



**BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA**  
**270 Washington Street, S.W.**  
**Atlanta, Georgia 30334**

**BOARD OF REGENTS MEETING AGENDA**  
**Tuesday, March 8, 2011**

<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Presenter</u>
<b>8:30 AM</b> Room 7019	<b>1</b>	Executive & Compensation Committee Meeting	Chairman Willis Potts
<b>9:30 AM</b>		<u>Track I Committee Meetings</u>	
Room 7007	<b>2</b>	Organization & Law	Regent Larry Walker
Room 7007	<b>3</b>	Academic Affairs	Regent William NeSmith
Room 7007	<b>4</b>	Health Professions and Education	Regent Kenneth Bernard
Room 7007	<b>5</b>	Finance & Business Operations	Regent Benjamin Tarbutton
<b>9:30 AM</b>		<u>Track II Committee Meetings</u>	
Room 5158	<b>6</b>	Real Estate & Facilities	Regent James Jolly
Room 5158	<b>7</b>	Internal Audit, Risk and Compliance	Regent Kessel Stelling
<b>11:30 AM</b> Room 7010	<b>8</b>	Board Luncheon	
<b>12:15 PM</b> Room 7007	<b>9</b>	Call to Order	Chairman Willis Potts
	<b>10</b>	Invocation	Regent Doreen Poitevint
	<b>11</b>	Pledge of Allegiance	Regent Doreen Poitevint
	<b>12</b>	Safety Briefing	Chief Bruce Holmes
	<b>13</b>	Attendance Report	Secretary J. Burns Newsome
	<b>14</b>	Approval of February Minutes	Chairman Willis Potts
<b>12:25 PM</b>	<b>15</b>	Introduction of House Speaker Honorable David Ralston	Chairman Willis Potts
	<b>16</b>	Recognition of Guests	Chairman Willis Potts
<b>12:30 PM</b>	<b>17</b>	Committee of the Whole: Student Success Student Success & Faculty Development	Regent Larry Ellis Dr. Linda Noble Dr. Donna Llewellyn, GA Tech. Dr. Matthew Baker, GA Tech.



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Tuesday, March 8, 2011**

<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Presenter</u>
1:00 PM Room 7007	18	Legislative Update	Tom Daniel
	19	Committee Reports: A. Executive & Compensation B. Academic Affairs C. Finance & Business Operations D. Health Professions and Education E. Internal Audit, Risk and Compliance F. Organization & Law G. Real Estate & Facilities H. COW: Student Success	Chairman Willis Potts Regent William NeSmith Regent Benjamin Tarbutton Regent Kenneth Bernard Regent Kessel Stelling Regent Larry Walker Regent James Jolly Regent Larry Ellis
	20	Unfinished Business Seamless Education	Chairman Willis Potts Dr. Lynne Weisenbach
	21	New Business	Chairman Willis Potts
	22	Petitions and Communications	Secretary J. Burns Newsome
	23	Adjournment	Chairman Willis Potts

**AGENDA**

**EXECUTIVE AND COMPENSATION COMMITTEE**

**March 8, 2011**

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INFORMATION ITEM

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**1. Information Item**

The Committee plans to discuss personnel and compensation matters, as well as Chancellor and Presidential Searches. Materials will be distributed in Executive Session.

**AGENDA**

**COMMITTEE ON ORGANIZATION AND LAW**

**March 8, 2011**

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<b>1. Applications for Review</b>	<b>1</b>

## **AGENDA**

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

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

Applications for review are appeals made to the Board of Regents pursuant to Article VIII of The Bylaws. They are usually personnel matters and issues of academic status, which are discussed in executive session.

## AGENDA

### COMMITTEE ON ACADEMIC AFFAIRS

March 8, 2011

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**I. Academic Programs****1. Establishment of a Bachelor of Science with a major in Biology (with a secondary teacher certification track), Gainesville State College**

Recommended: That the Board approve the request of President Martha T. Nesbitt that Gainesville State College (“GSC”) be authorized to establish a Bachelor of Science with a major in Biology (with a secondary teacher certification track), effective March 8, 2011.

Abstract: GSC seeks approval to establish an undergraduate major in Biology and offer teacher certification in the disciplinary area. The proposed program aims to satisfy demand in the Gainesville area for teachers and entry-level biology graduates for laboratories and other companies. The curriculum will offer several new upper-division biology courses each semester and offer a teacher certification track comprised of the requisite education courses. The curriculum consists of core and specialized courses designed to prepare graduates for employment in biology and health-related fields or for careers in teaching biology at the secondary education level. The proposal allows GSC to extend its baccalaureate offerings to a major that helps the state meet the need for graduates in a STEM-related field (Science, Technology, Engineering, and Mathematics). In order to address requirements associated with the secondary teacher certification track, the program will range from 120 to 125 semester-hours. Undergraduate programs with a teacher education component have a 129 semester-hour ceiling in order to meet specific pedagogical and content course requirements.

Need: According to a Georgia Professional Standards Commission report, two of the top 13 Georgia hiring systems (Gwinnett and Forsyth) are within the service area of GSC. The report estimated the need for nearly 200,000 new teacher hires between years 2007 and 2017. Another report by the Commission entitled, “The Georgia Educator Workforce 2007” documented the high attrition rate for teachers of the life sciences. Given significant student population increases at GSC, several students would prefer to stay locally for their baccalaureate degree. Local interest has also been shared by part-time and non-traditional students who do not have the option of moving or driving long distances based on work and family obligations. The College expects to recruit from a diverse student demographic in developing future teachers. The proposed program is aligned with standards for secondary education prescribed by the National Science Teachers Association, the Georgia Assessment for the Certification of Educators, the Georgia Performance Standards, and the Regents’ Principles for the Preparation of Teachers.

