech and then as Acting President at Southern Polytechnic, I came to the Central Office to be involved in Yamacraw and now as Senior Vice Chancellor for Academic and Fiscal Affairs.

Mr. Daniel: So it didn't come as a surprise to me when the Chancellor spoke to the Central Office staff about the challenges ahead.

Ms. Cummings: The Chancellor told us that we had to be "silo busters." Tom's even had "I'm a silo buster" cards placed on the doors of all people in his division.

Dr. Papp: Don't look at Corlis, Tom, and me as Senior Vice Chancellors.

Ms. Cummings: We are really silo busters.

Mr. Daniel: But we also are bridge builders. Another thing the Chancellor said to us is that our challenge is to build a bridge between all our hard work of the past six years and what must be done.

Dr. Papp: It's a watershed year ahead, and the Chancellor wanted the best team possible to build the strongest bridge possible.

Ms. Cummings: So, with a little collaborative help from Southern Polytechnic State University's nationally renowned bridge-building department, we have a little visual aid to demonstrate our commitment to the Chancellor...

Mr. Daniel: And the Regents ...

Dr. Papp: And the State of Georgia, and our students, staff, and faculty.

Ms. Cummings: [Placing the first section of the bridge on the table.] As the Senior Vice Chancellor for Support Services, I now head three departments: Audit, Human Resources, and Legal. As you are well aware, Audit ensures the financial integrity of the University System. The audit process looks at our bridge and makes sure the policies were followed and the money was properly spent. During the next few months, the Internal Audit Division will work with the institutions and Dan's division to implement the latest Government Accounting Standards Board ("GASB") financial reporting requirements. They will create a business procedures manual for GASB and the PeopleSoft implementation. In addition, they will develop GASB training materials for the System's institutions. Speaking of the System's institutions, I'd like to remind you that the Office of Legal Affairs will remain in place as a hotline for our institutions. It will continue to serve as a point of contact for the institutions and the System's administrators. This upcoming year, the Office of Legal Affairs plans to develop and modify the records retention policy. Those of you who were in the Committee on Information and Instructional Technology meeting this morning will appreciate this. Our institutions are still required to keep the little computer cards even though the machines to read them no longer exist. The Office of Legal Affairs will work with Tom's division to develop economic agreements between the businesses here in the State of Georgia and our institutions. Finally, as we hire faculty, Legal Affairs will advise the campuses

about the labor and employment laws. Legal Affairs will also be the bridge that spans the gap when we hire international faculty and will advise the institutions about immigration laws. The hiring of faculty brings me to our Human Resources Department. Without individuals to help you work and prepare and ensure the vision, you cannot continue. You have to have the right people in place in order to implement your vision. You cannot have dedication and commitment without dedicated and committed individuals. You cannot have a team without workers. The Human Resources Office will continue to work with the institutions and the state to manage the current healthcare benefits challenges. Human Resources will work with the campuses and Dan's and Tom's divisions and ask the tough questions. They will continue to recruit the best so that we can provide the best services to the System and the state. I look forward to working with you, the Chancellor, Tom, and Dan as we work to improve education in Georgia and create a bridge over the educational divide.

Mr. Daniel: [Placing the second section of the bridge on the table.] I too have put on my hard hat and my riveter's gloves as the Interim Senior Vice Chancellor of External Activities and Facilities. Our sleeves are rolled up, and we are committed to working effectively every day to accomplish the goals that best serve the educational interests of the state as a whole. We are working together to have a banner year. Every effort will be driven by a desire for the common good. I believe the effectiveness of the University System will have much to do with the future course of our state. Georgia's leaders of tomorrow are in our colleges and universities today. I pledge that our facilities will be planned and designed with input from our technology experts and that we will take great care of the state's resources. I pledge that Media and Publications will advance the successes of the colleges and universities and work with Human Resources to keep the faculty and staff informed. I pledge that Development and Economic Services will work closely with you, the Chancellor, and Academic Affairs to anticipate and address the needs of our business and industry. We will be pulling together to create and sustain the necessary conditions in the public policy arena for the continued support of public higher education. There is no doubt our year will be exciting and eventful.

Dr. Papp: [Placing the final section of the bridge on the table.] The third and final part of this bridge, which is critical to the future of Georgia and all of the students in the State of Georgia, falls within the Office of Academic and Fiscal Affairs. All of us in the Office of Academics and Fiscal Affairs look forward to working very closely with Corlis's operation and Tom's operation, with the Regents, Chancellor, and all of the campuses in constructing a bridge for the future so that the University System of Georgia becomes not only better than it is, but also the best university system in the country. The Office of Academics and Fiscal Affairs is divided into four separate areas. One of the critical divisions is the Office of Information and Instructional Technology ("OIIT"), headed by [Vice Chancellor and Chief Information Officer] Randall Thursby. The Office of Information and Instructional Technology is a very critical player in all of the business practices, all of the instructional practices in the University System. With the formation and creation of the Committee on Information and Instructional Technology, which held its first formal meeting this morning, it's very clear that the Regents themselves feel very strongly that OIIT and technology are a critical part of the bridge that we're constructing. A second major part of the bridge within the Office of Academic and Fiscal Affairs is the Office of Fiscal Affairs itself, headed by [Interim Vice Chancellor] Bill Bowes. Fiscal Affairs is a critical player in all aspects of every

operation. It is very important that we understand how Fiscal Affairs interrelates with everything that we do, and in turn how every aspect of everything that all three of our organizations do interrelate with Fiscal Affairs. The third major section is Strategic Research and Analysis. Strategic Research and Analysis provides the information, the data, the analysis on which good decisions will be based. We need to have a very strong understanding of where we are, where we are going, and why we are where we are. That comes out of Strategic Research and Analysis. Like all of our operations, this office undergirds all parts of the bridge that is the University System of Georgia. The fourth and final major division within the Office of Academic and Fiscal Affairs I like to describe as the traffic that we're driving across the bridge. It is the students; it is the academics; it is the faculty. We've got these grouped together in what is called the Office of Academic, Faculty, and Student Affairs, consciously attempting to integrate academic, faculty, and student undertakings into one operation. As I said, it is the traffic that we are driving across this bridge. That is the reason the University System of Georgia exists. So, I, like Corlis and Tom, look forward to working together, with the Chancellor, with all of you Regents, with the campuses, and with the people, the students, the faculty and staff throughout the University System of Georgia to make this university system the best in the country. We're on our way there already. We're going to get there within the near future, I'm sure.

Ms. Cummings: So this is our new bridge, and we are proud to be the engineers and contractors to put our architect's vision into functional use.

Mr. Daniel: But before we close, we thought you'd like to know something a little more personal about your new team. I grew up in Hogansville before Hogan's Heroes, before the bed and breakfast, and when the antique shops were called "junk stores." There was one major employer, the mill; one bank; two car dealers, Chevrolet and Ford; a drugstore with a soda fountain; a Western Auto, where you paid the telephone bill; and Dr. Arnold's clinic, where I was born. My mother was a schoolteacher, and my father worked the third shift in the cotton mill. We planned trips to LaGrange, the county seat 12 miles away, a week in advance, and we got to come to Atlanta four times a year: before Easter, before Christmas, before school started, and for the Georgia Association of Educators ("GAE") convention during the summer, where I'd get a big bag of goodies that the suppliers were giving free to the schoolteachers. My after-school hours were occupied with homework and a little television. My favorites, of course, were *The Lone Ranger* and *The Popeye Club*. A big treat during the summer was to get to go to Callaway Gardens, and we used Mom's free pass that was given to all of the area schoolteachers, which were really popular. On my SAT application, I listed the University of Georgia and West Georgia College [now State University of West Georgia], where my aunt graduated. I didn't consider my mother's school, the Georgia State College for Women, because I had grown up looking at the annuals and it just did not look like a very exciting place, although it is different now. It was a happy day for my family the Wednesday before Thanksgiving, when the letter arrived from the University of Georgia with my acceptance. Interestingly enough, I traveled to the campus for the very first time when it was my orientation, two weeks before enrollment, something I would not do today or recommend to anyone. But what an experience! I met people there from different places and different cultures. I learned that not everyone thought the same or acted the same, and that it was okay to think differently and be different. I learned about academics, of course, a lot about life, culture, and different people. Certainly, the old saying "education to make a life" was true in my case. There were several

highlights while I was at the University of Georgia. First and foremost, I want to go forcefully on the record now that I did vote for [Regent] Joel Wooten for president of the senior class. And I want to make it very clear that he and I together watched the streakers. I also learned that the *Lone Ranger* theme song was the William Tell Overture. I used my political science class as a springboard for the 1974 race for Governor, first as a volunteer and then as a gopher for George Busbee's campaign. Then, I had six great years where I was in an unofficial graduate program in state politics. Then, of course, when it was time to work on my unofficial doctorate, I had two wonderful years on a little adventure with a gentleman down here at the end of the table, [Regent] Joe Frank Harris, when we started the Joe Frank Harris for Governor campaign, which certainly was a wonderful experience in my life. As you can tell, the System has been and was and is a big part of my life. [My wife] Lynn is a graduate of the University System. Our son, Corbet, graduated recently from Georgia Tech with a degree in electrical engineering. He was a HOPE Scholar all four years, and he and his new wife, who is also a Georgia Tech graduate, are both enrolled in an electrical engineering graduate program. I have seen the System not only as a participant, but also as a student, a parent, and a taxpayer, as well as an advocate. These are the reasons why I'm so excited to be a part of your team. Corlis and Dan are very talented people. They are extremely dedicated, and they are committed, and it will be an honor to be their partner in helping to implement your vision, your policies, and your programs. Thank you.

Ms. Cummings: Like Tom, I too am a native Georgian. I grew up in Decatur, Georgia, which at the time was a small suburb outside the City of Atlanta. I am the oldest of five children. My mother was a stay-at-home mom who raised all five of us and taught us how to read before the age of five. She also taught us to be happy, to dream, and to be self-reliant. Today's mothers of 2.3 children have nothing on my mom, who chauffeured around five kids. My dad was one of the first African-American men to work at General Motors on the assembly line. As a matter of fact, he wasn't quite sure how committed General Motors was to integration, so he kept his other full-time job for more than a year. I think I learned my self-reliance there also. I sit here, and I marvel at the changes in the State of Georgia. As a child, I can remember riding up a road called Peachtree Street and looking at a building called the Darlington. In front of that building, there was a sign that told you about the population of Atlanta. I remember waiting for years and years for the population to reach one million and wondering what Georgia and Atlanta would look like at that time. It seems like it was a century ago, and I guess it was now that I think about it. I attended DeKalb County public schools. I graduated from Druid Hills High School with honors in the eleventh grade. Like Tom, I decided to go to the University of Georgia. My parents were a little bit hesitant about sending their 16-year-old daughter down to Athens, but I did fine. While I was there, I had an opportunity to see one of the most famous things in Georgia, the tree that owns itself. I'm sure that most of you are aware that there is this 100-year-old oak tree down there that the former property owner deeded to itself. At the University of Georgia, I was initially a biology major, decided that the career prospects were too limiting, so switched to microbiology with a minor in chemistry. As I approached graduation, I really couldn't decide what to do, whether or not I should go to medical school or law school. I'd always enjoyed sciences, but I also liked to talk and debate, too. So, what I decided to do was go live on a Caribbean island for a year. I am the original survivor! In order to earn my plane ticket to the Caribbean, I taught at Lithonia High School. There, I taught physics, biology, and physical science. That was the hardest job I've ever held in

my entire life. That's part of the reason why I'm so committed to working in education. I'm sure everyone in this room has had an opportunity when you're working with another person or a student trying to teach them something and you suddenly see the spark in their eyes. After my Carribean experience, I enrolled in Washington University up in St. Louis, Missouri. That first winter, I thought it was the biggest mistake of my life. I was a Georgia peach who had never experienced three-foot snow drifts before. I can recall lying in bed waiting for them to announce that school was closed. I was sadly mistaken. I later transferred to the University of Georgia School of Law, where I received my J.D. [juris doctorate] cum laude. After graduation from UGA's School of Law, I worked at Secretary of Education Dick Riley's law firm in Columbia, South Carolina. There I practiced product liability, medical malpractice, and insurance defense. Rick and I later married, and as Regent Leebern well knows, Rick was one of the original "Dooley's Junkyard Dawgs." We moved back to Atlanta, and there, I joined the City Attorney's Office. I had a once-in-a-lifetime opportunity to work on several Olympic projects. I also had an opportunity to litigate and handle contracting and personnel matters. In 1995, I decided to join the Board of Regents, and working here has been a wonderful experience. I have worked on projects involving all sorts of issues from personnel, academic affairs, fiscal affairs, intellectual property, computer technology, distance learning, grants, and, of course, contracts. I am the happy and proud mother of two children, Corric and Chandler. Like Tom, I look forward to working with this Board, the Chancellor, Tom, and Dan as we go forward this next year in constructing the bridge to a better educated Georgia. Thank you.

