BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
Atlanta, Georgia 30303-3083

BOARD OF REGENTS MEETING AGENDA
Wednesday, March 9, 2016

Approximate Times	Tab	Agenda Item	Presenter
9:00 AM Room 8026	**1**	Executive & Compensation Committee Meeting	Chairman Kessel D. Stelling, Jr.
9:30 AM Room 8003	**2**	Call to Order	Chairman Kessel D. Stelling, Jr.
	3	Invocation/Pledge of Allegiance	Mr. Laurentiis M. Gaines, Jr., SGA President, Albany State Univ.
	4	Safety Briefing	Chief of Police Bruce Holmes
	5	Approval of January Minutes	Secretary to the Board Samuel Burch
	6	Consolidation *Albany State University's Mission Statement*	Chairman Kessel D. Stelling Dr. Houston Davis
9:50 AM	**7**	Healthcare Workforce Update	Chancellor Henry Huckaby Mr. Ben Robinson
10:10 AM		**Track I Committee Meetings**	
Room 7007	**8**	Academic Affairs	Regent Lori S. Durden
Room 7007	**9**	Economic Development	Regent W. Paul Bowers
Room 7007	**10**	Organization & Law	Regent C. Dean Alford
10:10 AM		**Track II Committee Meetings**	
Room 8003	**11**	Finance & Business Operations	Regent Richard L. Tucker
Room 8003	**12**	Personnel & Benefits	Regent James M. Hull
Room 8003	**13**	Internal Audit, Risk, and Compliance	Regent Don L. Waters
Room 8003	**14**	Real Estate & Facilities	Regent Sachin Shailendra
12:00 PM Room 8026	**15**	Lunch	

Approximate Times	Tab	Agenda Item	Presenter
1:00 PM Room 8003	**16**	Reconvene	Chairman Kessel D. Stelling, Jr.
	17	Special Guests	Chairman Kessel D. Stelling, Jr.
	18	Report on Fiscal Year 2015 USG Audit Results	Regent Don L. Waters Ms. Shelley Nickel Ms. Jennifer Thomas, GA Dept. of Audits Ms. Claire Arnold
	19	Customer Service Recognition	Chancellor Henry Huckaby Ms. Deborah Webb
	20	Chancellor's Report	Chancellor Henry Huckaby
2:05 PM	**21**	Committee Reports:	
		A. Executive & Compensation	Chairman Kessel D. Stelling, Jr
		B. Academic Affairs	Regent Lori S. Durden
		C. Economic Development	Regent W. Paul Bowers
		D. Finance & Business Operations	Regent Richard L. Tucker
		E. Internal Audit, Risk, and Compliance	Regent Don L. Waters
		F. Personnel & Benefits	Regent James M. Hull
		G. Organization & Law	Regent C. Dean Alford
		H. Real Estate & Facilities	Regent Sachin Shailendra
	22	Unfinished Business	Chairman Kessel D. Stelling, Jr
	23	New Business	Chairman Kessel D. Stelling, Jr.
	24	Petitions and Communications	Secretary to the Board Samuel Burch
	25	Executive Session	Chairman Kessel D. Stelling, Jr
	26	Adjournment	Chairman Kessel D. Stelling, Jr

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EXECUTIVE & COMPENSATION COMMITTEE

March 9, 2016

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1. Executive Session

The Committee will discuss several matters in Executive Session.

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COMMITTEE ON CONSOLIDATION

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1. Institution Consolidation Implementation - Albany State University/Darton State College – Proposed New Mission Statement for Consolidated Institution, Albany State University 1

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COMMITTEE ON CONSOLIDATION

March 9, 2016

1. Institution Consolidation Implementation - Albany State University/Darton State College – Proposed New Mission Statement for Consolidated Institution, Albany State University

Recommended: That the Board approve the request of Albany State University President, Dr. Arthur N. Dunning, Jr., and Darton State College Interim President, Dr. Richard Carvajal, that Albany State University ("ASU") be authorized a new mission statement for the consolidated institution, effective January 2017.

Background: President Art Dunning has requested that ASU be authorized to create a new institutional mission statement to reflect the consolidated institution. The proposed mission statement was developed through an extensive process involving a broad spectrum of key stakeholders from Darton State College and Albany State University.

Current Mission Statement of Darton State College

Darton, a state college within the University System of Georgia, is focused on providing a wide diversity of constituents' access to certificate, associate, and select baccalaureate programs of study. Dedicated to serving as an access institution, our College will empower students by engaging them in a student-centered, caring and technically advanced environment through innovative delivery systems. Darton is committed to providing exemplary teaching to students in our community, region, and state. As a multi-campus, residential institution, the College pursues traditional and unique mechanisms to deliver education to its richly diverse student body. In service to the community Darton State College will offer cultural enrichment experiences, continuing education, and economic development programs.