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

2. **Establishment of a Bachelor of Science with a major in Biology (with a secondary teacher certification track), Middle Georgia College**

Recommended: That the Board approve the request of President Michael W. Stoy that Middle Georgia College (“MGC”) be authorized to establish a Bachelor of Science with a major in Biology (with a secondary teacher certification track), effective March 8, 2011.

Abstract: MGC seeks approval to establish a Bachelor of Science with a major in Biology with a secondary teacher certification track. The program is designed to primarily educate students who pursue teaching careers in secondary education. The program was developed to provide broad-based education in the biological sciences to enhance understanding of living systems and their environment at the molecular, cellular, organism, and population levels. The program will also serve as the foundation for careers in health, allied health, and biological science fields of study. The Biology secondary education track will be delivered on the home campus. After the program is established, the College will explore expanding delivery of the education courses and some science courses to the Dublin Campus and Eastman facility using IP teleconferencing and face-to-face instruction. The secondary education track will conform to the standards for initial programs in Science Education as published by the Georgia Professional Standards Commission and the standards for Biology at the secondary level as published by the National Science Teachers Association. The program also meets guidelines established through the Regents’ Principles for the Preparation of Teachers. In order to address requirements associated with the secondary teacher certification track, the program will range from 125 to 129 semester-hours. Undergraduate programs with a teacher education component have a 129 semester-hour ceiling in order to meet specific pedagogical and content course requirements.

Need: According to the Bureau of Labor Statistics, between years 2006 and 2016, the employment for school teachers is expected to grow by 12% creating 479,000 additional jobs. Georgia is one of the states expected to show the largest increases in student enrollment by year 2016. At present, several school districts have difficulty hiring teachers in some subject areas, particularly science. According to the Georgia Professional Standards Commission, in academic year 2007, while 25.7% of newly hired teachers were from Georgia educator preparation institutions, 28.5% were recruited from out-of-state. In the nationwide listing of teacher shortage areas published by the Office of Postsecondary Education of the U.S. Department of Education, life science was listed as one of the disciplines with a teacher shortage during years 2008 – 09 and 2009 – 10. The U.S. Secretary of Education approved the listing of Biology (grades 6 – 12) as one of the areas classified as Georgia’s critical teaching areas. Middle Georgia College is located in south central Georgia and serves the rural counties of Bleckley, Dodge, Twiggs, Pulaski, Laurens, Houston, Wilcox, Treutlen, Montgomery, and Telfair counties. The Biology degree program will supply certified secondary education science teachers to serve the rural communities in these underserved areas. The College selected a major in Biology in consultation with the Heart of Georgia RESA superintendents. Rural school systems need broadly trained science teachers capable of teaching Biology, Anatomy and Physiology, Chemistry, Physics and Mathematics.

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

3. **Establishment of a Bachelor of Science with a major in Mathematics (with a secondary teacher certification track), College of Coastal Georgia**

Recommended: That the Board approve the request of President Valerie Hepburn that the College of Coastal Georgia (“CCG”) be authorized to establish a Bachelor of Science with a major in Mathematics (with a secondary teacher certification track), effective March 8, 2011.

Abstract: CCG seeks approval to establish a Bachelor of Science with a major in Mathematics with a secondary teacher certification track and mathematics track. The program was identified as a targeted program through the institution’s strategic planning process. CCG is focused on addressing teacher education needs within its underserved area of the state. The secondary teacher certification track will adhere to the guidelines and standards of the Georgia Professional Standards Commission, the National Council for the Accreditation of Teacher Education, and the Regents’ Principles for the Preparation of Teachers. The secondary teacher certification track will align with curriculum guidelines of the National Council for Teachers of Mathematics. Alternatively, the mathematics track will prepare students to successfully pursue occupations in various industry and government positions that require bachelor’s level proficiency in the mathematical sciences or for future graduate study. In order to address requirements associated with the secondary teacher certification track, the program will range from 120 to 126 semester-hours. Undergraduate programs with a teacher education component have a 129 semester-hour ceiling in order to meet specific pedagogical and content course requirements.

Need: According to the National Center for Education Statistics, 28.8 percent of public schools seeking mathematics teachers had difficulty recruiting them during year 2003 – 2004. A sense of urgency with regard to developing and graduating persons in the STEM (Science, Technology, Engineering, and Mathematics) disciplines was highlighted in the 2003 National Science Board’s report, *The Science and Engineering Workforce – Realizing America’s Potential*. Similarly the need for well-prepared mathematics and science teachers in Georgia’s classrooms has been documented by the Georgia Professional Standards Commission and the Office of Educator Preparation. A 2004 National Assessment of Educational Progress report, *The Nation’s Report Card*, indicated that 27% of U.S. eighth-graders could not correctly shade one-third of a rectangle and 45% could not solve a word problem that required dividing fractions.

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

4. **Establishment of a Bachelor of Science with a major in Psychology, College of Coastal Georgia**

Recommended: That the Board approve the request of President Valerie Hepburn that the College of Coastal Georgia (“CCG”) be authorized to establish a Bachelor of Science with a major in Psychology, effective March 8, 2011.