Dr. Papp: I'm the only one of the three of us who is not a native Georgian, although I have lived over half my life in Georgia. I was born in Cleveland, Ohio and spent most of my early years in a suburb of Cleveland, North Olmsted. I went to North Olmsted High School, a public high school. I think that part of the reason that I wound up spending so much of my career looking at U.S. and Soviet foreign and defense policies is because of all the stories I heard my dad tell as we were growing up in North Olmsted. Dad was a World War II veteran of the U.S. Navy. He served on a munitions ship, and then, he transferred to a destroyer. The reason he transferred to a destroyer was because the munitions ship got blown up off of Guadalcanal, and he spent a couple of days floating around Iron Bottom Bay. So, I came very close to not being here. Mom was the secretary for the superintendent of the North Olmsted public schools, so our family was very closely involved in education as well. I also played a lot of football, basketball, and baseball as I was growing up in North Olmsted. Upon graduation, I went east to school. I went up to Dartmouth College, where I continued to play a little bit of football, basketball, and baseball. Then, I discovered this crazy English sport called rugby and have played a lot of rugby since then. When I went up to Dartmouth, I began as a chemistry major, but sitting behind one of the centrifuges one day, I figured I really didn't want to spend the rest of my life being a chemist, so I switched from chemistry to math, to economics, and eventually to international affairs, which is what I graduated in. So, when my students come to me and say, "Dr. Papp, I really don't know what I want to major in," I tell them, "You've come to the right place. I can really relate to you." I'm still trying to figure out what I want to major in, actually. I graduated from Dartmouth, and I went back and taught at the same high school from which I graduated. This was an absolutely fascinating experience, having as colleagues the people who four years previously were my teachers. Discovering them as real human beings instead of as teachers was quite an experience. I always have respected teachers, but that year in particular was an

incredibly eye-opening experience for me. I still do respect teachers to the absolute utmost. What they do and the way we don't reward them is something that I hope sometime in the next century — I hope sometime in the next ten years — we can manage to redress some of that. I spent a year teaching high school. I also coached football, basketball, and baseball. Then, I went to graduate school at the University of Miami, Coral Gables, receiving my degree in international affairs. I played a lot of rugby while I was in there against the British ships when they came in and against the northern teams. Of course, when you live in Miami, any team is a northern team. I came to Atlanta in 1973 as an Assistant Professor at Georgia Tech and have been with the University System of Georgia in one capacity or another ever since, as an Assistant Professor, then an Associate Professor, then Director of the School of Social Sciences, Founding Director of the Sam Nunn School of International Affairs, and then Executive Assistant to the President. Chancellor Portch asked me to move to Southern Polytechnic for a year as Interim President, which was a fascinating year. I learned about the bridge-building team while I was out there, and it is a superb team. Last year, I ran the educational programs of Yamacraw and then was fortunate enough to be selected as Senior Vice Chancellor for Academics and Fiscal Affairs. I have two boys, one of whom graduated from Georgia Tech in management in 1993. He went on to get his master's in international business at the University of South Carolina. He currently lives in Miami. He works for Chase Manhattan Bank as a mortgage officer and is doing very nicely. My youngest son is a freshman at the University of Georgia, and when he's not helping pull down goal posts, he tells me that he has an A average. We'll find out in December, but I'm very proud of both of those young men. I, like Corlis and Tom, am excited about the future of the University System, where we are and where the System has a good chance to go. I look forward to working with all of you, with the Chancellor, and with everybody on the campuses to really make us all that we can be.

Mr. Daniel: Corlis and Dan have both mentioned the award-winning bridge, and here is information from Southern Polytechnic, who was very gracious in helping us put this together. We want to close by expressing our thanks to the Chancellor for his vision for higher education and his faith and support in us and our people ...

Ms. Cummings: And our thanks to you, the Board of Regents, for your leadership...

Dr. Papp: And our pledge of renewed dedication to working together and with you to build the bridges to create a more educated Georgia. Thank you.

Mr. Daniel: Thank you.

Ms. Cummings: Thank you.

Chair White thanked the Senior Vice Chancellors for their very informative presentation, both on a personal and professional level. On behalf of the Board, he remarked that the Regents are looking forward to working with them in their new roles.

Chancellor Portch noted that Ms. Cummings had left out one important detail in how she came to work for the Board of Regents. He recalled that Associate Vice Chancellor for Legal Affairs Elizabeth E. Neely had come into his office one day and said that there was a young attorney in the City Attorney's Office working on Olympic contracts with the Board who was an absolute pain and asked whether the Board could not just hire her. He

responded that that was one way to solve the problem, so that was how she came to be hired.

Chair White remarked that the Chancellor's rationale amazed him.

Regent Hunt remarked that he would like to learn more about Chancellor Portch.

Chair White then adjourned the Board into its regular Committee meetings, to be followed by a tour of the campus.

CALL TO ORDER

The Board of Regents of the University System of Georgia met again on Wednesday, October 11, 2000 in the Ballroom of Engram College Union on the campus of South Georgia College. The Chair of the Board, Regent Glenn S. White, called the meeting to order at 9:00 a.m. Present on Wednesday, in addition to Chair White, were Regents Hugh A. Carter, Jr., Connie Cater, Kenneth W. Cannestra, Joe Frank Harris, George M. D. (John) Hunt III, Edgar L. Jenkins, Donald M. Leebern, Jr., Martin W. NeSmith, and Joel O. Wooten, Jr.

INVOCATION

The invocation was given on Wednesday, October 11, 2000 by Ragan Rowley, a student at South Georgia College.

ATTENDANCE REPORT

The attendance report was read on Wednesday, October 11, 2000 by Secretary Gail S. Weber, who announced that Vice Chair Hilton H. Howell, Jr. and Regents Juanita P. Baranco, Charles H. Jones, Elridge W. McMillan, J. Timothy Shelnut, and James D. Yancey had asked for and been given permission to be absent on that day.

COMMITTEE ON INFORMATION AND INSTRUCTIONAL TECHNOLOGY

The Committee on Information and Instructional Technology met on Tuesday, October 10, 2000 at approximately 11:00 a.m. in the William S. Smith Library on the campus of South Georgia College. Committee members in attendance were Chair Martin W. NeSmith, Vice Chair Kenneth W. Cannestra, and Regent Hugh A. Carter, Jr. Board Chair Glenn S. White and Regents Joe Frank Harris, Edgar L. Jenkins, Charles H. Jones, and Donald M. Leebern, Jr. also attended the meeting. Chair NeSmith reported to the full Board on Wednesday that the Committee had reviewed five items, two of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Approval of Committee on Information and Instructional Technology Task Statement

Approved: The Board approved the proposed Committee on Information and Instructional Technology Task Statement, which was presented to the Committee by Senior Vice Chancellor for Academics and Fiscal Affairs Daniel S. Papp. The statement is as follows:

Role, Responsibilities, and Organization October 2000

Role

The Regents Committee on Information and Instructional Technology (the “Technology Committee”) is a standing Committee of the Board of Regents formally created at the September 2000 meeting of the Board of Regents of the University System of Georgia. The role of the Technology Committee is to provide, through the Board of Regents, strategic direction and oversight to the System’s information and instructional technology policies and practices.

Responsibilities

The responsibilities of the Technology Committee are:

- to review the University System of Georgia’s information and instructional technology strategy at the System level, including fiscal implications and campus technology master plans;
- to identify major technological opportunities for the University System of Georgia to pursue in establishing priorities for action, such as enhanced networking facilities in support of instruction;
- to identify major technological threats and challenges which the University System of Georgia faces and to propose solutions to those threats and challenges;
- to review, coordinate, and implement University System of Georgia programs and policies to ensure effective use of System and institutional information and instructional technology resources;
- to coordinate management of major University System of Georgia initiatives related to information and instructional technology in conjunction with other Board of Regents committees, other appropriate System committees, and state agencies; and
- to review and assess major University System of Georgia information and instructional initiatives relative to their progress and success.

Organization

The division of labor between the Technology Committee, the Regents’ Central Office, and System campuses is that the Technology Committee, through the full Board, reviews and adopts policies which govern instruction and information technology, while the Chancellor, the Senior Vice Chancellors, and the campus presidents propose and implement policy.

The primary responsible officer for information and instructional technology is the Senior Vice Chancellor for Academics and Fiscal Affairs, who, in conjunction with the Vice Chancellor for Information and Instructional Technology/Chief Information Officer, works closely with the Chair and Vice Chair of the Technology Committee to establish the agenda for the Committee. The Technology Committee’s staffing requirements are met primarily by the Office of Academics and Fiscal Affairs.

Given the overarching nature of the issues for which the Technology Committee has responsibility, the Technology Committee will work closely with other Board of Regents standing Committees. Similarly, the Technology Committee’s responsibilities will often require the Office of Academics and Fiscal Affairs in its staffing function to work closely with other University System offices and state agencies, such as the Georgia Technology Authority.

2. Approval of Relocation of Kennesaw Operations of the Office of Information and Instructional Technology

Approved: The Board approved the relocation of the Kennesaw operations of the Office of Information and Instructional Technology (“OIIT”) to OIIT’s Athens location.

This item was presented by Senior Vice Chancellor for Academics and Fiscal Affairs Daniel S. Papp. The relocation is consistent with the University System of Georgia’s technology master plan. Noting that the Athens facility is a rented facility nearing capacity, Regent White recommended that the Committee examine the need for a permanent non-rental site for OIIT’s Athens operations.

3. Discussion of Technology Master Plan and Update on the Special Funding Request for Campus-Level Technology Master Plans

This item was presented by Mr. Randall A. Thursby, Vice Chancellor for Information and Instructional Technology/Chief Information Officer. He discussed the budgetary needs for the technology master planning process at the campus level. He also discussed the facility, instruction, and spending implications of technology master planning and addressed the need to convert the technology master plan into a true strategic plan.

4. Update on the Current Status of PeachNet and on the Special Funding Request for PeachNet

This item was presented by Mr. Randall A. Thursby, Vice Chancellor for Information and Instructional Technology/Chief Information Officer, who discussed the bandwidth limitations of PeachNet as well as future development of the network.

5. Extension of Personnel Policy Exemption for Information Technology Employees

Senior Vice Chancellor for Academics and Fiscal Affairs Daniel S. Papp explained to the Committee the need for an extension of the personnel policy exemption for information technology employees, with will be up for approval at the November 2000 Board meeting.

Background: The “Approval of Changes to Personnel Policy to Address Emergency Needs in Regard to the Recruitment and Retention of Information Technology Professionals” was adopted by the Board of Regents of the University System of Georgia at its November 1998 meeting. In the policy is a requirement that a review take place in two years.

Approval of the original request was based on the need for the University System to attract and in particular retain information technology (“IT”) professionals, as outlined in the report of the Board of Regents Task Force on Recruitment and Retention of Technology Service Personnel headed by former Senior Vice Chancellor for Human and External Resources Arthur N. Dunning assisted by Associate Vice Chancellor for Human Resources William Wallace. This report cited critically high turnover rates of University System IT personnel brought about by a substantial shortage of IT personnel in the private sector. At that time, more than 300,000 unfilled IT positions were reported nationally. The Board examined this information and subsequently passed the exemption policy that has been beneficial to a number of System institutions.

The “emergency needs” that prompted the passage of the original exception policy have not been met. In fact, the overall shortage of IT personnel has grown even larger than in 1998.

Now, national IT vacancy rates are often quoted in the 800,000 to 1,000,000 range. In the August 2000 edition of the magazine *State*, in an article entitled "Looking for Mr./Ms. Techie," only three states are highlighted where IT vacancy rates exceed 20%: Indiana, North Carolina, and Georgia. Conditions for higher education where salaries are lower are even more serious. A March 20, 2000 article from the GartnerGroup reports that, "In the hot job market for IT skills, campus IT administrators are having serious difficulties filling positions and retaining staff. High turnover can quickly ratchet up expenses. GartnerGroup estimates that institutions will have to pay a 10% to 15% salary premium to replace a departing employee with someone at the same skill level, and for some chronically underpaying schools, the figure may rise as high as 40%. The staff shortage is not expected to improve through at least 2003."

Recognizing the need for renewal of the IT human resource exemptions, the Administrative Committee on Information Technology ("ACIT") passed a resolution at its May 2000 meeting indicating that this special set of exemptions had been beneficial and should be continued.

Based on the increased difficulty and cost of attracting and retaining IT staff, the staff are recommending that the Board of Regents Committee on Information and Instructional Technology review this exemption policy and endorse its approval in November 2000.

At the end of the Committee meeting, Chair NeSmith asked the Regents for suggestions of future Committee discussions. Regent Carter suggested that IT education is of such critical importance that it be included in all University System educational programs. The Committee agreed to explore this matter further.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

The Committee on Finance and Business Operations met on Tuesday, October 10, 2000 at approximately 2:15 p.m. in the ballroom of the Engram College Union on the campus of South Georgia College. Committee members in attendance were Vice Chair Connie Cater and Regents Kenneth W. Cannestra, George M. D. (John) Hunt III, Donald M. Leebern, Jr., and Joel O. Wooten, Jr. Vice Chair Cater reported to the Board on Wednesday that the Committee had reviewed four items, none of which required action. Those items were as follows:

1. Information Item: Report on Administrative Services Contract with Blue Cross/Blue Shield of Georgia

Interim Vice Chancellor for Fiscal Affairs William R. Bowes provided a report regarding the Chancellor's recommendation on the Blue Cross/Blue Shield Administrative Services Contract. The recommendation, discussed with Finance Committee Chair Yancey, and Regents Howell and White, is that the Board of Regents of the University System of Georgia extend the contract with Blue Cross/Blue Shield for the amount requested for the period January 1, 2001 through June 30, 2001 and rebid the agreement during the next several months so that the next successful bidder can assume the contract beginning July 1, 2001.