Darton State College will identify and implement changes to:

1. Improve the academic, personal, and professional success of all students.
2. Expand baccalaureate programs and baccalaureate program participation.
3. Expand online programs and online program participation.
4. Enhance and expand physical facilities and technological infrastructure.
5. Improve the efficient use of physical, financial, and human resources.
6. Improve student preparation prior to admission and improve student success after graduation.

1. Institution Consolidation Implementation - Albany State University/Darton State College – Proposed New Mission Statement for Consolidated Institution, Albany State University

Current Mission Statement of Albany State University

Albany State University, a historically black institution in Southwest Georgia, has been a catalyst for change in the region from its inception as the Albany Bible and Manual Training Institute to its designation as a university. Founded in 1903 to educate African American youth, the University proudly continues to fulfill its historic mission while also serving the educational needs of an increasingly diverse student population. A progressive institution, Albany State University seeks to foster the growth and development of the region, state and nation through teaching, research, creative expression and public service. Through its collaborative efforts, the University responds to the needs of all its constituents and offers educational programs and service to improve the quality of life in Southwest Georgia.

The primary mission of Albany State University is to educate students to become outstanding contributors to society. Offering Bachelor's, Master's and Education Specialist degrees and a variety of non-degree educational programs, the University emphasizes the liberal arts as the foundation for all learning by exposing students to the humanities, fine arts, social sciences and the sciences. Global learning is fostered through a broad-based curriculum, diverse University activities and the expanding use of technology.

Proposed New Mission Statement for Consolidated Institution, Albany State University

Albany State University, a proud member institution of the University System of Georgia, elevates its community and region by offering a broad array of graduate, baccalaureate, associate, and certificate programs at its main campuses in Albany as well as at strategically-placed branch sites and online. Committed to excellence in teaching and learning, the University prepares students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal and professional success. ASU respects and builds on the historical roots of its institutional predecessors with its commitment to access and a strong liberal arts heritage that respects diversity in all its forms and gives all students the foundation they need to succeed. Through creative scholarship, research, and public service, the University's faculty, staff, students, and administrators form strategic alliances internally and externally to promote community and economic development, resulting in an improved quality of life for the citizens of southwest Georgia and beyond.

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COMMITTEE ON ACADEMIC AFFAIRS

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1. Establishment of a Bachelor of Science in Nursing, R.N. to B.S.N Completion (including distance education, online delivery), Abraham Baldwin Agricultural College

Recommended: That the Board approve the request of President David C. Bridges that Abraham Baldwin Agricultural College ("ABAC") be authorized to establish a Bachelor of Science in Nursing, R.N to B.S.N (including distance education, online delivery), effective March 9, 2016.

Program Summary: Abraham Baldwin Agricultural College seeks approval to establish a Bachelor of Science in Nursing, R.N to B.S.N completion program for which fifty percent or more of the curriculum will be offered online using distance education technologies. Building on its existing Associate of Science in Nursing program that has had a six-year average of 117 degree completions, the program is designed to provide baccalaureate educational opportunities for registered nurses who have earned an associate's degree in nursing or who hold a diploma in a nursing program and are licensed as a registered nurse. The program has been designed to fully comply with the requirements of the Georgia Board of Nursing, the Georgia R.N. to B.S.N Articulation Model, and the Accreditation Commission for Education in Nursing. The curriculum will be based on the core values, concepts, and program outcomes of the National League for Nursing's Education Competencies Model. The program is also based on the American Association of Colleges of Nursing's framework for baccalaureate nursing education. The program will graduate students with a bachelor's degree in-field who will possess capabilities consistent with the American Nurses Association's statements regarding professional nursing practice.

Need and Demand: The healthcare industry is one of Georgia's largest employers. Nursing is one of the single largest healthcare occupations. Growth plus replacement needs for registered nurses in Georgia are estimated to average approximately 3,010 openings per year between 2006 and 2016. In ABAC's service geographical location, the District 18 Workforce Investment Area employed approximately 12,490 individuals in the healthcare industry. The Georgia Department of Economic Development has cited nursing as a high demand career initiative in the state of Georgia. According to the Department of Labor (2010), more than three out of every four new healthcare jobs in Georgia through year 2020 are projected to include registered nurses. Serving rural areas that have higher levels of poverty compared to other workforce investment areas, healthcare organizations in the South Georgia area experience nursing shortages that parallel national trends. Phoebe Putney Memorial Hospital, one of the largest hospitals in the Southwest region, has a goal of achieving a B.S.N staffing level of 80% by year 2020. The program would provide a supply of baccalaureate, nursing graduates for the following hospitals in the area: Dorminy Medical Center in Fitzgerald, Colquitt Regional Medical Center in Moultrie, and Tift Regional Medical Center in Tifton. Options and access to R.N. to B.S.N completion programs are limited in central South Georgia and thus the program would be amenable to the needs of working professionals. The number of nurses needed to care for Georgians in the area will increase as the population increases and demographics reflect the needs of the aging and chronically ill.