Abstract: CCG seeks approval to establish a Bachelor of Science with a major in Psychology. The program includes three tracks: General Psychology, Human Services, and Organizational and Community Leadership. More than 200 current College of Coastal Georgia students have indicated a strong interest in pursuing a major in psychology. The program of study will include theory, research, and quantitative methods of both basic and applied psychology. The program will also include a service learning component as part of the institution’s community focus. Societal needs at the local and regional level intersect with the study of psychology in terms of the aging population, shifting demographics, and pervasive socioeconomic impacts on health. The specific combination of coursework in the curriculum will help prepare students to apply knowledge of the biological, developmental, and socio-cultural bases of behavior through critical thinking and the systematic investigation of complex individual and societal problems.

Need: The proposed program will meet regional needs for access to higher education, workforce needs for entry level positions, and provide a portal to graduate level education. It will help meet societal needs for the development of individuals who will work in public and private nonprofit agencies that provide services to improve the wellbeing of individuals and the communities in which they reside. Initially, the degree program will be delivered through standard face-to-face instruction; however, as implementation proceeds, faculty will utilize distance-learning technologies as appropriate and necessary.

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

5. **Establishment of a Master of Science in Architecture, Southern Polytechnic State University**

Recommended: That the Board approve the request of President Lisa Rossbacher that Southern Polytechnic State University (“SPSU”) be authorized to establish a Master of Science in Architecture, effective March 8, 2011.

Abstract: SPSU seeks approval to establish a general Master of Science in Architecture program that includes tracks in the Technology of Architecture and Urbanism. The professional community has evidenced demand for the program. The proposal is based upon the institution’s existing undergraduate Bachelor of Architecture degree. SPSU’s Bachelor of Architecture degree is accredited by the National Architectural Accrediting Board and its graduates require no additional credentials for professional practice. Graduates of the proposed program will possess advanced skills in architectural design, urbanism, and emerging new and existing complementary building technology. The program will include inter-and cross-disciplinary course offerings to complement central content in technology and urbanism. Courses offered in each concentration include, but are not limited to, the following: Advanced Studies in Digital Design and Communication, Analytical Models of Form, Urban Redevelopment and Policy, and Housing.

Need: Based on the proposal, architecture practitioners find themselves challenged by advances in design technology and interactive platforms. According to the *Bureau of Labor Statistics, 2010 – 11 Occupational Handbook*, employment of architects is expected to increase by 16 percent between years 2008 and 2018, which is faster than the average for all occupations. The demand for architects with knowledge of “green” or sustainable design is also projected to increase. Opportunities are geographically sensitive based on demographic shifts and growth, renovation projects associated with aged facilities, the need for institutional buildings, and activities involving the construction industry.

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

**6. Establishment of a Doctor of Philosophy in Public Health, Georgia State University**

Recommended: That the Board approve the request of President Mark P. Becker that Georgia State University (“GSU”) be authorized to establish a Doctor of Philosophy in Public Health, effective March 8, 2011.

Abstract: GSU seeks approval to establish a Doctor of Philosophy in Public Health. The program will offer an initial concentration in the Behavioral Aspects of Health. The purpose of the new degree will be to educate the next generation of prevention scientists for conducting behavioral science research in academia, governmental public health, health care organizations, and the private sector. A graduate will contribute to new knowledge, to a better understanding of health disparities, and to the development of new interventions to promote health. Students who do not currently hold a Master of Public Health degree will be required to take basic core courses in the program. Courses in environmental health, biostatistics, and health policy and management will also be included in the program. The proposed program would further position the university to help solve health problems associated with urban communities by connecting the research and teaching assets of higher education to communities at risk.

Need: Multiple national reports have confirmed that the nation’s public health work force is critically understaffed. Georgia’s public health system has identified a shortage of training opportunities for public health leadership. Georgia State University’s existing program and its resources will serve as a foundation for offering public health at the doctoral level. The Institute of Public Health, which is part of the College of Health and Human Sciences, first accepted Master of Public Health students during year 2004. To date, 1,560 students have applied to the program and the Institute has enrolled 276 students. The Institute for Public Health also houses two initiatives that involve research and grants through the Partnership for Urban Health Research and the Center for Health Development.

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

**7. Establishment of a Doctor of Philosophy with a major in Veterinary and Biomedical Sciences, University of Georgia**

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to establish a Doctor of Philosophy with a major in Veterinary and Biomedical Sciences, effective March 8, 2011.

Abstract: UGA seeks approval to establish a doctoral program in Veterinary and Biomedical Sciences that emphasizes interdisciplinary training and education. Foundational science education is merged with clinical research to translate emergent discoveries into bench applications in the clinic and field. Graduates of the program will have the skills to integrate conceptual and applied medicine. The objective of the program is to recruit and train a cadre of highly-qualified graduate students with skills in translational biomedical research. Through the program, it is anticipated that discoveries made using spontaneous disease models in non-traditional research and traditional laboratory animals can translate into improvements in both veterinary medicine and biomedical science.

Need: The American Association of Veterinary Medical Colleges recently reported on the need for more veterinarians and researchers in population health. The report identified a critical need for an infrastructure in colleges and departments to support research and the graduate training of scientists in epidemiology, pathology, and infectious diseases. Pandemic diseases such as SARS (Severe Acute Respiratory Syndrome) and avian influenza can be addressed through collaborative partnerships that involve veterinary medical colleges, comparative medicine, schools of medicine, and state and federal governments. It is projected that graduates of the proposed program will be sought after as scientists with the interdisciplinary skills to address projects and research in animal health, pharmaceuticals, biomedicine, and medical device manufacturing.

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

**8. Establishment of a Master of Biomanufacturing and Bioprocessing, University of Georgia**

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to establish a Master of Biomanufacturing and Bioprocessing, effective March 8, 2011.