2. Information Item: Report on GeorgiaFirst (PeopleSoft) Project

Interim Vice Chancellor for Fiscal Affairs William R. Bowes provided an update on the status and future direction of the GeorgiaFirst (PeopleSoft) Project. He explained that the transition to PeopleSoft was necessary because of aging legacy systems, new reporting

needs, improving productivity, and better access to management information. There are 32 institutions, including the Central Office and the Skidaway Institute of Oceanography, that will be part of the GeorgiaFirst project. There are 32 separate databases for the payroll and financial information, but the databases are managed centrally in Athens by the Office of Information and Instructional Technology. The PeopleSoft software was acquired June 1997. The human resources and payroll phase was initiated in January 1998. Georgia College & State University was the first institution to go “live” on the payroll in April 1999. From that point on, every two weeks, the software was rolled out to another institution. By November 1, 2000, the last two institutions will be on the system. The GeorgiaFirst financials phase was initiated in December 1999, and this was the focus of Mr. Bowes’ presentation at this meeting. He discussed the status of implementation at the research universities. The financial modules currently being implemented are the general ledger, accounts payable, accounts receivable, procurement, asset management, and budget preparation. Mr. Bowes also discussed the implementation schedule and the necessary design and development work. The System implementation of the financial phase will be completed by May 2002. The project budget is approximately \$8 million per year for a total of \$35 million to \$40 million or approximately \$1.1 million to \$1.25 million per institution.

3. Information Item: Report on New Accounting/Reporting Requirements

Assistant Vice Chancellor for Internal Audit Ronald B. Stark provided a report on changes in reporting that will become effective under new requirements established by the Government Accounting Standards Board (“GASB”). He explained that the GASB requirements are changing because the current methods misrepresent revenue, revenue recognition is inconsistent with private colleges and private sector businesses, modified accrual accounting does not show true expenses or liabilities, and the current format is confusing for financial statement users, including citizens of the state, legislators, and bond rating agencies. The benefits of the new GASB requirements are that ratio analysis is easy, it is similar to private sector reporting, the period-to-period analysis is more informative, and it is easier to understand the “financial health” of the organization. Mr. Stark also discussed in detail the new presentation of financial statements for the University System of Georgia.

4. Information Item: Fourth Quarter Financial Report (Fiscal Year 2000)

Interim Vice Chancellor for Fiscal Affairs William R. Bowes presented to the Committee the fourth quarter financial report for the University System of Georgia for the period ending June 30, 2000, which is on file with the Office of Capital Resources. The report provides tables which compare actual and budgeted revenues and expenditures through June 30, 2000 for educational and general funds, auxiliary enterprise funds, and student activity funds. In addition, the report contains charts which compare June 2000 financial data with data of June 1999. The annual financial report for fiscal year 2000, which will be completed and distributed later this year, will include all year-end adjustments.

COMMITTEE ON REAL ESTATE AND FACILITIES

The Committee on Real Estate and Facilities met on Tuesday, October 10, 2000 at approximately 3:10 p.m. in the ballroom of the Engram College Union on the campus of South Georgia College. Committee members in attendance were Chair George M. D.

(John) Hunt III and Regents Kenneth W. Cannestra, Connie Cater, Donald M. Leebern, Jr., and Joel O. Wooten, Jr. Chair Hunt reported to the Board on Wednesday that the Committee had reviewed nine items, eight of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Rental Agreement, State Data and Research Center, Georgia Institute of Technology

Approved: The Board authorized the execution of a sub-rental agreement between the Georgia Building Authority, Sub-Landlord, and the Board of Regents, Sub-Tenant, covering approximately 10,705 square feet of office space at Suite 2500, 101 Marietta Street, Atlanta, Georgia for the period beginning December 2000 for seven years with an initial monthly rental of approximately \$18,212.50 (\$218,550 per year/\$20.42 per square foot per year) with the rent increasing 3% each year for the use of the State Data and Research Center.

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

The State Data and Research Center and the Office of Education Accountability will colocate in this space. The space will be renovated by the Landlord for office space for these purposes. The cost of the renovation will exceed the rent allowance by approximately \$260,000, which will be funded by an Unit B appropriation to the Board of Regents for this purpose.

Operating expenses are included in the rent rate. The Board of Regents will be responsible for increases in operating expenses. Funding for rent and any increase in operating expenses will be an Unit B appropriation to the Board of Regents for this purpose.

2. Rental Agreement, Selig Center for Economic Growth, University of Georgia

Approved: The Board authorized the execution of a rental agreement between Humanism Investments, Inc., Landlord, and the Board of Regents, Tenant, covering approximately 4975 square feet of office space located at 110 E. Clayton Street, Athens, Georgia for the period beginning November 1, 2000 and ending June 30, 2001 at a monthly rental of \$7,255.20 (\$87,062.40 per year/\$17.50 per sq. ft. per year) with option to renew for four consecutive one-year terms, with rent increasing 3% for each option exercised for the use of the University of Georgia's ("UGA") Selig Center for Economic Growth.

The space will be used as office, classroom, and computer laboratory space for the Terry College of Business' Simon S. Selig, Jr. Center for Economic Growth, which conducts applied economic research, issues economic forecasts, and is a major source of information for national, regional, state, and local media.

This rental agreement is necessitated by a lack of suitable space available on campus, the interdisciplinary nature of the Selig Center for Economic Growth, and the need to interact frequently with the UGA Research Foundation and New Media Institute located in this building.

This space will be required until suitable new space is constructed on campus for the Terry College of Business. All operating expenses are included in the rent amount.

3. Rental Agreement, 1095 College Station Road, University of Georgia

Approved: The Board authorized the execution of a rental agreement between Ogeechee River Corporation, Landlord, and the Board of Regents, Tenant, covering 10,900 square feet of office and research space located at 1095 College Station Road, Athens, Georgia for the period November 1, 2000 through June 30, 2001 at a monthly rental of \$12,807.50 (\$153,690/year/\$14.10 per square foot per year) with the option to renew on a year-to-year basis for four consecutive one-year periods with 3% annual increase in rent for use of the University of Georgia (“UGA”).

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

The space will be used for academic non-laboratory research units, which do not require a physical presence on the main campus. The units include the Center for Family Research (“CFR”) and the Survey Research Center (“SRC”). The campus space currently occupied by CFR and SRC is needed by academic units in mathematics, computer science, and international education. This space will be required until suitable space can be constructed on campus for these centers.

Operating expenses are estimated at \$25,550 for janitorial services and utilities. Funding for rent and operating expenses will be UGA operating funds.

4. Non-Exclusive Temporary Construction Easement, Georgia State University

Approved: The Board declared an approximately .55 acre tract of land (approximately 30 x 800) on Techwood Drive, University Apartments, Georgia State University (“GSU”) no longer advantageously useful to GSU or other units of the University System of Georgia, but only for the purpose of allowing this land to be used under the terms of a non-exclusive temporary construction easement by the City of Atlanta.

The Board also declared three locations totaling approximately .092 acres of land on the campus of Georgia Institute of Technology (“GIT”) no longer advantageously useful to GIT or other units of the University System of Georgia, but only for the purpose of allowing this land to be used under the terms of a non-exclusive temporary construction easement by the City of Atlanta.

The Board authorized the execution of non-exclusive temporary easements with the City of Atlanta covering the above-referenced tracts of land for the installation and maintenance of well-point monitoring recharge wells and associated uses for the installation of the Orme Street sewer.

The terms of these non-exclusive temporary construction easements are subject to the review and legal approval of the Office of the Attorney General.

Background: In February 2000, an information item was presented to the Board concerning the City of Atlanta’s plan to install the Orme Street sewer and the need to provide a temporary construction easement to permit wellpoint monitoring and access.

Bradshaw Construction Corporation has been retained by the City of Atlanta to install this

section of the Orme Street sewer. The contractor intends to excavate using a compressed air methodology to control ground water in the vicinity of the University Apartments. This will require recharge wells in addition to wellpoint monitoring until the compressed air chambers are established. During construction, wellpoint spot surveying of building elevation will periodically be performed. Results of all monitoring reports will be provided to the Board of Regents.

An analysis of the proposed methodology by Roy F. Weston, Inc. indicates no significant impacts to the University Apartments from the proposed injection wells.

Construction is anticipated to be completed by February 2002.

5. Purchase of Property From Foundation, Savannah State University

Approved: The Board purchased approximately 8.1 acres of real property known as the easternmost portions of Lots 38, 39, and 40, Falligants Subdivision from the Savannah State University Foundation for \$259,000 for the use and benefit of Savannah State University (“SSU”) to provide recreation areas for intramural activities.

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

The property will be used as recreational areas for the new privatized student residence halls to be completed by March 2001.

The purchase of this property is consistent with the campus master plan, which is currently being developed.

An environmental assessment has been completed on the property and indicates no significant problems.

The funding for this purchase is being provided as part of the privatized housing project.

6. Academic Achievement Center, University of Georgia

Approved: The Board declared the Frank D. Rose Alumni House located at the University of Georgia, Athens, Georgia to be no longer advantageously useful to the University of Georgia (“UGA”) or other units of the University System of Georgia and authorized the demolition and removal of this building.

The Board also requested that Governor Barnes issue an Executive Order authorizing the demolition and removal of this building from the University of Georgia.

Additionally, the Board modified this item to authorize a right of entry to the University of Georgia Athletic Association (“Athletic Association”) to demolish the Alumni House and construct the new Academic Achievement Center for Student Athletes (“Academic Achievement Center”).

The Board also modified this item to authorize an amendment to the Athletic Association lease to include this new facility following completion of construction.

Background: The Frank D. Rose Alumni House, built in 1943, is a 14,585-gross-square-

foot, single-story building with interior wood framing, formerly used for University Communications and Alumni Relations. The building is structurally and mechanically deficient and would require over \$1 million to renovate and upgrade systems. Alumni Relations will occupy the Wray-Nicholson House. University Communications will occupy space in Old College and the Stegeman Coliseum.

A Georgia Environmental Policy Act (“GEPA”) Evaluation and Survey of Hazardous Material has identified asbestos that must be remediated as part of the demolition. The Historic Preservation Division of the Department of Natural Resources has concurred with UGA’s determination that this building is not historically significant.

The demolition will be conducted using funds provided by the Athletic Association as part of the \$7 million construction budget of a new Academic Achievement Center. The cost of demolition, including abatement, is estimated to be \$83,000.

The proposed Academic Achievement Center will be two stories and approximately 30,000 gross square feet. It will house large and small tutoring rooms, a “smart” classroom, a study hall, a catering kitchen, and administrative and counselor offices. Construction is estimated to be completed in May 2002. The project is consistent with the university’s master plan.

7. Policy on Debarment, University System of Georgia

Approved: The Board adopted the following policy:

918 DEBARMENT

A design professional, consultant, or contractor may be debarred from performing any work, in any capacity, for the Board of Regents for a period of time up to five years from the date of determination. This sanction may be imposed by the Chancellor as the final agency decision based on the recommendation by a hearing panel comprised of the Vice Chancellor for Facilities or his designee and two other members appointed by the Vice Chancellor for Facilities. Cause for debarment will include commission of a criminal act in obtaining or attempting to obtain a contract or in the performance of a contract, any act indicating a lack of business integrity or business honesty, violation of State or Federal anti-trust statutes, deliberate failure without good cause to perform under the terms of a contract with the Board of Regents, unsatisfactory performance under the terms of a contract with the Board of Regents, any violation of the conflict of interest statutes of the State of Georgia, or any other cause so serious and compelling as to affect the responsibility of the design professional, consultant, or contractor.

8. Information Item: Georgia Tech Regional Engineering Program, Georgia Institute of Technology

Senior Vice Chancellor for Academic and Fiscal Affairs Daniel S. Papp updated the Committee on the Georgia Tech Regional Engineering Program (“GTREP”). In addition to the Savannah GTREP lease proposal before the Board, plans are to move the Savannah GTREP program and Southeast Georgia's Yamacraw efforts into a permanent facility to be built in the Savannah area. This \$5 million facility is on the Regents’ fiscal year 2001 minor projects list, submitted to the Governor's Office for consideration during the 2001

legislative session. It will be constructed on land donated by the Savannah Economic Development Authority. The building will be located in a technology park near the Savannah airport. Yamacraw and GTREP will share space in this facility.

In addition to the Savannah Yamacraw/GTREP facility, the Governor's budget is expected to include funding for a building for Georgia Southern University's new School of Information Technology, which could begin offering programs by fall 2001 in present facilities. This building will also include space for GTREP and Yamacraw. By 2004, the school is expected to graduate 300 information technology graduates annually. This represents another element of the University System's program to increase the number of high-tech college graduates.