List of Similar Existing USG Programs and Productivity:

Institution	Academic Program	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Albany State University	Bachelor of Science in Nursing, RN to BSN	15	12	4	14	9	8
Armstrong State University	Bachelor of Science in Nursing, RN to BSN	1	2	3	3	15	11
Clayton State University	Bachelor of Science in Nursing, RN to BSN	21	31	29	25	54	40
College of Coastal Georgia	Bachelor of Science in Nursing, RN to BSN	0	1	4	2	11	7
Columbus State University	Bachelor of Science in Nursing, RN to BSN	0	1	12	37	68	91
Dalton State College	Bachelor of Science in Nursing, RN to BSN	0	0	0	19	19	33
Darton State College	Bachelor of Science in Nursing, RN to BSN	0	0	0	0	17	48
Georgia College & State University	Bachelor of Science in Nursing, RN to BSN	5	10	21	15	16	26
Georgia Highlands College	Bachelor of Science in Nursing, RN to BSN	NA	0	0	0	0	22
Georgia Southern University	Bachelor of Science in Nursing, RN to BSN	22	33	35	27	36	30
Georgia Southwestern State University	Bachelor of Science in Nursing, RN to BSN	12	22	30	35	45	26
Gordon State College	Bachelor of Science in Nursing, RN to BSN	0	22	38	52	51	40
Middle Georgia State University	Bachelor of Science in Nursing, RN to BSN	10	22	16	14	15	15
South Georgia State College	Bachelor of Science in Nursing, RN to BSN	0	0	0	0	22	33
University of North Georgia	Bachelor of Science in Nursing, RN to BSN	38	50	43	41	49	53
University of West Georgia	Bachelor of Science in Nursing, RN to BSN	45	84	86	99	86	69
Valdosta State University	Bachelor of Science in Nursing, RN to BSN	19	7	16	10	12	6

Projected Enrollment:

	First Year	Second Year	Third Year
Student Majors			
Shifted from other programs	5	5	5
New to the institution	15	15	20
Total Majors	20	20	25

Fiscal Summary: Resources for the program will come from new funds generated based on tuition revenue emanating from enrollment growth.

Facilities Impact and Distance Delivery: The program will be delivered using the existing space and technology infrastructure of the institution. It is noted that the program will be offered using distance education technologies and be offered primarily online.

Accountability: 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 Business Administration with a major in Healthcare Management (including distance education, hybrid delivery), Georgia Highlands College

Recommended: That the Board approve the request of President Donald Green that Georgia Highlands College ("GHC") be authorized to establish a Bachelor of Business Administration with a major in Healthcare Management (including distance education, hybrid delivery), effective March 9, 2016.

Program Summary: Georgia Highlands College seeks approval to establish a Bachelor of Business Administration with a major in Healthcare Management that will include delivery via distance education technologies. The proposed program will prepare students to have careers in such areas as hospital administration, clinic administration, health information management, and rehabilitation administration. The proposed program is designed as a two-year completion program for students who have already earned an Associate of Science degree with a concentration in business. The first two years of the program may be completed in a traditional campus format in Cartersville, Douglasville, Paulding, Floyd, and Marietta or through the college's online course offerings. Upper-level coursework will primarily be offered through Cartersville or Floyd locations. The academic program fits workforce needs of the area and would make accessible baccalaureate opportunities to otherwise place-bound students. Graduates of the program will apply principles of cost analysis and control in a healthcare setting; demonstrate comprehensive professional knowledge of healthcare management inclusive of marketing, finance, insurance, and regulations; analyze and identify ethical and legal challenges in a healthcare system; and develop competencies associated with professionals working in healthcare management roles.

Need and Demand: Nationally, according to the U.S. Department of Labor, Bureau of Labor Statistics Occupational Outlook Handbook, growth is estimated at 23%, which is considered to be faster than the average for all occupations. Statewide, the Georgia Department of Labor indicates that Medical and Health Services Management is a fast growing field according to its listing as one of *Georgia's Hot Careers to 2020*. In northwest Georgia, the Georgia Department of Labor estimates medical and health services management to have a long term growth rate of 21.76% between years 2010 to 2020. Based on a survey of potential employers in the area, Georgia Highlands College has received pledges of support including, but not limited to, the following entities: the Greater Rome Chamber of Commerce, the Cobb Chamber of Commerce, Chattahoochee Technical College, Harbin Clinic, Floyd Medical Center, Redmond Regional Medical Center, Cartersville Medical Center, and the Northwest Georgia Regional Commission.