Abstract: UGA seeks approval to establish a professional science Master of Biomanufacturing and Bioprocessing degree to be responsive to the state’s educational and economic needs. The program will advance the model for introducing highly technical methods to science students to prepare them for immediate engagement in an industry that requires STEM (Science, Technology, Engineering, and Mathematics) skills along with experience in business and project management skills. The program includes directed projects and industry internships to garner full immersion in the field. The interdisciplinary program will be offered through the combined efforts of the Colleges of Arts and Sciences, Agricultural and Environmental Sciences, Veterinary Medicine, Pharmacy, the Warnell School of Forestry and Natural Resources, and the Graduate School. Students will be required to have a thorough understanding of microbiology, genetics, biochemistry, and engineering in addition to an understanding of industrial methods, supply chains, finance, operations management, and regulatory and environmental issues. Students will choose one of three focus areas: biofuels/biochemicals, industrial/environmental, and pharmaceutical. In addition to industry internships, existing facilities such as the UGA Bioexpression and Fermentation Facility will serve as an additional site for projects and research. Students will be introduced to resources including the UGA Biobusiness Incubator, GeorgiaBIO, the Terry College of Business Entrepreneurship program, and various companies.

Need: Georgia based companies have indicated that a growing need exists for biotechnologists. With the emergence of bio-based industries, a dearth of scientists, engineers, and technicians exist to manage and operate industrial plants. The program will develop graduates who can be placed in various aspects of the biomanufacturing and bioprocessing industry inclusive of pharmaceuticals, biochemicals, biofuels, the defense industry, commercial sector, and other areas. The UGA program will fill a niche with its focus on the full manufacturing and processing experience with practical training and exposure to industrial grade equipment. Graduates with a combination of technical, scientific, business, and project management skills are highly sought.

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

9. **Substantive Change of the Master of Science with a major in Counseling to a Master of Science with a major in Clinical Mental Health Counseling, North Georgia College & State University**

Recommended: That the Board approve the request of President David L. Potter that North Georgia College & State University (“NGCSU”) be authorized to substantively change its existing Master of Science with a major in Counseling to a Master of Science with a major in Clinical Mental Health Counseling, effective March 8, 2011.

Abstract: NGCSU currently offers a Master of Science with a major in Counseling. The program’s accrediting body, the Council for Accrediting Counseling and Related Educational Programs changed the standards in 2009 in order to enhance the quality of counselor training and compete with other mental health professionals. The substantive change includes increasing the current 48 semester-hour requirement to 60 semester-hours. The additional content includes, but is not limited to, increasing knowledge, skills, and practices in trauma/crisis intervention, substance abuse, advocacy, and administrative components of the clinical mental health profession. Additional lab courses in the curriculum supplement lecture courses.

**10. Termination of the Bachelor of Science in Education with a major in Birth to Five Teacher Preparation, University of West Georgia**

Recommended: That the Board approve the request of President Beheruz N. Sethna that the University of West Georgia (“UWG”) be authorized to terminate the Bachelor of Science in Education with a major in Birth to Five Teacher Preparation, effective March 8, 2011.

Abstract: UWG seeks approval to terminate the Bachelor of Science in Education with a major in Birth to Five Teacher Preparation. The institution currently is part of a consortium of institutions that offer the program. When the consortium was created, institutions were provided the option to offer courses leading to the degree or to participate by offering endorsement courses. UWG seeks to only offer endorsement courses and not the full degree. The institution intends to maintain an active relationship in the consortium through the delivery of endorsement courses, but not the full degree program. Students will not be adversely impacted because the consortial institutions already offer the cadre of courses leading to the degree.

**11. Termination of the Bachelor of Science in Manufacturing with a major in Industrial Management, Georgia Southern University**

Recommended: That the Board approve the request of President Brooks A. Keel that Georgia Southern University (“GSOU”) be authorized to terminate the Bachelor of Science in Manufacturing with a major in Industrial Management, effective December 31, 2011.

Abstract: GSOU seeks approval to terminate the Bachelor of Science in Manufacturing with a major in Industrial Management. In January 2008, the program was deactivated in order to assess its continued viability. After a period of program review and analysis, GSOU has determined that the program should be removed from its inventory of academic offerings. Currently, only three students are enrolled in the degree program. It is anticipated that matriculants will graduate by the end of the spring 2011 term. The termination effective date would be the end of the fall 2011 term. Termination of the program will not adversely impact faculty or students.

**IV. Named/Endowed Positions**

**Establishment of Named Faculty Positions**

Recommendations for action encompassing items 12 through 16 of this document have been submitted by university system institutions seeking to establish or advance special faculty positions that have been developed through the philanthropy of donors. Named faculty positions are often developed to recruit scholars who have made contributions to academic life and/or to knowledge in their academic discipline.

The requested position meets and/or exceeds minima funding requirements per institutional sector as prescribed in *The Policy Manual*, Section 8.3.2.2 as provided in the table below.

Research and Regional Universities		State Colleges, State Universities, and Two Year-Colleges	
Distinguished University Chairs	\$ 2,000,000		
Distinguished Chairs	\$ 1,000,000	Distinguished Chairs	\$ 500,000
Chairs	\$ 500,000	Chairs	\$ 300,000
Distinguished Professorships	\$ 400,000	Distinguished Professorships	\$ 200,000
Professorships	\$ 200,000	Professorships	\$ 100,000
Distinguished Scholar	\$ 100,000	Distinguished Scholar	\$ 50,000
Fellowships	\$ 50,000	Fellowships	\$ 30,000
Lecture or Seminar Series	\$ 50,000	Lecture or Seminar Series	\$ 30,000

The institutional requests (items 12 through 16) to establish or advance named positions can be found on the following pages within this document.