9. **Rental Agreement, Chatham Center, 6001 Chatham Center Drive, Suite 340 and 350, Savannah, Georgia, Georgia Institute of Technology**

Approved: The Board authorized the execution of a rental agreement between Crocker Realty Trust, Landlord, and the Board of Regents, Tenant, covering 6218 square feet of office space located at Chatham Center, 6001 Chatham Center Drive, Suite 340 and 350, Savannah, Georgia for the period November 1, 2000 through June 30, 2001 at a monthly rental of \$9,969.53 (\$119,634 per year/\$19.24 per square foot per year) with option to renew on a year-to-year basis for four consecutive one-year periods with rent increasing 4.5% for each option exercised, for use of the Georgia Tech Regional Engineering Program ("GTREP").

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

Background: In June 1998, the Board charged the Georgia Institute of Technology ("GIT") with developing an initiative to expand educational opportunities in engineering throughout the state. A principal component of this effort is GTREP, an educational initiative led by GIT designed to meet identified needs in areas deemed critical to the state, particularly as related to economic development. GTREP is centered in Southeast Georgia and offers undergraduate engineering degrees in collaboration with Armstrong Atlantic State University, Georgia Southern University ("GSOU"), and Savannah State University.

GTREP is currently located at the Coastal Georgia Center in Savannah, but due to the expanding space needs of GSOU, GTREP does not have sufficient space to meet its mission and its space needs. There is no suitable space at any other University System facilities in the Savannah area.

The lease of this facility for GTREP will terminate when a permanent facility is occupied, which is anticipated for fiscal year 2004. All operating expenses are included in the rent amount.

Funding will be provided by GIT operating funds for the initial term. Funding for option period will be incorporated into the GTREP budget.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

The Committee on Education, Research, and Extension met on Tuesday, October 10, 2000 at approximately 2:15 p.m. in the William S. Smith Library on the campus of South Georgia College. Committee members in attendance were Chair Joe Frank Harris and Regents Hugh A. Carter, Jr., Edgar L. Jenkins, Charles H. Jones, and Martin W. NeSmith. Chair Harris reported to the Board that the Committee had reviewed eight items, six of which required action. Additionally, 178 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. Comprehensive Academic Program Review

Approved: The Board approved the request of Senior Vice Chancellor for Academics and Fiscal Affairs Daniel S. Papp that Section 2.05.01 be established, creating a policy on comprehensive academic program review.

Although comprehensive program review already occurs at most University System institutions, there has not previously been a Board policy mandating it. The Board outlined as part of its 1996-1997 comprehensive planning process new roles in program planning and review for the Central Office of the Board of Regents. Specifically, the plan charged the Central Office to monitor academic programs in relation to both state workforce needs and degree productivity. The following proposed policy, which sets forth the first System requirement that institutions routinely review existing programs in a systematic manner, was developed by the Regents Administrative Committee on Institutional Effectiveness and endorsed unanimously by the Administrative Committee on Academic Affairs.

BOARD POLICY MANUAL SECTION 205.01

I. COMPREHENSIVE ACADEMIC PROGRAM REVIEW

- A.** Each University System institution shall conduct academic program review on a periodic basis. Consistent with efforts in institutional effectiveness and strategic planning, each University System institution shall develop procedures to evaluate the effectiveness of its academic programs through a systematic review of academic programs, to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. The review of academic programs shall involve analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence.
- B.** The cycle of review for all undergraduate academic programs shall be no longer than seven years and for all graduate programs no longer than ten years. Programs accredited by external entities may substitute an external review for institutional program review, provided the external review meets University System and institutional requirements for program review. If an external accreditation entity's review cycle for undergraduate programs is ten years, the ten-year review cycle may be used for that program only. No program review cycle at any level shall exceed ten years.
- C.** The Senior Vice Chancellor for Academics and Fiscal Affairs must approve each

institution's plan for the conduct of a complete cycle of program review and may require changes in the plan, providing adequate time for the change to be implemented. Each institution shall conduct program review according to the terms of its approved plan, with annual updates and requests for changes to the plan as necessary.

- D. Planning and conduct of academic program reviews shall be used for the progressive improvement and adjustment of programs in the context of the institution's strategic plan and in response to findings and recommendations of the reviews. Adjustment may include program enhancement, maintenance at the current level, reduction in scope, or, if fully justified, consolidation or termination. Actions taken as the result of reviews and strategic plans shall be documented as outlined in ¶ 205.01.E below.
- E. Each institution shall submit an annual program review report to the Senior Vice Chancellor for Academics and Fiscal Affairs, including a list of academic programs reviewed and a summary of findings for programs reviewed during the previous year. The institution must summarize actions taken both as the result of current reviews and as follow-up to prior years' reviews. For each review, institutions must make a *prima facie* case that the program has undergone review and is meeting rigorous standards.

The report must identify (1) quality, viability, and productivity parameters measured, and (2) findings relative to internal standards, the institution's strategic plan, and, as appropriate, external benchmarks.

- F. The Senior Vice Chancellor for Academics and Fiscal Affairs shall monitor annually a small number of performance indicators for academic programs and shall initiate dialogue with the Chief Academic Officer of the institution when programs do not meet the guidelines defined by the indicators. If further investigation justifies additional study, the institution may be asked to conduct an off-cycle review of such programs.

2. Establishment of the Major in Mass Media Under the Existing Bachelor of Fine Arts Degree, Valdosta State University

Approved: The Board approved the request of President Hugh C. Bailey that Valdosta State University be authorized to establish the major in mass media under the existing bachelor of fine arts degree, effective October 11, 2000.

Abstract: The major in mass media under the existing bachelor of fine arts degree is designed to provide a professional baccalaureate program with emphases in radio broadcasting, television broadcasting, and media administration. The program is designed to integrate general education, electronic program production and performance, principles of telecommunications management and law, and radio and television knowledge with the functional skills required by telecommunications professionals.

Need: The bachelor of fine arts with a major in mass media is structured to address the fact that there are no similar degree programs in the Valdosta service area. The Georgia Department of Labor, in its study entitled "Planning for Tomorrow: Industry and Occupational Outlook," projected a 22.9% increase in communications and an 11.7%

increase in reporters and correspondents from 1996 to 2006. Media outlets in the region have expressed their interest and support for the proposed program. These communications companies include WALB-TV, WFXU TV 57, Turner Broadcasting, and WTLV.

Objectives: The objectives of the degree are to provide a specialized knowledge of radio and television broadcasting, to develop problem solving skills associated with the operation of radio and television facilities, to develop knowledge and understanding of the history and theory of telecommunications media, to provide practical experience in the creation of radio and television programming and its impact on the individual and society, and to develop critical thinking skills to evaluate radio and television productions.

Curriculum: The proposed mass media major will consist of 120 semester hours. The senior core consists of 34 hours, spanning areas such as media regulation, media criticism, the culture of media, and guided electives. Emphases of study will focus on television production, radio production, and media administration.

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 20, 30, and 50.

Funding: No new state allocation has been requested. The university will redirect resources to support the program.

Assessment: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2004, this program will be evaluated by the institution and the Central Office to determine the success of the program's implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness goals, as indicated in the proposal.

3. Establishment of the Master of Accountancy Degree, Georgia College & State University

Approved: The Board approved the request of President Rosemary DePaolo that Georgia College & State University be authorized to establish the master of accountancy degree, effective October 11, 2000.

Abstract: Georgia College & State University proposed the establishment of a master of accountancy because there are currently no graduate accounting programs offered in Middle Georgia. Beginning with year 1998, the American Institute of Certified Professional Accountants requires a student to have 150 semester hours of accounting to sit for the Certified Public Accountant ("CPA") exam. The licensure requirements require 30 semester hours above the current baccalaureate limit for undergraduate programs. The institution indicates that the graduate program will promote economic development in the Middle Georgia area.

Need: Support for the program has been garnered from several agencies and professional firms such as the Greater Macon Chamber of Commerce, the City of Macon Finance Department, the Georgia Society of CPAs, First National Bank of the South, and CareSouth Home Professionals. A survey of 60 current accounting majors indicated that 85% would prefer to earn a graduate degree while completing the 30 hours required to sit for licensure. The program would also offer the opportunity for professionals working in

the area to complete the education requirements. The U.S. Department of Labor's Bureau of Labor Statistics Occupational Employment Matrix projects that "employment for accounting positions will grow about as fast as the average (e.g., there will be a 20% increase) through the year 2006."

Objectives: The program's objectives are to provide a coherent program in preparation for all areas necessary to complete certification exams; to attract and retain students who have demonstrated academic, professional, and leadership potential at the undergraduate level; and to challenge students and further enhance critical-thinking skills.

Curriculum: The 30-semester-hour program consists of courses in accounting foundation courses in financial accounting and core coursework in accounting theory, financial policies, microcomputer applications in business, and auditing.

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 20, 30, and 40.

Funding: No new state allocation has been requested. The university will redirect resources to support the program.

Assessment: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. In 2004, this program will be evaluated by the institution and the Central Office to determine the success of the program's implementation and achievement of the enrollment, quality, centrality, viability, and cost-effectiveness goals, as indicated in the proposal.

4. Establishment of the Cecil "Pete" Silas Chair in Chemical Engineering, Georgia Institute of Technology

Approved: The Board approved the request of President G. Wayne Clough to establish the Cecil J. "Pete" Silas Chair in Chemical Engineering, effective October 11, 2000.

Abstract: The Georgia Tech Foundation, Inc. holds an endowment of \$1.5 million for the support of the Cecil J. "Pete" Silas Chair. The funding guidelines meet those required of the Board for endowed chairs.

Biographical Sketch: C.J. "Pete" Silas retired April 30, 1994 as chairman and chief executive officer of Phillips Petroleum Company. He began his Phillips career in 1953 and was elected chairman and chief executive officer on May 1, 1985, after serving for three years as president and chief operating officer.

Mr. Silas is currently the chairman of the Campaign for Georgia Tech, "Threshold of a New Era." He is past chairman and current member of the board of directors of the National Boys and Girls Clubs of America and the Ethics Resource Center. He is also a member of the Atlantic Council, the Council on Foreign Relations, and the Business Council. Mr. Silas is past chairman of the board of the National Junior Achievement, the American Petroleum Institute, and the U.S. Chamber of Commerce. He was a member of the board of trustees of the Georgia Tech Foundation, Inc. from 1983-1993.

Mr. Silas graduated with a degree in chemical engineering from Georgia Institute of Technology in 1953. He was admitted to the Georgia Institute of Technology with a basketball scholarship and eventually became captain of the team. He is a member of the

Phi Delta Theta Fraternity (on whose national board he currently serves) and was inducted into the institution’s Athletic Hall of Fame (1959), and the College of Engineering Hall of Fame (1994). He was also inducted into the Oklahoma Business Hall of Fame (1989) and is the recipient of the Georgia Institute of Technology’s 1988 Former Scholar-Athlete Total Person award. Mr. Silas lives in Bartlesville, Oklahoma with his wife, Theo. They have four children.

5. Establishment of the Office of Enrollment Services, Dalton State College

Approved: The Board approved the request of President James A. Burran that Dalton State College be authorized to establish the office of enrollment services, effective, October 11, 2000.

Abstract: Dalton State College requests permission to modify its organizational structure to create an Office of Enrollment Services. The office will combine the existing Office of Admissions and Records with the Office of Financial Aid. This combination will permit new and continuing students to have easier access to campus administrative resources through the creation of a “one-stop shop” environment. The Office of Enrollment Services will be administered by the vice president for enrollment services. This position will be redesignated from the current position of vice president for admissions and records. National trends promote the use of this academic organizational model.

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

The following administrative and academic appointments were reviewed by Education Committee Chair Joe Frank Harris and were approved by the Board. All full-time appointments are on file with the Office of Academic Affairs.