List of Similar Existing USG Programs and Productivity:

Institution	Academic Program	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Albany State University	Bachelor of Science with a major in Health and Human Performance	22	27	42	25	22	36
Armstrong State University	Bachelor of Health Science	57	44	69	90	79	107

Clayton State University	Bachelor of Science with a major in Health Care Management	77	105	113	115	131	108
Clayton State University	Bachelor of Science with a major in Health Fitness Management	5	6	11	15	20	24
Middle Georgia State University	Bachelor of Science in Health Services Administration	19	33	39	27	56	59
University of West Georgia	Bachelor of Science with a major in Health and Community Wellness	Recently approved program in year 2015.					

Projected Enrollment:

	First Year	Second Year	Third Year
Student Majors			
Shifted from other programs		23	28
Continuing students/program enrollment			
New to the institution	25	30	35
Total Majors	25	53	63

Fiscal Summary: Resources for the program will come from new funds generated based on tuition revenue emanating from enrollment growth. Georgia Highlands College will hire two additional faculty members with appropriate qualifications to provide instruction in the program.

Facilities Impact and Distance Delivery: The program will be delivered using the existing space and technology infrastructure of the institution. It is noted that the program will be offered using distance education technologies.

Accountability: 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 Business Administration with a major in Logistics and Supply Chain Management (including distance education, hybrid delivery), Georgia Highlands College

Recommended: That the Board approve the request of President Donald Green that Georgia Highlands College ("GHC") be authorized to establish a Bachelor of Business Administration with a major in Logistics and Supply Chain Management (including distance education, hybrid delivery), effective March 9, 2016.

Program Summary: Georgia Highlands College seeks approval to establish a Bachelor of Business Administration with a major in Logistics and Supply Chain Management that will include delivery via distance education technologies. The proposed program is designed as a two-year completion program for students who have already earned an Associate of Science degree with a concentration in business. The first two years of the program may be completed in a traditional campus format in Cartersville, Douglasville, Paulding, Floyd, and Marietta or through the college's online course offerings. Upper level coursework will primarily be offered through Cartersville or Floyd locations. The proposed academic program would offer baccalaureate opportunities for students and close the gap between supply and demand in the area of logistics employment. In addition to benchmarking against established undergraduate programs in the discipline, the curriculum was reviewed by industry stakeholders in the Georgia Highlands College service area for sufficiency and completeness. Graduates of the program will understand the role and impact of manufacturing, operations, purchasing, sourcing, transportation, and distribution along the supply chain; analyze how logistics and transportation services influence business and the manufacturing environment; and identify and explore areas concerning operations, warehousing, and inventory management.

Need and Demand: As a discipline, logistics and supply chain management includes several job opportunities in areas such as transportation, distribution, storage, purchasing, and consulting. The national employment outlook for logisticians is expected to grow faster than the average (22%) according to the Bureau of Labor Statistics when compared against other occupational projections. Statewide, the Georgia Department of Labor estimates long-term growth for the profession between years 2010 and 2020 to increase at an 11.7% growth rate. The Georgia Center for Innovation and Logistics indicates that the Georgia Highlands College service area has several major logistics users such as Shaw Industries, Toyo Tire, Pirelli Tire, Lowe's Distribution Center, InBev, and Mohawk Industries. In addition to highway transportation, two major rail lines operated by CSX and Norfolk Southern have activities in the service area of the institution.

List of Similar Existing USG Programs and Productivity:

Institution	Academic Program	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Albany State University	Bachelor of Science in Supply Chain and Logistics Management	0	1	2	4	6	9
Clayton State University	Bachelor of Business Administration with a major in Logistics and Supply Chain Management	0	15	23	23	35	28

Georgia Southern University	Bachelor of Business Administration with a major in Logistics and Intermodal Transportation	72	69	76	84	103	111
Kennesaw State University	Bachelor of Applied Science with a major in Supply Chain Logistics	Recently approved program in year 2013.					
Savannah State University	Bachelor of Business Administration with a major in Global Logistics and International Business	Recently approved program in year 2011; four graduates completed the program in academic year 2015.					

Projected Enrollment:

	First Year	Second Year	Third Year
Student Majors			
Shifted from other programs		23	28
Continuing students/program enrollment			
New to the institution	25	30	35
Total Majors	25	53	63

Fiscal Summary: Resources for the program will come from new funds generated based on tuition revenue emanating from enrollment growth. Georgia Highlands College will hire two additional faculty members with appropriate qualifications to provide instruction in the program.