12. **Establishment of the Frank Brown Distinguished Chair in Servant Leadership, Columbus State University**

Recommended: That the Board approve the request of President Timothy S. Mescon that Columbus State University (“CSU”) be authorized to establish the Frank Brown Distinguished Chair in Servant Leadership, effective March 8, 2011.

Abstract: CSU seeks to establish the Frank Brown Distinguished Chair in Servant Leadership. A check from the donor has been received in the amount of \$500,000. There is already \$400,000 in the account making a total of \$900,000 currently available in the corpus for this gift. The gift is intended to be an anonymous donation. The Distinguished Chair will be named in honor of President Emeritus Dr. Frank Brown. Dr. Brown had the vision to create Columbus State University’s renowned Servant Leadership program, now in its eleventh year. The program’s graduates complete a four-year academic and community immersion in servant leadership and are making profound impacts on the communities they serve.

**13. Establishment of The Colonel Richard R. Hallock Distinguished University Chair in Military History, Columbus State University**

Recommended: That the Board approve the request of President Timothy S. Mescon that Columbus State University (“CSU”) be authorized to establish The Colonel Richard R. Hallock Distinguished University Chair in Military History, effective March 8, 2011.

Abstract: CSU seeks to establish The Colonel Richard R. Hallock Distinguished University Chair in Military History. An agreement detailing the funding sources describes an annuity that will provide payments to the CSU foundation in the amount of one hundred thousand dollars annually for the rest of Mrs. Richard Hallock’s lifetime and a testamentary gift that will provide a two million dollar gift from the Richard R. Hallock Foundation upon the death of Mrs. Hallock. Included within this recommendation is a request to enable President Mescon to execute the gift.

Biosketch of the Endowed Chair Namesake: Colonel Richard R. Hallock was a much decorated paratrooper in World War II, a personal aide for intelligence to General Lucius D. Clay in Berlin after the war, and the youngest major to be a battalion commander in Korea. As a master parachutist, he won 27 decorations including a Silver Star, five Bronze Stars, and the Legion of Merit. In his long career at the Pentagon, he was renowned for pursuing the interests of America’s soldiers, sometimes in the face of vigorous bureaucratic opposition. He led a ten year, behind the scenes battle for the Army to adopt as its standard rifle the M-16, which he knew from extensive experiences and field testing to be the best weapon for the American infantrymen.

Upon leaving active service in 1967, Col. Hallock became an adviser to Defense Secretary James Schlesinger and consulted on political/military affairs, particularly in the Middle East. He and his wife, Myriam Johnston Hallock, retired to Oberlin, Ohio, where Col. Hallock, in consultation with faculty at his alma mater, Oberlin College, developed the idea for a class and lecture series to address the changing nature of national security.

After retirement, Hallock found entrepreneurial success with his Intrec and Quaestor corporations. His wife now lives in Columbus. They established the foundation bearing his name before his death in 1999.

**14. Advancement of the William H. Brooks, M.D. Chair in Obstetrics and Gynecology, Georgia Health Sciences University**

Recommended: That the Board approve the request of President Ricardo Azziz that the Georgia Health Sciences University (“GHSU”) be authorized to advance the William H. Brooks, M.D. Chair in Obstetrics and Gynecology to the William H. Brooks, M.D. Distinguished Chair in Obstetrics and Gynecology, effective March 8, 2011.

Abstract: The Georgia Health Sciences University has received funding to advance the existing William H. Brooks, M.D. endowed chair position to the William H. Brooks, M.D. Distinguished Chair in Obstetrics and Gynecology. The chair is supported by an endowment of \$1,458,404 that is on deposit for the position.

Biosketch: The William H. Brooks, M.D. Chair in Obstetrics and Gynecology was funded by estate gifts from alumnus, William Herbert Brooks, M.D. and his wife, Estelle S. Brooks. Dr. Brooks was a 1933 graduate of the formerly named Medical College of Georgia. The endowed fund was originally established in memory of Dr. Brooks’ mother and father to benefit the Department of Obstetrics and Gynecology.

**15. Establishment of the Arch Professorship in World Languages and Cultures, University of Georgia**

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to establish the Arch Professorship in World Languages and Cultures, effective March 8, 2011.

Abstract: UGA’s Franklin College of Arts and Sciences seeks to establish the Arch Professorship in World Languages and Cultures. As of December 2010, \$262,853 was on deposit with the University of Georgia to establish the endowed position. The professorship was established through an initiative of the Arch Foundation for the University of Georgia to support humanities programs. Per the fund agreement, the professorship will focus on the courses of importance to students in Arts and Sciences, promote interdisciplinary research, and serve as a bridge between various college and/or university units. The individual named shall have an outstanding reputation, be a full professor with tenure, and not hold the professorship in conjunction with another chair or special endowed position. The recipient shall be engaged in teaching, research, public service, or a combination of such duties. Because the endowed position is funded by the Arch Foundation of the University of Georgia, a donor biography is not applicable.

**16. Advancement of the Lambdin Kay Distinguished Professorship for the Peabody Awards, University of Georgia**

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to advance the designation of the Lambdin Kay Distinguished Professorship for the Peabody Awards to the Lambdin Kay Chair for the Peabody Awards, effective March 8, 2011.