Summary of Full-Time Faculty and Tenured Faculty Appointments

University System Institution by Type:	Totals
Georgia Institute of Technology	7
Georgia State University	28
Medical College of Georgia	10
University of Georgia	31
Total Research Universities Appointments	76
Georgia Southern University	3
Valdosta State University	5
Total Regional Universities Appointments	8
Albany State University	1
Armstrong Atlantic State University	0
Augusta State University	0
Clayton College & State University	1
Columbus State University	1

Fort Valley State University	5	
Georgia College & State University	0	
Georgia Southwestern State University	0	
Kennesaw State University	0	
North Georgia College & State University	3	
Savannah State University	1	
Southern Polytechnic State University	1	
State University of West Georgia	9	
Total State Universities Appointments		22
Dalton College	0	
Macon State College		1
Total State Colleges Appointments		1
Abraham Baldwin Agricultural College	0	
Atlanta Metropolitan College	0	
Bainbridge College	0	
Coastal Georgia Community College	0	
Darton College	0	
East Georgia College		1
Floyd College		1
Gainesville College		1
Georgia Perimeter College		5
Gordon College		0
Middle Georgia College		0
South Georgia College		0
Waycross College		0
Total Two-Year Colleges Appointments		8
TOTAL FULL-TIME FACULTY APPOINTMENTS		115

Summary of Part-Time Appointments of System Retirees

System Institutions by Type:	Totals
Georgia Institute of Technology	2
Georgia State University	2
Medical College of Georgia	0
University of Georgia	23
Total Research Universities Appointments	27
Georgia Southern University	0
Valdosta State University	2
Total Regional Universities Appointments	2

Albany State University	0	
Armstrong Atlantic State University	0	
Augusta State University	0	
Clayton College & State University	0	
Columbus State University	0	
Fort Valley State University	0	
Georgia College & State University	0	
Georgia Southwestern State University	0	
Kennesaw State University	3	
North Georgia College & State University	4	
Savannah State University	0	
Southern Polytechnic State University	0	
State University of West Georgia	0	
Total State Universities Appointments		7
Dalton College	0	
Macon State College		0
Total State College Appointments		0
Abraham Baldwin Agricultural College	0	
Atlanta Metropolitan College	0	
Bainbridge College	0	
Coastal Georgia Community College	0	
Darton College	0	
East Georgia College	0	
Floyd College	26	
Gainesville College	1	
Georgia Perimeter College	0	
Gordon College	0	
Middle Georgia College	0	
South Georgia College	0	
Waycross College	0	
Total Two-Year College Appointments		27
TOTAL PART-TIME RETIREE APPOINTMENTS		63

Georgia Institute of Technology

PART-TIME APPOINTMENTS OF SYSTEM RETIREES:

Harmer, Don S.: Professor, School of Psychology, Sep 1, 2000 through March 16, 2000.

Smythe, Jacqueline: Admin. Coordinator, Oct 2, 2000 through June 30, 2001.

LEAVE OF ABSENCE APPROVALS:

Atkeson, Christopher G.: Assoc Professor, leave from Sep 1, 2000 through May 15, 2001, without pay.

Collins, Chiquita A.: Asst Professor, Department of History, Technology & Society, leave from Aug 31, 2000 through Aug 31, 2001, without pay.

McGee, Oliver G. III: Assoc Professor, School of Aerospace Engineering, leave from Aug 16, 2000 through Dec 31, 2000, without pay.

Ross, Catherine B.: Assoc Vice President, leave from Oct 25, 2000 through Oct 24, 2001, without pay.

Shaban, Radwan A.: Assoc Professor, School of Economics, leave from Aug 16, 2000 through Aug 15, 2001, without pay.

Toh, Chai-Keong: Asst Professor, School of Electrical and Computer Engineering, leave from Sep 1, 2000 through Jan 1, 2001, without pay.

Georgia State University

PART-TIME APPOINTMENTS OF SYSTEM RETIREES:

Ratajczak, Donald: Regents Professor, Department of Economics, Aug 1, 2000 through July 30, 2001.

Weed, Jean S.: Assoc Professor, Department of Medical Technology, Oct 1, 2000 through May 10, 2001.

University of Georgia

PART-TIME APPOINTMENTS OF SYSTEM RETIREES:

Allen, Joseph Dana III: Professor, Department of Psychology, Jan 5, 2001 through May 8, 2001.

Beery, William Eugene: Assoc Professor Emeritus, School of Environmental Design,
Jan 5, 2001 through May 8, 2001.

Beshear, Ramona: Sep 14, 2000 through June 30, 2001.

Eberhard, Wallace B.: Professor, Department of Journalism, Jul 1, 2000 through June 30, 2001.

Finco, Delmar R.: Professor, Department of Physiology and Pharmacology, Nov 1, 2000 through June 30, 2001.

Franklin, Jean A.: County Secretary, Oct 1, 2000 through Sept. 30, 2001.

Greenwood, Susan Kathleen: Part-Time Public Service Asst, Jul 1, 2000 through June 30, 2001.

Holt, Margaret Elizabeth: Assoc Professor, Aug 16, 2000 through Dec 15, 2000.

Horan, Patrick Michael: Professor Emeritus, Department of Sociology, Oct 1, 2000 through Apr 30, 2001.

Howett, Catherine M.: Professor Emeritus, School of Environmental Design, Jan 5, 2001 through May 8, 2001

Hudson, Horace Ernest: Dept Head Academic, Department of Agricultural Leadership, Education & Communication, Oct 1, 2000 through June 30, 2001.

Jackson, Harvey F.: Sep 18, 2000 through June 30, 2001.

Kohl, Diane Mary: Asst Professor, Aug 7, 2000 through Aug 8, 2000.

Land, Mary A.: County Secretary, Jul 1, 2000 through June 30, 2001.

Legler, John B.: Professor, Jan 1, 2001 through May 11, 2001.

Linhart, Samuel B.: Oct 1, 2000 through Dec 31, 2000.

McKenzie, Rosalie B.: Program Specialist, Oct 1, 2000 through Sep 30, 2001.

Oliver, John E. Jr.: Professor Emeritus, Department of Small Animal Medicine, Oct 10, 2000 through Jan 28, 2001.

Perenich, Theresa A.: Professor, Department of Textiles, Merchandising & Interiors,
Jan 5, 2001 through May 8, 2001.

Smith, Darwin W.: Assoc Professor Emeritus, Department of Chemistry, Aug 16, 2000 through Dec 15, 2000.

Swindle, Kathryn Lafaye: Educational Program Specialist, Oct 1, 2000 through Sep 30, 2001.

Thomas, Sammie L.: Nov 1, 2000 through Jun 30, 2001.

Wood, Mary Margaret Andrew: Professor Emeritus, Oct 1, 2000 through Sep 30, 2001.

Valdosta State University

PART-TIME APPOINTMENTS OF SYSTEM RETIREES:

Bradley, Charles L.: Asst Professor Emeritus, Sep 1, 2000 through May 31, 2001.

Hardee, Jerry L.: Professor, Sep 1, 2000 through May 31, 2001.

Clayton College & State University

LEAVE OF ABSENCE APPROVALS:

Sinclair, Jacquelyn K.: Asst Professor, Department of Physical Education, leave from Aug 1, 2000 through Jul 31, 2001, without pay.

Kennesaw State University

PART-TIME APPOINTMENTS OF SYSTEM RETIREES:

Economopoulos, Vassilis C.: Professor, Department of Sociology, Geography & Anthropology, Aug 14, 2000 through May 15, 2001.

Kiesler, Kenneth O.: Instructor, Division of Learning Support Programs, Aug 14, 2000 through May 15, 2001.

Powell, Ann M.: Instructor, Division of Learning Support Programs, Aug 14, 2000 through May 15, 2001.

North Georgia College & State University

PART-TIME APPOINTMENTS OF SYSTEM RETIREES:

Benton, Sidney Edwin : Professor Emeritus, Department of Mathematics and Computer Science, Aug 1, 2000 through Dec 31, 2000.

Hammond, Lyman L.: Asst Professor Emeritus, Department of Fine Arts, Aug 1, 2000 through Dec 31, 2000.

Sorohan, Lawrence Joseph: Professor Emeritus, Department of Teacher Education, Aug 1, 2000 through Dec 31, 2000.

True, Judith N.: Professor Emeritus, Department of Teacher Education, Aug 1, 2000 through Dec 31, 2000.

Floyd College

PART-TIME APPOINTMENTS OF SYSTEM RETIREES:

Blalock, Charles L.: Part-Time Associate Professor, Division of Natural Science, Mathematics & Physical Education, Aug 14, 2000 through May 14, 2001.

Bowers, Andrew E.: Part-Time Assistant Professor, Division of Social and Cultural Studies, Aug 14, 2000 through May 14, 2001.

Brown, Silas P.: Part-Time Instructor, Division of Social and Cultural Studies,

Aug 14, 2000 – May 14, 2001.

Burton, Michael J.: Part-Time Assistant Professor, Division of Social and Cultural Studies, Aug 14, 2000 through May 14, 2001.

Cook, James F.: Professor, Division of Social and Cultural Studies, Oct 14, 2000 through May 14, 2001.

Cook, Charles David: Professor Emeritus, Division of Natural Science, Mathematics & Physical Education, Aug 14, 2000 through May 14, 2001.

Dempsey, Barbara A.: Part-Time Instructor, Aug 14, 2000 through May 14, 2001.

Dillard, Philip E.: Professor Emeritus, Division of Social and Cultural Studies, Aug 14, 2000 through May 14, 2001.

Estep, Sadie P.: Division of Natural Science, Mathematics & Physical Education, Aug 14, 2000 through May 14, 2001.

Golden, M. Leon: Part-Time Instructor, Aug 14, 2000 through May 14, 2001.

Hays, Richard O.: Part-Time Professor, Division of Natural Science, Mathematics & Physical Education, Aug 14, 2000 through May 14, 2001.

Johnson, Ronald B.: Part-Time Associate Professor, Division of Business, Aug 14, 2000 through May 14, 2001.

Kennedy, Meredith Paul: Part-Time Assistant Professor, Division of Natural Science, Mathematics & Physical Education, as needed for period beginning Aug 14, 2000 through May 14, 2001.

Kerr, William Phillips: Part-Time Assistant Professor, Division of Social and Cultural Studies, Aug 14, 2000 through May 14, 2001.

Lee, Linda A.: Part-Time Instructor, Division of Natural Science, Mathematics & Physical Education, Aug 14, 2000 through May 14, 2001.

Lee, H. Wayne: Part-Time Instructor, Division of Social and Cultural Studies, Aug 14, 2000 through May 14, 2001.

Morgan, Glenda B.: Part-Time Instructor, Division of Natural Science, Mathematics & Physical Education, Aug 14, 2000 through May 14, 2001.

Moss, Judson : Part-Time Assistant Professor, Division of Social and Cultural Studies, Aug 14, 2000 through May 14, 2001.

Nora, Belen D.: Professor Emeritus, Division of Health Sciences, Aug 14, 2000 through May 14, 2001.

O'Kelley, William D.: Part-Time Instructor, Division of Social and Cultural Studies,

Aug 14, 2000 through May 14, 2001.

Starnes, Eddie: Part-Time Instructor, Division of Social and Cultural Studies, Aug 14, 2000 through May 14, 2001.

Starnes, Joanne H.: Professor Emeritus, Division of Social and Cultural Studies, Aug 14, 2000 through May 14, 2001.

Thomas, John C.: Part-Time Instructor, Division of Social and Cultural Studies, Aug 14, 2000 through May 14, 2001.

Trimble, Richard W.: Professor Emeritus, Division of Natural Science, Mathematics & Physical Education, Aug 14, 2000 through May 14, 2001.

Whitworth, Jimmy H.: Part-Time Assistant Professor, Division of Social and Cultural Studies, Aug 14, 2000 through May 14, 2001.

Wilburn, Raymond A.: Part-Time Assistant Professor, Division of Social and Cultural Studies, Aug 14, 2000 through May 14, 2001.

Gainesville College

PART-TIME APPOINTMENTS OF SYSTEM RETIREES:

Hermann, Barbara J.: Assoc Professor, Division of Social Science, Aug 21, 2000 through May 4, 2001.

LEAVE OF ABSENCE APPROVALS:

Mayhew, Mary C.: Asst Professor, Division of Natural Sciences & Technology, leave from Aug 14, 2000 through May 4, 2001, without pay.

7. Information Item: Applied Learning Experiences/Clinical Training

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

Georgia State University

Georgia Hospital Assoc.	1
Nursing	1
Social Work	12

Medical College of Georgia

Allied Health Sciences	9, 5R
Dentistry	3R
MCG Research Institute	3, 2R

Georgia Southern University

Family and Consumer Sci.	3
Health and Kinesiology	1
Leadership/Human Dev.	7
Nursing	14
Combined Programs	1

Armstrong Atlantic State University

Education	2R
Nursing	5

Radiologic Sciences	1
Augusta State University	
Psychology	1R
Georgia College & State University	
Health Sciences	5
Kennesaw State University	
Nursing	6, 2R
North Georgia College & State University	
Nursing	9
Physical Therapy	1
State University of West Georgia	
Nursing	1, 7R
Darton College	
Nursing	1
Floyd College	
Nursing	1R
Physical Therapy Asst.	1R
Total	105

R = Renewal

8. Information Item: Service Agreements

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

Purpose	Agency	Duration	Amount
Georgia State University			
Provide DUI prevention program	Georgia Dept. of Human Resources	6/30/00-6/30/01	\$74,040
Conduct pre-K program	Georgia Office of School Readiness	7/1/00 - 6/30/01	\$67,752
Conduct program for wheelchair basketball players	Georgia Dept. of Human Resources	6/1/00 - 3/31/01	\$8,500
Georgia Southern University			

Conduct National French Week	Georgia Humanities Council	8/01/00 - 12/31/00	\$1,279
Darton College			
Conduct Outlook 2000 Beginning	City of Moultrie	36745	\$1,325

TOTAL AMOUNT - OCTOBER	\$ 152,896
TOTAL AMOUNT FY 2001 TO DATE	\$ 5,748,114
TOTAL AMOUNT FY 00 (TO OCTOBER)	\$14,364,092
TOTAL AMOUNT FY 00	\$25,106,814

COMMITTEE ON ORGANIZATION AND LAW

The Committee on Organization and Law met on Tuesday, October 10, 2000 at approximately 2:45 p.m. in the William S. Smith Library on the campus of South Georgia College. Committee members in attendance were Vice Chair Edgar L. Jenkins and Regents Hugh A. Carter, Jr. and Charles H. Jones. Vice Chair Jenkins reported to the Board on Wednesday that the Committee had five applications for review. Of these, two were continued, one was denied, and two were remanded to the institution. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. In the matter of Bryan Carr at the Georgia Institute of Technology, concerning termination of his employment, the application for review was remanded to the institution for further action.
2. In the matter of Professor Theodore Hill at the Georgia Institute of Technology, concerning Dr. Hill's annual evaluation, the application for review was remanded to the institution for further action.
3. In the matter of Anne Allison at Atlanta Metropolitan College, concerning termination of her employment, the application for review was continued.
4. In the matter of Victoria Albee at Georgia Perimeter College, concerning grievances, the application for review was denied.
5. In the matter of Gretchen Neill at Georgia Perimeter College, concerning a change in her position and non-renewal of her contract, the application for review was continued.