Facilities Impact and Distance Delivery: The program will be delivered using the existing space and technology infrastructure of the institution. It is noted that the program will be offered using distance education technologies.

Accountability: 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 Master of Science with a major in Applied Geography, Georgia Southern University

Recommended: That the Board approve the request of Interim President Jean Bartels that Georgia Southern University ("GSOU") be authorized to establish a Master of Science with a major in Applied Geography, effective March 9, 2016.

Program Summary: Georgia Southern University seeks approval to establish a Master of Science with a major in Applied Geography. The program will produce graduates who have both a broad understanding of geographic and spatial theory along with specialized skills in the application of geospatial technology that are targeted to both existing and future employers in the region, state, and nation.

Need and Demand: The program will train graduates for employment with both the Department of Defense and the National Geospatial Intelligence sector (federal and private). The program has been designed to meet qualifications for accreditation by the National Geospatial Agency thus allowing Georgia Southern University to grant certificates to DOD personnel who are required by their branch to be geospatially literate. Among areas where graduates could have the greatest economic impact in Georgia are employment sectors involving urban and rural planning, public health, logistics, utility grid and infrastructure management, department of defense and homeland security contracting, natural resource management, and natural disaster and emergency management. A study conducted by the National Geospatial Advisory Committee estimated that geospatial technology generates approximately $30 billion in revenue annually. The study also concluded that in terms of the U.S. Department of Labor, geospatial technology is one of three technology areas that will create new jobs in the coming decade. Based on area surveys conducted by the institution, the following potential employers would hire graduates of the proposed program: the City of Savannah, Reynolds, Smith and Hills Engineering, the U.S. Army Corp of Engineers, Thomas & Hutton Engineering, Gulfstream, CDM Smith, public utility companies, and municipal planning authorities.

List of Similar Existing USG Programs and Productivity:

Institution	Academic Program	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Georgia State University	Master of Arts with a major in Geography	7	8	9	7	3	2
University of Georgia	Master of Arts with a major in Geography	4	1	1	3	3	3
University of Georgia	Master of Science with a major in Geography	6	6	13	10	10	5

Projected Enrollment:

	First Year	Second Year	Third Year
Student Majors			
Shifted from other programs		1	2
Continuing students/program enrollment		6	9
New to the institution	7	7	7
Total Majors	7	14	18

Fiscal Summary: Resources for the program will come from new funds generated based on tuition revenue emanating from enrollment growth.

Facilities Impact and Distance Delivery: The program will be delivered using the existing space and technology infrastructure of the institution.

Accountability: 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 Bachelor of Arts with a major in Asian Studies, Kennesaw State University

Recommended: That the Board approve the request of President Daniel Papp that Kennesaw State University ("KSU") be authorized to establish a Bachelor of Arts with a major in Asian Studies, effective March 9, 2016.

Program Summary: The Interdisciplinary Studies Department within the College of Humanities and Social Sciences of Kennesaw State University proposes the establishment of a Bachelor of Arts with a major in Asian Studies. The program requires mid-level Asian language proficiency and includes four concentrations: Asian Cultures, History and Politics, Asian Business, and Teaching English as a Foreign Language. Competencies in Asian languages and cultures are critical for students to understand the global flow of ideas, peoples, cultures, technologies, and businesses. Building on the recommendations of KSU's Asian Advisory Board, the program was developed to meet the rising need for expertise on country and business practices for Georgia and the southern United States.

Need and Demand: Asia is playing an ever increasing role in the world's economy and politics. Data from the U.S. Department of Commerce shows that of the total $456.9 billion trade deficit in U.S. international transactions in year 2011, 86% was to three Asian countries: China, Japan, and South Korea. Of the top fifteen U.S. trading partners by total merchandise in year 2011, six were from Asia: China, Japan, South Korea, Taiwan, India, and Singapore, accounting for 26% of the total U.S. international trade. Spurred by the state's changing demographics, growing business ties, and educational initiatives, Georgia is home to approximately 560 Asian international business headquarters. The program is relevant to the needs of job markets for the state of Georgia, the U.S., and Asia. Employers who have committed to providing internship and/or employment opportunities for students include, but are not limited to, the following entities: Metro Atlanta Chamber of Commerce, Georgia Department of Economic Development, The Carter Center, Global Atlanta, the U.S. Department of Commerce, the U.S. State Department, The Coca-Cola Company, Murata Electronics, the Kia Group, Ethan Allen Global, Infosys Global, Ltd., the Centers for Disease Control, Yingli Green Energy Americas/China, and the Smart Grid Consumer Collaborative.