Abstract: UGA seeks approval through the Henry W. Grady College of Journalism and Mass Communications to change the designation of the Lambdin Kay Distinguished Professorship, established by Celestia and Charles Smithgall by endowment in 1977, to the Lambdin Kay Chair for the Peabody Awards, as the fund created by the Smithgalls gifts has reached the level of funding necessary for such a designation. Having earlier contributed \$500,000 to establish the Lambdin Kay Distinguished Professorship, the Smithgalls by trust agreement for an amount totaling \$1,000,000 established their intention to fund the Lambdin Kay Chair for the Peabody Awards in October 2001. Supported now by an endowment with a corpus of \$1,280,427, the position has reached the funding level necessary for designation as a Chair.

Biosketch: In 1977, Celestia Smithgall, a 1933 graduate of Grady College, and her husband Charles created the endowment for a faculty position named for former WSB general manager Lambdin Kay. A pioneering Atlanta broadcaster and friend of the Smithgalls, Kay was WSB’s first full-time manager and served as awards chairman for the National Association of Broadcasters. Mrs. Smithgall worked as continuity editor for Kay, and when Kay was approached by the association to create a prize for excellence in broadcasting parallel to the prestige of the Pulitzer prize for print, Mrs. Smithgall suggested that Kay contact her friend and mentor, Dean Jon Drewry at Grady. The Peabody Awards are recognized as one of the most significant external programs of the University of Georgia. The Henry W. Grady College of Journalism and Mass Communications counts Mrs. Smithgall as one of the founders of the Peabody Awards.

**17. Named Faculty Positions**

The administrative and academic appointments are reviewed by the Chair of the Committee on Academic Affairs.

# AGENDA

## HEALTH PROFESSIONS AND EDUCATION COMMITTEE

March 8, 2011

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**AGENDA**

**HEALTH PROFESSIONS AND EDUCATION COMMITTEE**

**February 8, 2011**

1. **Information Item:** Review of Task Forces' timeline

The committee will revisit the timelines for the work of the committee and its task forces to ensure timely completion of work by individual task forces

2. **Information Item:** Report on progress of Task Force on Nursing, APRNs and PAs

Leadership from the task force on Nursing, APRNs and PAs will provide an update to the committee on progress to date and information learned during recent meetings of the task force.

**AGENDA**

**COMMITTEE ON FINANCE AND BUSINESS OPERATIONS**

**March 8, 2011**

**Agenda Item**

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**INFORMATION ITEM**

1. Presentation of the 2010 Audited Financial Statements for the University System of Georgia

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**AGENDA**

**COMMITTEE ON FINANCE AND BUSINESS OPERATIONS**

**March 8, 2011**

**1. Information Item: Presentation of the 2010 Audited Financial Statements for the University System of Georgia**

Vice Chancellor for Fiscal Affairs Ms. Usha Ramachandran will present information on the Fiscal Year 2010 annual financial statements for the University System of Georgia.

## AGENDA

### COMMITTEE ON REAL ESTATE AND FACILITIES

March 8, 2011

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## AGENDA

### COMMITTEE ON REAL ESTATE AND FACILITIES

March 8, 2011

1. **Authorization of Project, Project No. BR-40-1101, Bone Marrow Transplant Suite Expansion/Renovations, MCG Health Inc.**

Recommended: That the Board authorize Project No. BR-40-1101, Bone Marrow Transplant Suite Expansion/Renovations, MCG Health Inc., (“MCGHI”) with a total project budget of \$6,017,138, to be funded by MCGHI.

Understandings: Approximately 10,600 square feet of the 5th floor located in the Talmadge Building will be renovated to facilitate the immediate and future needs of the Bone Marrow Transplant (“BMT”) Program.

A 6-Bed BMT Pod with a dedicated HVAC system will be created in the West Pod area. Additionally, a new Nurse Station and Nursing Unit Support Spaces will be created in the Core Area. The 6-Bed BMT East Pod will have architectural finishes replaced.

The estimated construction cost for this project is \$2,862,000. There is an additional estimated cost of \$1,500,000 for specialized medical equipment.

The renovation of this space is within the physical confines of existing hospital buildings and does not conflict with Georgia Health Science University’s master plan.

If authorized by the Board, the MCG Health Inc. staff will proceed with design and construction of the project in accordance with Board of Regents procedures.

2. **Authorization of Project Budget Modification, Project No. BR-71-1101, Arts Building, University of West Georgia**

Recommended: That the Board modify the budget of Project No. BR-71-1101, Arts Building, University of West Georgia, (“UWG”), to increase the total project budget from \$2,700,000 to \$3,500,000.

Understandings: The Arts Building project, approved by the Board in November 2010 is in design. The project scope was increased from a 20,000 square foot (“sf”) facility to 24,000 sf facility following detailed programming verification and plan layout of spaces by the design professional in accordance with applicable codes.

The Stated Cost Limitation will increase from \$2,000,000 to \$3,100,000.

Funding of this cost increase will be from UWG institutional funds.

	<u>November 2010</u>	<u>Now</u>
Total Project Cost:	\$2,700,000	\$3,500,000
Construction Cost (Stated Cost Limitation):	\$2,000,000	\$3,100,000

**3. Authorization of Project Budget Modification, Project No. BR-66-1001, Physical Plant Administrative Building, Georgia Southern University**

Recommended: That the Board modify the budget of Project No. BR-66-1001, Physical Plant Administrative Building, Georgia Southern University (“GSOU”), to increase the total project budget from \$2,687,000 to \$3,279,000.

Understandings: The Physical Plant Administrative Building project was approved by the Board in March 2010. Budget was modified in June 2010. The project is in construction. This increase in the project budget will address unsuitable soils and site utility problems that were encountered during the early phases of construction. The Stated Cost Limitation will increase from \$2,130,625 to \$2,670,625.