CHANCELLOR'S REPORT TO THE BOARD

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

Thank you Mr. Chairman. It's always good to be in Douglas. It's always good to be at South Georgia College. This is one of my favorite places, a place where

personal legends are made. There was the time we couldn't get out of Douglas International Airport because of "heavy incoming traffic." There was the time the motel's welcoming sign put me above the catfish special. And there was the time, indelibly in my memory, when President Jackson put me up in a historic cabin in a nearby state park. He was kind enough to have breakfast and a paper delivered on the front porch. Being in a remote site, I went out to get breakfast in, shall we say, a not-fully-dressed state...only to have the door close and lock behind me! Presidents are well trained, however. President Jackson arrived and, without comment, went to find a key. Chancellors, incidentally, are also well trained for any and all emergencies. Once I discovered I was locked out, I simply sat in a rocker and read my newspaper and ate breakfast!

But I also enjoy Douglas for its enthusiastic economic development efforts and its strong support for the college and System, particularly from area legislators. And I always enjoy the college because it is full of good people who work hard on behalf of the students. I want to thank both the community and the campus for the warm welcome the last two days and for all they do every day. I do think, though, that Douglas needs to add to its signs "Birthplace of Wayne Clough."

By the time we next meet, we will know who the next President of the United States will be, who our next U.S. Senator will be, and who our other elected officials will be! One of the consistent findings of research is that the more education one has, the more likely one is to vote. So I want to implore our students to participate in this election. To our campus presidents, I am asking that they provide leadership to a "get out the vote" campaign. I am very encouraged by the Student Advisory Council's active involvement in getting out the vote. Georgia has one of the lowest voter participation rates and a relatively low student participation contributes to that. I hope this election will change all of that.

Talking of change, it is indeed a constant. But also some issues do recycle themselves. Someone sent me the lead articles on issues that the Board was dealing with in 1989:

- January 1989 cover and lead article: "The Health Insurance Crisis" with subtitle, "The System's ailing health plan marks a new era of rate hikes and benefit cutbacks"
- February 1989 cover and lead article: "Bringing the World Into the Classroom" with subtitle, "The movement to 'internationalize' the curriculum is gaining strength"
- April 1989 includes article entitled "Pact Between the Boards" and leads with "The months of deliberation, consideration and negotiation have finally paid off: This month, the Board of Regents approved a memorandum of agreement with the State Board of Technical and Adult Education..."
- June 1989 cover and lead story "The Vanishing Students: A look at how the System is faring in student retention"

Interestingly, not one article mentioned technology. Those who look back in ten

years' time at this meeting will see that history was made with the first meeting of the Committee on Information and Instructional Technology. This is a good move indeed.

And while the Board makes good moves so, too, do our institutions and our people. A few golden examples, my personal Portch's "top ten," in no particular order:

- [University of Georgia] team led by UGA scientist and [Georgia Research Alliance] Eminent Scholar B. C. Wang funded around \$22 million over course of five-year pilot program to study structures of proteins in hopes of finding ways to control their actions in organisms from bacteria to plants and humans (from the National Institution of General Medical Sciences). This not just good news. This is extraordinary news. And it is in an area of focus that we have been hoping for. Many congratulations to Professor Wang and his group and to UGA's commitment to significant research.
- Gainesville College – The American Council on Education and the USA Group Foundation sponsor the Academic Excellence & Cost Management National Awards Program. Gainesville College and Brenau University, as part of the Gainesville Theatre Alliance, were awarded one of six top awards this year. Others in the top six included the California State University and Michigan State University.
- Valdosta State and Kennesaw State were invited to join the Renaissance Group, composed of 22 institutions nationally with strong education programs to provide "effective leadership for the preparation of educators."
- Macon State College was awarded a \$1.75 million grant from the U.S. Department of Education under its "Strengthening Institutions" program. The grant will be used to put technology-based programs in place designed to support student success.
- Abraham Baldwin Agricultural College: The federal government has a College Assistance Migrant Program ("CAMP") to offer support to the migrant workers. This year, ABAC became the twelfth program to earn a CAMP grant, \$ 320,000 per year for five years. ABAC can serve up to 50 students per year.
- Georgia Southern: For the third consecutive year, A Day for Southern, the annual community fund-raising drive, has surpassed the million dollar mark. This day celebrates the longstanding partnership between the university and Bulloch County.
- State University of West Georgia: For the second time in the last three years, Honors College students had more research projects (13) accepted for presentation at the annual meeting of the National Collegiate Honors Conference than any other college or university in

the U.S. As a further illustration of my tirade about current culture, television news appeared on campus, not to cover this story, but to cover some difficulties the campus was having flushing toilets. I kid you not!

- UGA's Dr. William Gray Potter, University Librarian, was awarded this year's LITA/Gaylord Award for Achievement in Library and Information Technology at the American Library Association Annual Conference in July. The award recognizes outstanding achievement in the creative use of information technology for improving or enhancing library services.
- Georgia Tech: From *Solutions*, the magazine for industrial engineers & managers: For the tenth consecutive year, Georgia Tech has been named number one graduate school in the country in industrial/manufacturing engineering.
- Southern Polytechnic State University: *Solutions* published a major article on distance education featuring Southern Polytechnic and its 1997 pilot program. The article describes methods for developing a successful online education program and discusses issues that affect Internet learning.

Although it didn't quite make my top ten, I wanted to share another achievement which demonstrates how far our reach really is. I'm sure Regent NeSmith thought he was getting away from us all when he took a special trip to Africa last month. Little did he know that those elephants in South Africa's Kruger National Park were the beneficiaries of a contraceptive drug developed by Richard Fayer-Hosken and his colleagues at the University of Georgia, thereby reducing the need to cull elephants to keep their numbers in line with the habitat. *The Boston Globe* carried a major story on this advancement.

And I nearly had the perfect tie for the occasion. Regent NeSmith brought me an elephant tie back from Africa. But then, he took it back and substituted this zebra tie because, especially given the season, he wanted me to be totally apolitical!

And, in case you think my reports are deteriorating, let me share a couple of examples from this year's Bulwer-Lytton Fiction Contest:

- Grand prize: "The heather-encrusted Headlands, veiled in fog as thick as smoke in a crowded pub, hunched precariously over the moors, their rocky elbows slipping off land's end, their bulbous, craggy noses thrust into the thick foam of the North Sea like bearded old men falling asleep in their pints." – Gary Dahl, Los Gatos, California.
- Purple Prose: "Jasper Tourmaline III was obsessed with thoughts of the lovely Coral Olivine — the toss of her amber hair and the sparkle of her sapphire eyes whenever she flashed her pearly whites through those pouting ruby lips that so starkly contrasted her opalescent skin — but her peerless beauty belied her diamond-hard heart, for Coral

had told Jasper that she could never love a jeweler.” – Matthew Chambers, Parsons, W.VA.

Let me just assure you that just yards away, English faculty at South Georgia College are hard at work to ensure one of our graduates never wins this particular award. On that note, Mr. Chairman, I will mercifully conclude my report.

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

Chair White next convened the meeting of the Strategic Planning Committee as a Committee of the Whole and turned the chairmanship of the meeting over to Regent Leebern.

Chair Leebern thanked Regent White and explained that Senior Vice Chancellor for Academics and Fiscal Affairs Daniel S. Papp and Interim Vice Chancellor for Fiscal Affairs William R. Bowes would be delivering a benchmarking presentation regarding who the System’s students are and how states fund higher education, respectively. He then turned the floor over to Dr. Papp.

Dr. Papp thanked Chair Leebern. He explained that this presentation would be the first in a series of benchmarking presentations that the staff will be delivering to the Board over the course of this year and possibly extending into next year as well. During his part of the presentation, Dr. Papp would focus on who the System’s students are, concentrating specifically on three indicators: Scholastic Aptitude Test (“SAT”) scores, race and gender, and part-time status. These indicators were identified by the consultants who created the 1,000-page report that the Regents received in September 2000. Dr. Papp explained that the importance of SAT scores is based on the fact that the SAT is a standard measure of high school capabilities that goes across schools, systems, states, and time. The SAT, in conjunction with the high school grade point average (“GPA”), also serves as a rather useful predictor of how well a student will perform in his or her first year in college. As a general rule of thumb, for each 100 points an SAT score goes up, a student in her freshman year will add a tenth of a point to her college freshman GPA. Another reason to use SAT scores is that they are a measure of the selectivity of colleges and universities. At the same time, there are also some concerns with using SAT scores as indicators. While the SAT is useful as an indicator, it is not perfect. Some significant differences in SAT scores result from course-taking patterns. Moreover, complex relationships exist between test scores and gender, race, parents’ education levels and income, and cultural experiences. For example, as a general rule of thumb, males perform better on the SAT than do females, which has led some to argue that there is a certain degree of gender bias in the test. There are also arguments that there is a certain degree of racial and ethnic bias in the test as well.

Dr. Papp then turned his attention to how University System freshmen have scored over the years on the SAT. He explained that the average SAT scores for students entering the University System have been improving rather significantly throughout the 1990s. However, this does not tell the whole story. There are two other comparisons that can and should be made. He noted that the average SAT score for all high school seniors who took the SAT has also increased over the last decade. Likewise, the average SAT score for entering freshmen across the United States has also increased. However, the average SAT score for entering freshmen of the University System has been increasing at a much faster rate than the average SAT scores within the state and across the country. So, the University System has done well in the last decade, reaching the national average in 1999.

Regent Cannestra asked to what this could be attributed.

Dr. Papp responded that one of the big reasons for such rapid SAT score improvement is the HOPE Scholarship Program (“HOPE”). There has also been emphasis throughout the University System on improving the quality of incoming students and improving standards aside from HOPE. This has attracted more of the best students in Georgia to stay in Georgia. Dr. Papp noted that in 1999, approximately 75% of all high school seniors in the State of Georgia who scored between 1500 and 1600 on the SAT stayed in Georgia and attended University System institutions. He remarked that this was incredible. Similarly, also in 1999, 85% of all students who scored between 1400 and 1500 on the SAT stayed in Georgia. Six or seven years ago, the University System was only retaining about 33% of Georgia students who scored between 1400 and 1500.

Regent White asked whether the percentage of students taking the SAT is greater in the State of Georgia than in other states and whether that has an impact on the figures Dr. Papp was presenting.

Dr. Papp responded that the State of Georgia is seventh in the United States with regard to the percentage of high school seniors who take the SAT. This definitely has an impact, because the high percentage of Georgia students who take the SAT are across the spectrum from high scores to lower scores. In 1999, Georgia had almost 50,000 high school students take the SAT. That was 64% of all high school graduates in this state. Minnesota had only 9% of its students take the SAT, and Wisconsin had only 7%. These two states consistently score very well on the SAT. On the other side, 78% of Massachusetts high school students took the SAT in 1999, and they ranked thirty-second in SAT scores. Georgia ranked fiftieth.

Chancellor Portch added that there is another standardized test called the American College Test (“ACT”), which a number of states use. For example, Wisconsin is primarily an ACT test. Georgia has some students who take the ACT, particularly if they are looking to attend college in states that require it. The Chancellor remarked that he had seen a preliminary study which shows the percentage of SAT takers in the top quintile of scores nationally, and Georgia does not fare very well in the study.

Dr. Papp noted that the average SAT scores have increased in recent years due to both HOPE and increased emphasis on quality.

Regent Jenkins asked about Dr. Papp’s statement that for every 100 points the SAT score goes up, a student in her freshman year will add a tenth of a point to her college freshman GPA. He asked for clarification on this.

Dr. Papp responded that the 100-point theory applies only to the middle of the range. For instance, a student who gets an 1100 on the SAT might wind up with a 2.6 GPA his freshman year, while another student with a 1200 on the SAT might have a 2.7 GPA. This analysis is based on a bell curve. So, at the lower and higher ends of SAT scores distribution, there is not the same tenth of a point that there is in the middle of the range.

Regent Hunt asked why a student at a two-year college, which requires a lower SAT score for admission, can transfer to a university and perform better than a student who had to have a higher SAT score to get into the university as a freshman.