List of Similar Existing USG Programs and Productivity: University System of Georgia postsecondary institutions do not currently offer a major in Asian Studies. Only the University of Georgia currently offers a Bachelor of Arts with a major in Chinese Language and Literature that has averaged between three and five graduates per year since academic year 2010.

Projected Enrollment:

	First Year	Second Year	Third Year
Student Majors			
Shifted from other programs	60	20	20
Continuing students/program enrollment		72	119
New to the institution	20	40	50
Total Majors	80	132	189

Fiscal Summary: Resources for the program will come from new funds generated based on tuition revenue emanating from enrollment growth.

Facilities Impact and Distance Delivery: The program will be delivered using the existing space and technology infrastructure of the institution.

Accountability: 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 Bachelor of Science with a major in Management, South Georgia State College

Recommended: That the Board approve the request of President Virginia M. Carson that South Georgia State College ("SGSC") be authorized to establish a Bachelor of Science with a major in Management, effective March 9, 2016.

Program Summary: The program was previously recommended to the Board of Regents as a Bachelor of Science with a major in Integrated Business at the January 2016 Committee on Academic Affairs, Board of Regents meeting. The Committee on Academic Affairs tabled a decision on the degree and requested SGSC consider a degree name change. Upon review, discussion, and reflection at the institutional level, South Georgia State College has revised the degree nomenclature to a Bachelor of Science with a major in Management in order to provide visibility and recognition to internal and external constituents, employers, and students.

The proposed Bachelor of Science with a major in Management is designed as a two-year completion program for students who have already earned an associate of science degree in business and/or who have completed the necessary prerequisite courses. The program design is similar to SGSC's Bachelor of Science in Nursing and Bachelor of Science in Biology programs requiring students to complete the Associate of Science in Nursing, or the Associate of Science with a concentration in Biology, or for those students who qualify through a bridge program for admission. In designing this two-step progression to the bachelor's degree, SGSC seeks to target both traditional students and working adults who either work in middle management roles or who are small business owners with multifaceted roles. The program is designed to prepare students to enter the workforce immediately, to pursue graduate studies, or to advance in their present place of employment.

The proposed academic program allows students to complete two of three concentrations, each consisting of 24 credits of upper-level coursework. The concentrations are also intended to link coursework with work experiences in the areas of management, organizational behavior, or marketing. The Bachelor of Science with a major in Management will be offered on the Douglas campus.

List of Similar Existing USG Programs and Productivity:

Institution	Academic Program	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Atlanta Metropolitan State College	Bachelor of Business Administration with a major in Business Administration	Program approved in year 2014.					
Clayton State University	Bachelor of Business Administration with a major in General Business	31	21	19	11	23	21
College of Coastal Georgia	Bachelor of Business Administration with a major in General Business	0	5	14	22	32	49
Columbus State University	Bachelor of Business Administration with a major in General Business	32	20	21	15	15	30

Georgia Gwinnett College	Bachelor of Business Administration with a major in General Business	63	100	143	203	214	275
Georgia Institute of Technology	Bachelor of Science in Business Administration	387	407	348	408	392	407
Middle Georgia State University	Bachelor of Science in Business Administration	11	29	35	20	35	38
University of Georgia	Bachelor of Business Administration with a major in General Business	12	14	11	12	6	15
Undergraduate Management Programs Only							
Albany State University	Bachelor of Science with a major in Management	58	77	95	59	52	56
Augusta University	Bachelor of Business Administration with a major in Management	42	37	36	42	47	39
Bainbridge State College	Bachelor of Science with a major in Management	Program recently approved in year 2014					
Clayton State University	Bachelor of Applied Science with a major in Administrative Management	40	38	37	42	35	52
Clayton State University	Bachelor of Business Administration with a major in Management	69	59	59	53	40	44
Columbus State University	Bachelor of Business Administration with a major in Management	66	58	54	38	55	31
Dalton State College	Bachelor of Business Administration with a major in Management	41	33	23	32	31	39
Fort Valley State University	Bachelor of Business Administration with a major in Management	28	23	34	43	23	29
Georgia College & State University	Bachelor of Business Administration with a major in Management	89	98	92	128	102	126
Georgia Southern University	Bachelor of Business Administration with a major in Management	137	133	125	136	112	144
Georgia Southwestern State University	Bachelor of Business Administration with a major in Management	78	99	119	101	90	96
Kennesaw State University	Bachelor of Business Administration with a major in Management	244	294	271	245	235	222

University of Georgia	Bachelor of Business Administration with a major in Management	219	233	194	192	178	189
University of North Georgia	Bachelor of Business Administration with a major in Management	67	93	70	80	120	137
University of West Georgia	Bachelor of Business Administration with a major in Management	118	126	117	121	140	120
Valdosta State University	Bachelor of Business Administration with a major in Management	91	91	77	86	59	63

Projected Enrollment:

	First Year	Second Year	Third Year
Student Majors			
Shifted from other programs **(continuing from SGSC A.S. program)**	8	8	12
Continuing students **(seniors)**		12	13
New to the institution **(juniors)**	7	7	15
Total Majors	15	27	40

Fiscal Summary: Resources for the program will come from tuition revenue and redirection of funds within the institution's existing budget. Associated costs include the hiring of a Dean of the School of Business and Social Sciences, and two new full-time faculty members.