Funding of this project (including the cost increase of \$592,000) will be from GSOU institutional funds.

	<u>June 2010</u>	<u>Now</u>
Total Project Cost:	\$2,687,000	\$3,279,000
Construction Cost (Stated Cost Limitation):	\$2,130,625	\$2,670,625

**4. Authorization of Project, Project No. BR-70-1103, Renovation of Ashley Hall, Valdosta State University**

Recommended: That the Board authorize Project No. BR-70-1103, Renovation of Ashley Hall, Valdosta State University (“VSU”), with a total project budget of \$7.1 million, to be funded from VSU institutional funds.

Understandings: The second oldest building on the VSU campus, the 26,000 square foot Ashley Hall was constructed in 1921 directly behind historic West Hall at the central core of the VSU campus. Originally a residence hall, it is now used as faculty offices.

The project will be implemented in two distinct phases. The south wing will be renovated during the first phase. The central rotunda and north wing will be renovated during the second phase. The renovated facility will provide faculty offices and seminar rooms for the VSU College of Arts and Sciences. The renovations will include upgrading and stabilizing the structural components of the building, installation of an elevator, and repair to the roof, windows, and doors. All existing HVAC, electrical, plumbing, and communication systems will be replaced. The interior floor plan will be reconfigured to optimize the number of offices.

A hazardous materials survey is in the process of being conducted and will provide recommendations for the proper management and disposal of all hazardous materials during the renovation process to ensure compliance with environmental regulations. Also, a historic structures assessment is in process to insure consultation with the Georgia Historic Preservation Division is complete prior to the start of design and construction.

The estimated construction cost for this project is \$5,500,000.

The project is consistent with VSU’s master plan.

If authorized by the Board, the University System Office staff and VSU will proceed with the design and construction of the project in accordance with Board of Regents procedures.

5. **Appointment of Design Professional Firm, Project No. BR-66-1101, Brannen Hall Renovation, Georgia Southern University**

Recommended: That the Board appoint the first-named design professional firm listed below for the identified project and authorize the execution of a contract with the identified firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to execute a contract with the other listed firms in rank order.

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

**BR-66-1101, Brannen Hall Renovation, Georgia Southern University**

Project Description: This project was authorized by the Board in January 2011. Constructed in 1963 as a women’s dormitory, Brannen Hall has been identified as a building worthy of long term preservation and investment. Located adjacent to the Sweetheart Circle at Georgia Southern University (“GSOU”), this is one of the few remaining original dormitories. The approximately 30,000 square foot, three-story Brannen Hall will be renovated for office, small laboratories, and support space for the GSOU Department of Psychology, the GSOU Office of Research and Graduate Studies and the GSOU Office of Strategic Research.

The project will be funded from GSOU institutional funds.

Total Project Cost:	\$8,324,000
Construction Cost (Stated Cost Limitation):	\$6,480,000

Number of firms that applied for this commission: XX

Recommended firms in rank order:

- 1)
- 2)
- 3)

**6. Naming of the Thomas O. Marshall, Jr. Pavilion, Georgia Southwestern State University**

Recommended: That the Board approve the naming of the newly completed dining and classroom facility adjacent to the Marshall Center at Georgia Southwestern State University (“GSSU”) the “Thomas O. Marshall, Jr. Pavilion,” in recognition of the late Georgia Supreme Court Justice Thomas O. Marshall, Jr.

Understandings: President Kendall Blanchard confirms that this naming conforms to the GSSU naming guidelines and with the Board of Regents naming policy.

The late Thomas O. Marshall, Jr., was a native of Americus, a Georgia Supreme Court Justice, and a noted philanthropist. The Marshall family has generously donated approximately \$230,000 to GSSU for academic scholarships. In addition, Mrs. Angie Marshall, Judge Marshall’s widow, and the Marshall’s three daughters committed \$1,000,000 to make the recently completed \$1.4 million addition to the Marshall Center a reality. This new 13,000 square foot addition contains additional dining facilities, offices, and classroom space.

The Marshall Center was named for Judge Thomas O. Marshall, Jr.’s father, Thomas O. Marshall in 1976.

**7. Policy Revisions, Policy Manual, Section 9.9.4**

Recommended: That the Board approve a revision to *The Policy Manual*, Section 9.9.4, Easements, effective March 8, 2011.

Understandings: The proposed policy, section 9.9.4, Easements, constitutes a revision of the previous policy. Proposed revisions follow. Please note that the strikethrough text represent deletions from the current version; and the bold, underlined, and highlighted text represent additions.