Dr. Papp responded that one reason may be that at many of the two-year institutions, there is a great deal of attention provided to students during that first two years. Some of the students who

may not have done as well in high school may begin to blossom during their freshman and sophomore years at a two-year institution, in part because of maturity and in part because of enhanced individualized attention.

Regent Hunt asked why every student is not required to take the SAT as a measure of how well high schools are preparing their students.

Dr. Papp asked whether Regent Hunt was referring to Georgia or the nation as a whole.

Regent Hunt responded that he was referring to both.

Dr. Papp responded that there was a recent movement for a national SAT requirement as part of national standards assessment. However, as a result of opposition from some ACT test states and also opposition to federal control of standards at the state level, this movement has not made much headway. Dr. Papp did not know whether there had ever been a strong movement in the State of Georgia for a requirement of the SAT.

Chancellor Portch noted that the intent of the SAT is to be a predictor of college success. So, if students who have no aptitude nor interest in attending college are tested, the SAT might not provide a true reflection of their abilities. He agreed with Dr. Papp that there was a relatively recent major movement to create some voluntary national standards, but the culture of American education is so deeply ingrained in local control that any national movement is doomed from the outset.

Regent Carter asked whether Georgia is an SAT state or an ACT state.

Dr. Papp responded that Georgia is very definitely an SAT state. The University System of Georgia emphasizes the SAT, although some System institutions will also accept students who take the ACT. He asked Associate Vice Chancellor for Planning and Policy Analysis Cathie Mayes Hudson whether she knew how many System students took the ACT.

Dr. Hudson responded that approximately 5,000 students in the University System took the ACT.

Chancellor Portch noted that there is a translation chart that equates scores from the ACT to the SAT and vice versa.

Regent Carter asked whether the decision to use the SAT or the ACT was left to the individual institution.

Dr. Papp responded that every institution accepts both the SAT and the ACT.

Regent Cater asked whether SAT performance has been broken down by race and whether African-American students are also improving on their SAT scores.

Dr. Papp replied that the African-American test scores are improving. He asked Dr. Hudson to further respond to the question.

Dr. Hudson agreed that the SAT scores of African-American students are improving over time. She said that she could gather more data on this for the Regents.

Regent Leebern asked whether GPA and SAT performances are broken down by individual school systems.

Dr. Papp responded that they are. The SAT staff actually provide this breakdown to the public, which is developed using the students' demographic information on the test. Chancellor Portch added that under House Bill 1187 in the new accountability system, the state will see more standardization because of tests at the end of every grade level, which will be consistent across the state.

Regent Hunt remarked that if this type of assessment is done for every student, it will help shed light on how the student populations across the state are performing.

Regent Cannestra stated that Regent Cater had a good question about the African-American population and noted that the performance of the Hispanic population should also be examined.

Dr. Papp stated that Dr. Hudson could also provide the Hispanic-American SAT information at the next meeting or sooner.

Regent Cannestra remarked that this would be increasingly important as the percentage of Latinos continues to rise.

Chair Leebern asked whether there is a strain on facilities because of the increased desirability of University System institutions due to HOPE and increased standards.

Dr. Papp responded that students have high expectations of facilities and faculties that coincide with the high expectations placed on them. So, these factors and a myriad of others play a part in retention issues. He explained that the staff would be discussing the retention issue in depth at the November 2000 Board meeting.

Chancellor Portch added that the comprehensive planning process seeks to tie together an enrollment plan for growth, which takes into account the new admissions standards and improved student retention, with academic program review and facilities. The Chancellor noted that the System now has a more controlled growth curve and students who have a reasonable chance of success. While there is still enough room to take risks on certain students, there is not the unbridled risk that many systems took in the 1980s. The 1980s were a period in which the System struggled mightily to keep up with growth, and there were a number of institutions that simply outgrew their facilities and their infrastructure support. With the controlled growth and better retention rates the University System will experience now, there is a much more manageable, cost-effective, and academically rich environment.

Regent Jenkins asked whether the SAT data Dr. Papp presented were only of students actually entering college.

Dr. Papp replied that it was.

Regent Jenkins asked what percentage of students take the SAT.

Dr. Papp responded that in Georgia, 64% of all graduating senior took the SAT in 1999.

Regent Hunt asked what percentage of those students went to college.

Dr. Hudson replied that she could only provide information on those students who entered the University System. She does not have any way to track information on the rest of the students.

Dr. Papp reiterated that 75% of students who scored between 1500 and 1600 on the SAT entered the University System. He assumed that close to all of the other students also went to college somewhere.

Dr. Papp next explained that one of the terms he would be using a good deal this year is “normative range.” A normative range refers to the range in which two-thirds of the scores in a given sample fall. For example, of 12 institutions, the normative range would refer to the distance between the low end and the top end where 8 of the 12 fall.

Regent Cannestra remarked that the problem with this is that it is assumed there is a large sample, when the curve could actually be skewed one way or the other.

Dr. Papp agreed. Whatever the sample size, however; the normative range covers two-thirds of the sample. He went on to explain that as the consultants began their study, each of the research universities, in cooperation with the consultants, identified their own set of peers. The Georgia Institute of Technology (“GIT”) came in slightly ahead of its peers in terms of average SAT score. Georgia State University (“GSU”) and the University of Georgia (“UGA”) fell in the normative range of SAT scores for their peer groups. The regional and state universities on average also fell within the range for their peer groups. There were three universities that fell outside of the normative range. They were Albany State University (“ALSU”), Fort Valley State University (“FVSU”), and Savannah State University (“SSU”). These institutions, however, are historically black colleges and universities (“HBCUs”), and their SAT scores were consistent with those of other comparator HBCUs. (Approximately one-fourth of all of the comparators were HBCUs.) The two-year college sample provided insufficient data for any sort of conclusion. Many two-year and community colleges across the United States do not even use SAT scores. Indeed, some of the two-year and community colleges outside of Georgia have open admissions policies. Dr. Papp asked what we have learned from the SAT scores in the University System. GIT is on the high end in comparison to its academic peers. The three System HBCUs are comparable to HBCUs elsewhere. So, there were no real surprises when it came to our institutions or groups of institutions.

Next, Dr. Papp discussed the race of the System’s undergraduate students. GIT’s non-Hispanic African-American percentage is slightly above the normative range for its peer groups; the percentage of African-Americans at GSU is above the range for its peer group; and the percentage of African-Americans at UGA is within the range for its peer groups. However, Dr. Papp explained that there is a flaw in this analysis. He asked whether anyone knew what the flaw was.

Regent Jenkins replied that it was the population.

Dr. Papp agreed that this was the flaw, particularly for GIT and UGA. He explained that the comparative peer groups for these institutions include first-ranked academic universities in states such as Arizona, Minnesota, and Nebraska, where the percentage of African-Americans in the state is very low. In the State of Georgia, the percentage of African-Americans in the population is slightly over 28%. So, while the University System is comparable to its academic peer group, an analysis based on the demographics of the State of Georgia reaches a somewhat different conclusion. All University System of Georgia regional and state universities together have a 27.5% African-American population. As a group, they are very reflective of the demography of the state. The three HBCUs, however, are significantly above the normative range of 0% to 59% at the comparator institutions.

Regent Hunt asked whether the comparator states, particularly Arizona, Minnesota, and Nebraska, have HBCUs.

Dr. Papp responded that some of them do.

Regent Cater added that South Carolina has HBCUs.

Associate Vice Chancellor for Academic Affairs John T. Wolfe, Jr. stated that primarily the Southern states and the District of Columbia have HBCUs.

Chancellor Portch remarked that there are probably more Southern schools among the state and regional universities' comparators. Moreover, there is approximately the same percentage of HBCUs in that peer group as within the University System of Georgia.

Dr. Papp agreed that the comparators for state and regional universities include approximately the same percentage of HBCUs. He then explained that at the two-year college comparators, the normative range of African-American enrollment is 0% to 9.2%, while at the University System of Georgia two-year colleges, 27.2% of students are African-American, which is again very reflective of Georgia's demographics. There are a significant number of two-year institutions outside the normative range of their academic peers, because their peers have much lower percentages of African-American enrollment.

Dr. Papp next addressed the issue of gender of University System of Georgia students. He noted that over the course of the last 50 years, the composition of the student body in the nation has changed significantly. The University System of Georgia is reflective both of the population of the State of Georgia and of the national peer composition as well, but this only tells part of the story. When one examines gender in the University System by race, there is a significantly different picture: 62.5% of the African-American System enrollment is female. Dr. Papp explained that research universities are at or above their normative range when compared with peers, but regional and state universities are generally within range and reflect Georgia demographics. Two-year colleges are generally above the range but also reflect Georgia demographics. In the University System, gender enrollments are near the national average, but there is a low percentage of African-American males enrolled.

Finally, Dr. Papp discussed part-time enrollments. He noted that some institutions are more oriented to part-time students than other institutions, and students who work take a longer time to earn their degrees. If a student only takes one course per semester, which for a part-time student is not an unusual rate of progress, it would take 20 years to earn a degree. The 1998 Student Satisfaction Survey revealed that 33% of University System four-year institution students work more than 21 hours per week, and 50% of two-year college students work more than 21 hours per week. Dr. Papp explained that students are measured both by headcount and by full-time equivalent ("FTE") status. A student who is a full-time student uses a lot less resources (student services, access to libraries, technology, etc.) than an FTE that actually consists of two to four part-time students. Many part-time students also have different support and academic needs than full-time students. GIT and UGA are within range of part-time enrollments for their peers, but GSU is above range. The regional and state universities are slightly above the normative range, while the state colleges are far above range and the two-year colleges are within range.

Regent Cannestra asked whether these figures include continuing education enrollments.

Dr. Papp replied that they do not. He explained that those regional and state universities that are

above the normative range of 7.6% to 28.7% include Armstrong Atlantic State University, Augusta State University, Clayton College & State University, Columbus State University (“CSU”), Georgia Southwestern State University, Kennesaw State University, and Southern Polytechnic State University (“SPSU”). Most two-year colleges fall within the normative range, but those that fall below the normative range of 36.8% to 69.5% are Abraham Baldwin Agricultural College and Gordon College, which can be attributed to the fact that they have residence halls. Coastal Georgia Community College is only .5% over the normative range. In summary, Dr. Papp reiterated that GIT and UGA have part-time undergraduates within the normative range, while GSU is above the range. Of the regional and state universities, 7 of 14 are above range in part-time students, and most two-year colleges are within or near the range.

Regent White asked whether the percentage of part-time students is growing nationally and in the System.

Dr. Papp responded that the percentage of part-time students is definitely growing. In part, this phenomenon is a reflection of the economy, and in part, it is the function of different living and employment patterns in the nation. There is also data that indicate that the University System of Georgia is significantly below the national average when it comes to the percentage of the population of the state enrolled in part-time educational opportunities in the state.

Chancellor Portch added that the state is not growing very rapidly in that regard.

Regent Cannestra stated that something should be done with regard to these findings. He asked whether, if it takes more resources to help part-time students, it is in the best interest of the System for institutions like GSU to continue to serve large numbers of part-time students.

Dr. Papp responded it is, but he noted that there are policy implications to come out of all of these issues. He recommended that the Board revisit regional and state SAT data after the full implementation of the System’s new admissions policy and that the Board work with HBCUs to continue their progress on SAT scores. He noted that there is opportunity for improvement in two sectors of minority enrollment and that the Board should address the issue of low enrollment for African-American males. Dr. Papp also suggested the Board look closer into how well System institutions meet the needs of part-time and other nontraditional students. He recommended that the Board further review financial data and include that data among variables considered in developing annual allocation recommendations. He also suggested studying the relationship between enrollment of part-time students and funding per FTE student.

Regent Cannestra stated that the high schools also need to be involved in improving the SAT scores of African-Americans.

Dr. Papp responded that he had visited ALSU, FVSU, and SSU in the last month, and there are some very good programs in place between those schools and their local high schools, but there need to be more programs and not just at the HBCUs.

Chancellor Portch added that this was implicit in the recommendation. The University System cannot address this issue without the cooperation of the K-12 system.

Regent Jenkins noted that the most critical issue is the low enrollment of African-American males in the University System. He asked what percentage of African-American males goes to college.

Dr. Papp responded that this data could be obtained, but he did not have that information readily

available. He explained that in fall 1995, there were 2,209 African-American male freshmen in the University System. In fall 1999, that figure had declined to 2,035.

Regent White asked how much the economy plays a role in that.

Dr. Papp replied that he would try to find data dating to the early 1990s, when the economy took a downturn. He noted that the general rule of thumb is that when the economy improves, enrollments decline.

Regent White asked whether there is a perception that African-American males are better off maintaining a job than going to college.

Chancellor Portch remarked that if that is the case, the full economy is masking the reality that if students do not aspire to go to college, if they are not getting good advice on course-taking patterns in high school, and if culturally it is not acceptable to be smart, then the culmination is a cycle of failure. He stressed that this is a terribly important issue.