Facilities Impact and Distance Delivery: The program will be delivered using the existing space and technology infrastructure of the institution.

Accountability: 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 Bachelor of Fine Arts with a major in Emergent Media and Communication (including distance education, online delivery), Valdosta State University

Recommended: That the Board approve the request of Interim President Cecil Staton that Valdosta State University ("VSU") be authorized to establish a Bachelor of Fine Arts with a major in Emergent Media and Communication (including distance education, online delivery), effective March 9, 2016.

Program Summary: Valdosta State University seeks approval to establish a Bachelor of Fine Arts with a major in Emergent Media and Communication. The new academic program will enable students to learn and apply emerging trends in the field in addition to current practices in mass media within the framework of contemporary communication. The program is designed to produce graduates who will create multimedia content for various industries inclusive of projects involving multiplatform journalism, broadcasting, organizational communications, public relations, and creative services. In addition, the major may also serve as a pathway for students interested in graduate studies through Valdosta State University's Master of Arts in Communication or other institutional degrees.

Need and Demand: The U.S. Department of Labor projects 6.5% to 22.5% growth in fields related to an Emergent Media and Communication major. Occupations that fall under the broad umbrella of mass media related positions include, but are not limited to, marketing coordinator, sports writer, advertising manager, photojournalist, and public relations specialist. The online delivery component of the academic program will enable Valdosta State University to be one of the first institutions to offer this specific major to students within and beyond the southeast region.

List of Similar Existing USG Programs and Productivity (undergraduate communications):

Institution	Academic Program	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Albany State University	Bachelor of Arts with a major in Mass Communication	24	19	15	20	21	20
Augusta State University	Bachelor of Arts with a major in Communications	54	52	53	55	66	54
Clayton State University	Bachelor of Arts with a major in Communication and Media Studies	17	9	19	20	26	28
Columbus State University	Bachelor of Arts with a major in Communications	39	29	23	31	31	37
Fort Valley State University	Bachelor of Arts with a major in Mass Communication	11	10	15	36	24	40
Georgia College & State University	Bachelor of Arts with a major in Mass Communication	42	52	47	60	81	92
Georgia Southern University	Bachelor of Science with a major in Communication Studies	7	8	12	11	10	8

Georgia Southern University	Bachelor of Science with a major in Multimedia Communication	35	33	38	38	41	48
Georgia Southern University	Bachelor of Science with a major in Public Relations and Organizational Communications	53	62	71	49	78	106
Kennesaw State University	Bachelor of Science with a major in Communications	227	259	269	289	336	320
Kennesaw State University	Bachelor of Science with a major in Technical Communication	16	17	29	19	6	12
Middle Georgia State University	Bachelor of Science in New Media and Communications	7	10	15	10	14	15
Savannah State University	Bachelor of Arts with a major in Mass Communications	41	43	40	28	35	57
University of Georgia	Bachelor of Science in Agriculture with a major in Agricultural Communications	13	9	11	14	9	12
University of Georgia	Bachelor of Arts with a major in Communication Studies	93	94	99	101	109	141
University of North Georgia	Bachelor of Arts with a major in Communication	Program recently approved; approximately 14 students graduated from the program in year 2015					
University of West Georgia	Bachelor of Science with a major in Communications	0	0	0	51	78	88
Valdosta State University	Bachelor of Fine Arts with a major in Speech Communication	111	97	68	78	97	88

Projected Enrollment:

	First Year	Second Year	Third Year
Student Majors			
Shifted from other programs	5	5	5
Continuing Students	0	15	25
New to the institution	10	5	5
Total Majors	15	25	35

Fiscal Summary: Resources for the program will come from tuition revenue emanating from enrollment growth and reallocation of existing resources.

Facilities Impact and Distance Delivery: The program will be delivered using the existing space and technology infrastructure of the institution. It is noted that the program will be offered using distance education technologies and be offered primarily online.