<i>Current Policy</i>	<i>Revised Policy</i>
Policy 9.9.4 Easements	Policy 9.9.4 Easements
<p>The USG chief facilities officer or his/her designee shall approve the execution and delivery of easements or revocable license agreements or permits for the installation of electrical power lines, cables, and duct banks; gas lines; domestic water lines, sanitary and storm sewers; communications lines; steam, hot water and chilled water mains; and other such utilities and appurtenances to the above, across Regents’ property to buildings and improvements at the various USG institutions, by any entity and/or by private or public utility companies, and provided in each case a license agreement shall contain the following paragraph:</p> <p><i>“This agreement does not confer upon the Licensee any rights, title, estate or interest in said licensed premises, nor does this license agreement confer upon the Licensee a license coupled with an interest or an easement. This agreement merely gives to the Licensee, and to the Licensee only, a revocable personal privilege, it being expressly understood and agreed by Licensee that regardless of any and all improvements and investments made, expenses and harm incurred or encountered by Licensee, this agreement may be revoked and terminated by Licensor, either in toto or pro tanto, upon thirty (30) days written notice to</i></p>	<p>9.9.4 EASEMENTS</p> <p>The <b>Chancellor, the Chancellor’s designee and the</b> USG chief facilities officer <del>or his/her designee</del> <b>is authorized to declare, without further approval of the Board, that real property is no longer advantageously useful to any USG institution but only to the extent and for the purpose of granting a non-exclusive easement and</b> <del>shall</del> <b>may</b> approve, <b>without further approval of the Board,</b> the execution and delivery of <b>non-exclusive</b> easements or revocable license agreements or permits for <del>the installation of electrical power lines, cables, and duct banks; gas lines; domestic water lines, sanitary and storm sewers; communications lines; steam, hot water and chilled water mains; and other such</del> utilities and appurtenances to the <b>utilities,</b> above, across, <b>or under</b> Regents’ property to <b>the extent necessary to serve or for the benefit of the</b> buildings and improvements at the various USG institutions, by any entity and/or by private or public utility companies, <del>and provided in each case a license agreement shall contain the following paragraph:</del></p> <p><del>“This agreement does not confer upon the Licensee any rights, title, estate or interest in said licensed premises, nor does this license agreement confer upon the Licensee a license</del></p>

**7. Policy Revisions, Policy Manual, Section 9.9.4 (Continued)**

<p><i>Licensee. After expiration of such thirty (30) day period, this license agreement shall stand as revoked and terminated.”</i></p> <p>(BoR Minutes, 1972-73, p. 504)</p>	<p><i><del>coupled with an interest or an easement. This agreement merely gives to the Licensee, and to the Licensee only, a revocable personal privilege, it being expressly understood and agreed by Licensee that regardless of any and all improvements and investments made, expenses and harm incurred or encountered by Licensee, this agreement may be revoked and terminated by Licensor, either in toto or pro tanto, upon thirty (30) days written notice to Licensee. After expiration of such thirty (30) day period, this license agreement shall stand as revoked and terminated.”</del></i></p>
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**8. Information Item: Appointment of Design Professional Firm and Appointment of Construction Management Firm, Project No. BR-10-1103 Health Sciences Campus Renovations, University of Georgia**

Project No. BR-10-1103, Health Sciences Campus Renovations, University of Georgia (“UGA”) was approved by the Board in February 2011. The Board also authorized one time delegated authority for the Vice Chancellor for Facilities, in consultation with the Chairman of the Real Estate and Facilities Committee, to authorize the priority ranking of the qualifications-based selections (“QBS”) process of design professional firms and construction management firms for the project, and authorized the execution of contracts with the identified firms.

The appointment of the design professional firm and the construction management firm by this one time delegated authority are:

Number of Design Professional firms that applied for this commission: XX

Design Professional firms in rank order:

- 1)
- 2)
- 3)

Number of Construction Management firms that applied for this commission: XX

Construction Management firms in rank order:

- 1)
- 2)
- 3)

**9. Information Item: Annual Report on Contracting**

The Assistant Vice Chancellor for Facilities, Sharon Brittain, will give an annual report on facilities design and construction related contracting and qualifications-based selections.

**10. Executive Session: Approval of Real Property Acquisition**

Materials to be handed out in executive session.

**AGENDA**

**COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE**

**March 8, 2011**

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**INFORMATION ITEMS**

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## **AGENDA**

### **COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE**

**March 8, 2011**

**1. Information Item: Shared Auditor Update**

The Office of Internal Audit and Compliance (“OIAC”) Strategic Plan includes an action step to develop a shared auditor model for USG institutions without a dedicated internal audit function. In October 2009, Chief Audit Officer & Associate Vice Chancellor Mr. John Fuchko presented a plan to expand University System of Georgia and institutional internal audit coverage through a shared auditor model. Since that time, four institutions have developed a shared auditor approach. Clayton State University and Atlanta Metropolitan College partnered to develop the first shared auditor position. Dalton State College and Georgia Highlands College recently partnered to develop the second shared auditor position.

At this meeting, Clayton State University President Dr. Tim Hynes and Atlanta Metropolitan College President Dr. Gary McGaha will update the Committee on Internal Audit, Risk, and Compliance as to the progress of shared auditor position that is in place at their two institutions.

2. **Information Item: Institutional Auditor Update – Georgia Institute of Technology**

The University System of Georgia internal audit function is comprised of the Office of Internal Audit and Compliance (OIAC) at the University System Office and 21 institutional audit functions. Institutional chief campus auditors report to their respective institution president and also report to the University System of Georgia chief audit officer. A recent external peer review of the OIAC recommended that institutional chief campus auditors periodically update the Committee on Internal Audit, Risk, and Compliance as to the status of their institutional audit function, key trends, and future plans.

At this meeting, Georgia Institute of Technology chief campus auditor Mr. Phil Hurd will provide the Committee an overview of the internal audit function at the Georgia Institute of Technology.

**AGENDA  
COMMITTEE OF THE WHOLE: STUDENT SUCCESS**

**March 8, 2011**

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**INFORMATION ITEMS**

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**AGENDA**  
**COMMITTEE OF THE WHOLE: STUDENT SUCCESS**

**March 8, 2011**

**1. Student Success – Faculty Development**

A critical factor in student success is the role of faculty in the classroom and in student academic mentoring. When a positive connection is forged between a faculty member and a student the faculty member is better positioned to identify obstacles that can prevent students from achieving their learning potential. All faculty can benefit from institutional programs that allow them to learn classroom strategies and pedagogical approaches to strengthen their teaching performance. The Committee of the Whole on Student Success will hear a presentation on the importance of supporting and furthering faculty development.