The Chancellor noted that the staff were going to follow up on the conversations of this meeting. At the November 2000 meeting, the Board will again address these issues and will hear about other issues as well. Ultimately, when the Board attends its strategic planning retreat in March, this will be the sort of key information that the staff will shape in ways to help that discussion. For example, he explained that he would be forming a task force in the next few weeks to address diversity at HBCUs and UGA. So, there will be ongoing activity to further enrich the Regents' understanding of these issues. As another example, he said that if a good percentage of students at an institution are attending part-time in the evenings, the Board should examine whether those students can receive services such as advisement and financial aid in the evening. The Chancellor acknowledged that some things may be beyond the Board's direct control, but it may be that other things are not. So, the staff will follow up on what the Regents believe to be the right issues.

Regent White requested that all Regents receive copies of the slides Dr. Papp used in this presentation.

Regent Cannestra noted that he had some comments about the Regents' reading assignment for this meeting. First, one of the indicators under Georgia Military College ("GMC") was the percentage of employers and students satisfied with academic preparation of graduates. He asked whether that was just an indicator for GMC or whether it would be an indicator for everybody.

Chancellor Portch stated that GMC is not in the University System of Georgia, but because it receives state funding, the consultants included it in some of their research.

Regent Cannestra remarked that it would be good to get that data for University System colleges.

The Chancellor responded that the staff would be addressing some of that in survey results that would be presented at a later meeting.

Regent Cannestra went on to the report's recommendation that the expectation for student performance should be clearly understood and stated at the outset. He asked whether all System institutions understand what the Board of Regents expects.

Chancellor Portch replied that all of the institutions are very clear on the Vision Statement and the specific strategic goals, such as retention, graduation rates, study abroad, and diversity.

Regent Cannestra remarked that each institution should know the expectations of them. He went on to the report's remark that "continuous improvement is not infinite," which he characterized as "unadulterated, communistic nonsense." He said that if that were the case, man would still be running a four-minute mile and UGA would not have beaten the University of Tennessee. He stressed that continuous improvement must be the goal. Improvement may be slower, but you can continuously improve no matter where you are. He objected to the use of this remark as a principle.

The Chancellor stressed that this is a document that the Board is now using for its own purposes. This statement came from the consultants. He noted that there are several indicators that the staff were not presenting to the Board because they have nothing to say.

Regent Cannestra stated that he did not want it to become a mind set that the System could not continuously improve. He went on to the section of the report on private giving. He noted that a good indicator is the proposed 50% participation by alumni.

Chancellor Portch agreed and noted that this too would be addressed at a later meeting.

Regent Cannestra noted that the University System is not doing very well with regard to the National Merit Scholarship. Although all scores were within the normative range of the peer institutions, he felt this was not good enough.

Dr. Papp responded that the consultants' conclusion was not completely accurate. At the same time, regarding the National Merit Scholarship, he said that the Board needs to consider the reality of the situation. As a 34-institution system, System two-year institutions will get few, if any, National Merit Scholars. Very few of the regional and state universities will get many of them. However, at the research university level, there are more National Merit Scholars. Dr. Papp said that this is actually a national pattern.

The Chancellor explained that the reason the staff were not addressing this is that they did not feel it says anything because it is a very expensive decision to go after a handful of National Merit Scholars.

Regent Cannestra stated that he felt the consultants were making a statement that is not well supported by the data.

Chancellor Portch remarked that it is not surprising that in a 1,000-page document, there are a number of such statements and that the staff are staying away from such statements, particularly if they do not say anything useful.

Seeing that there were no further questions, Dr. Papp introduced Mr. Bowes, who would be discussing how states fund higher education.

Mr. Bowes explained that he would not only be discussing how states fund higher education, but also one of the System's key financial indicators: unrestricted state appropriations and tuition revenues per FTE student. That will lead the Board into its November 2000 discussion on a number of other financial indicators that are included in the consultants' report. Because there are a few new Regents, Mr. Bowes would first give an overview of some of the financial terms he would be using in his presentations. Two of the terms were current funds that are "unrestricted" and "restricted." Unrestricted funds are resources that have no limitations or stipulations placed on them by external agencies or donors. That would include mainly state appropriations and tuition and fee revenues. Of course, restricted funds are funds that have stipulations placed on

their use by donors or external agencies. Typically, those would be scholarships, endowment funds, and sponsored research funds, which are provided by the federal government in exchange for some specific service. Unrestricted funds comprise about 72% of the fiscal year 2001 budget. Mr. Bowes explained that state appropriations are funds provided to the Board of Regents for distribution to institutions, which are raised through the taxing capacity of the state. Tuition revenues are funds raised by institutions through direct charges to students for educational purposes, and such tuition rates are approved by the Board of Regents. Currently, state appropriations and tuition and other revenues comprise about two-thirds of the System's total educational and general budget. There are eight categories of expenditures that are included in the general grouping known as the educational and general budget. Three of those — instruction, research, and public or community service — comprise the basic mission of the University System. The balance of those represent support services and include academic support, student services, institutional support, plant operation and maintenance, and scholarships and fellowships. The educational and general budget is about 88% of the System's total budget, with the balance being made up by auxiliary enterprise, capital outlay, and student activity funds. Next month, the Board will look closely at institutional support expenditures, which is a part of the educational and general budget. There are eight general categories of institutional support expenditures: executive management, legal services, administrative data processing, personnel and payroll, accounting, public relations/development, internal audit, and general administrative services. For fiscal year 2001, institutional support comprises about 11% of the total educational and general budget. The last term Mr. Bowes discussed was "full-time equivalent student." He explained that an FTE student is a nationally used standard which is calculated as an undergraduate student taking 12 credit hours per semester or a graduate student taking 9 credit hours. This was the indicator he would be using today when looking at state appropriations and tuition revenues.

Mr. Bowes explained that the first indicator is called unrestricted state/local appropriations and tuition revenues per FTE student. This is an important measure because it provides some indication of the financial support for the basic mission and strategic initiatives of an institution. Mr. Bowes noted that funding of higher education is a function of state funding policies and state tuition policies. Normally, these are set either by the Governor, the legislature, or the governing board and are normally beyond the control of institutions. So, when one looks at this indicator, he must keep in mind that the institution does not have a say in how these policies are established. Mr. Bowes also noted that the relationship of the funding method to enrollment change can cause significant variation. In the State of Georgia, there is a funding formula, and there is a relationship between funding and enrollment, though there is a two-year lag. In other states that practice incremental budgeting, there may be no relationship between enrollment and the actual funding that is received by institutions. Mr. Bowes also pointed out that year-to-year funding in any state can change significantly depending upon economic circumstances. So, the Regents must be mindful that the data they are looking at reflect a snapshot at a point in time and there can be changes from one year to the next. In fact, they would be looking at data from fiscal year 1998.

Next, Mr. Bowes turned his attention to the data. He noted that with regard to appropriations and tuition revenues per FTE student at the research universities, GSU and GIT are both within the normative range of their peers, but UGA is above the normative range. The Medical College of Georgia falls right in the middle of its normative range. Looking at the overall average of the regional and state universities, their appropriations and tuition revenues fall within the normative range of their peer institutions. However, three institutions fall above the normative range: CSU, SSU, and SPSU. Mr. Bowes noted that in fiscal year 1998, CSU received a large infusion of Intellectual Capital Partnership Program ("ICAPP") funding, so that discrepancy can almost be disregarded. The other two are a bit more interesting, he said. For example, SSU has a special mission, which has an important impact. Perhaps more significantly, in that particular year, the

University System received a large infusion of formula funding and a fairly large salary increase. Most institutions in this grouping had an enrollment increase, but SSU was one of those that experienced an enrollment decline. So, that could be one explanation of why SSU fell above the normative range. With regard to SPSU, Mr. Bowes noted that it also has a unique mission, particularly among this group of institutions and in comparison with the peer institutions. That would explain why SPSU would fall outside the range as well. Mr. Bowes pointed out that the Oregon Institute of Technology, a comparator, also fell above the range.

Regent NeSmith asked whether any institutions fell on the low end of the range.

Mr. Bowes replied that there were none in the University System of Georgia that fell below the normative range.

Regent Hunt asked specifically how Valdosta State University and Georgia Southern University fared.

Mr. Bowes responded that he would have to refer back to the data to find out.

Chancellor Portch stated that he believes they were both within the normative range, but toward the low end of the range.

Mr. Bowes said that overall, the institutions are within the normative range, but perhaps on the slightly higher end. With regard to the state colleges, Dalton State College (“DSC”) and Macon State College (“MSC”) both fell well within the normative range of their peers. DSC was on the slightly lower end and MSC was on the slightly higher end, but they were both in range. With regard to the two-year colleges, Mr. Bowes explained that for the University System, the average appropriations and tuition revenues per FTE student at the two-year college level are just under \$8,000. However, there is uncertain data for their comparator institutions. Mr. Bowes explained that the consultants’ report states that local appropriations would impact where System institutions might fall relative to their peers. In other words, there are a number of two-year institutions across the country that receive local appropriation support, which can account for as much as 50% of their total budgets. The problem is that it was unclear where that data was included in the report and where it was not. So, the staff are uncertain at this point how this plays into the ranges, but they are continuing to try to get information from the consultants about this particular issue and they will bring this back to the Board when they have better data. State allocations to nearly all USG institutions fall well within the normative range.

Regent Hunt asked whether the four-year college data included information about the graduate programs or only the undergraduate programs.

Mr. Bowes replied that it included their entire appropriations. In summary, he explained that state allocations and tuition revenues at most System institutions fall well within the normative range. Of course, special allocations in one year can have a significant effect on funding per FTE student, as with CSU. Moreover, program mix (SPSU) and the part-time/full-time student mix may play an important role. Mr. Bowes stressed that the issue of part-time cost does not really stand out. However, University System institutions tend to be on the high end of the normative range where the numbers of part-time students are concerned, which may present something important to examine. Finally, state funding and tuition policies and year-to-year changes in appropriations can affect the level of funding support per FTE student.

Mr. Bowes noted that there were a couple of issues worth looking into with regard to this information. He said that it makes sense to further review these financial data and include them

among variables considered in developing annual allocation recommendations, which will give the Board a much broader perspective on how it is funding its institutions. He also recommended further analysis of the relationship between enrollment of part-time students and the funding per FTE student, which works well with what Dr. Papp had already discussed with regard to student services.

Regent Hunt asked whether a part-time student would integrate better into a larger college than into a smaller college and not cost as much because the larger college would have many more courses and services available to the student.

Chancellor Portch responded that he thought Regent Hunt was correct and that this could even be taken a step further. He explained that economies of scale certainly play a role in the business of the University System. One of the concerns in enrollment planning was an effort to get enrollments at some of the four-year institutions from 2,000 to 3,000 students up to around 5,000, because as in businesses, institutions also reach thresholds of fixed costs that get distributed across more students. So, this is also true with the part-time student. If the total of part-time students is enough that an institution can hire one more advisor for an evening shift because there is enough of a critical mass, then that does make a cost difference.

Chair Leebern asked whether there were any more questions, and seeing there were none, he remarked that these types of discussions were very good and that in November 2000, there would be a discussion of retention and graduation rates and financial expenditures. There being no further business to come before the Committee, he adjourned the Board into its regular session.

Chair White thanked Dr. Papp and Mr. Bowes for their presentation. He remarked that this was a great start to analyzing all of the data provided in the consultants' report to make it into meaningful issues for later consideration.

UNFINISHED BUSINESS

Regent Hunt congratulated President Michael F. Adams and the University of Georgia Bulldogs football team for its recent victory over the University of Tennessee.

NEW BUSINESS

Regent Leebern reported on the most recent meeting of the board of the University System of Georgia Foundation (the "Foundation"). He stated that the Foundation board heard presentations on the Post-secondary Readiness Enrichment Program ("PREP"), the P-16 initiative, study abroad programs, and contributions made by individuals to support the Foundation. The Foundation board also approved a supplement to the Chancellor of up to \$100,000. Regent Leebern thanked the Regents who support the Foundation board.

Regent Carter expressed his appreciation for the hospitality that had been extended at this visit to South Georgia College ("SGC").

Regent Leebern expressed that he was pleased to have been seated with Mr. William A. Collins, a SGC student, at the previous day's luncheon. He stated that he was very impressed with Mr. Collins and his academic and athletic achievements.

PETITIONS AND COMMUNICATIONS

Secretary Gail S. Weber announced that the next Board meeting would take place on Tuesday, November 14 and Wednesday, November 15, 2000 in the Board Room in Atlanta, Georgia. She reminded the Regents that this is one week later than usual, because November 7 is election day.

Secretary Weber also reminded the Regents of a very important breakfast meeting with the Governor on economic development on November 14 at the Governor's Mansion.

Finally, Secretary Weber reminded the Regents that their official photo would be taken at the next Board meeting.

Chair White then asked President Jackson to approach the Board. He then expressed the Board's genuine appreciation for all of the planning and execution of the planning that SGC had provided for a very enjoyable and informative visit. SGC's community support and involvement is obvious and is a wonderful asset to the institution.

President Jackson thanked Chair White and invited the Regents to visit SGC often.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at approximately 10:55 a.m. on October 11, 2000.

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

s/
Glenn S. White
Chair, Board of Regents
University System of Georgia