Accountability: 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. First Distance Education Delivery of an Existing Degree Program, the Bachelor of Science in Nursing, R.N. to B.S.N, College of Coastal Georgia

Recommended: That the Board approve the request of President Gregory Aloia that the College of Coastal Georgia ("CCG") be authorized to offer its first distance education delivery of an existing degree program, the Bachelor of Science in Nursing, R.N. to B.S.N, effective March 9, 2016.

Abstract: The College of Coastal Georgia R.N. to B.S.N is currently offered online and the institution has garnered requisite approvals from the Southern Association of Colleges and Schools Commission on Colleges as well as the Georgia Board of Nursing, and the Accreditation Commission for Education in Nursing. Due to an oversight amidst administrative transitions within the institution an implementation date for online delivery of fall 2012 was not requested for approval. To rectify the situation, the College of Coastal Georgia formally requests approval to offer its existing Bachelor of Science in Nursing, R.N. to B.S.N in an online format.

9. Substantive Change of the Existing Bachelor of Science in Education with a major in Special Education: Deaf Education to a Bachelor of Science in Education with a major in Special Education, Georgia State University

Recommended: That the Board approve the request of President Mark Becker that Georgia State University ("GSU") be authorized to substantively change the existing Bachelor of Science in Education with a major in Special Education: Deaf Education to a Bachelor of Science in Education with a major in Special Education, effective March 9, 2016.

Abstract: Georgia State University seeks to substantively change the existing Bachelor of Science in Education with a major in Special Education: Deaf Education to a Bachelor of Science in Education with a major in Special Education. The existing major with a key focus on Deaf Education requires students to master American Sign Language during their matriculation as well as master the pedagogy associated with teaching learners who are deaf and hard of hearing. The proposed changes will add two additional areas of focus, general and adapted, to the curriculum in special education. Students will be provided instruction on how to teach all students successfully in areas involving spoken language, literacy, higher-order thinking skills, and educational decision making that will prepare them to differentiate instruction for students with special needs. The rationales for changes within the program are threefold. First, there is a need for special education teachers across the state of Georgia. The Georgia Department of Labor reports a projected 2.3% annual growth over the next seven years in the education sector. For the current academic year, there are eighty special education openings across the state in adapted and general education, and in deaf education. Special Education has been listed as a teacher shortage area consistently in the 1990 – 2016 reporting period by the United States Department of Education. Second, some of the concentrations such as deaf education may satisfy specific needs in the state and are currently offered at a limited number of institutions in Georgia at the undergraduate level. Lastly, as a rapidly growing institution, revising the curriculum will enable Georgia State University to expand the number of options students have at the undergraduate level under a broader special education program. The revised curriculum is aligned with the Conceptual Framework for the Professional Education Faculty of the unit, the Council for Exceptional Children, and the Georgia Professional Standards Commission.

10. Substantive Change of Traditional Delivery to 100% Online for the Existing Master of Education with a major in Health and Physical Education, Georgia State University

Recommended: That the Board approve the request of President Mark Becker that Georgia State University ("GSU") be authorized to substantively change the existing Master of Education with a major in Health and Physical Education from traditional delivery to 100% online delivery, effective March 9, 2016.

Abstract: Georgia State University seeks to substantively change the existing Master of Education with a major in Health and Physical Education from traditional delivery to 100% online delivery. With the development of a Master of Arts in Teaching with a major in Health and Physical Education, Georgia State University revised the Master of Education degree to open access opportunities for students both within and outside of the metropolitan Atlanta area. The demand for distance education delivered programs has risen significantly in specific areas. The challenge for teachers in health and physical education in pursuing graduate degrees has been after-school and weekend sport coaching commitments that limited their available time to physically attend classes during the week and on-campus. The program has been redesigned to focus on teachers in the field who are interested in leadership and moving their careers to higher levels. With the switch to offering the program online, it is anticipated that enrollments of between 20 to 25 students will be present in the redesigned Health and Physical Education major. The College of Education and Human Development has the resources to offer the program fully through distance education delivery methods.

11. Substantive Change of Traditional Delivery to 100% Online for the Existing Master of Education with a major in Science Education, Georgia State University

Recommended: That the Board approve the request of President Mark Becker that Georgia State University ("GSU") be authorized to substantively change the existing Master of Education with a major in Science Education from traditional delivery to 100% online delivery, effective March 9, 2016.

Abstract: Georgia State University seeks to substantively change the existing Master of Education with a major in Science Education from traditional delivery to 100% online delivery. Georgia State University revised the Master of Education degree to open access opportunities for students both within and outside of the metropolitan Atlanta area. The Master of Education with a major in Science Education seeks to advance early and mid-career science teachers' abilities to effectively implement standards-based instructional practices. The program's chief goal, to strengthen secondary students' science understandings, is achieved, in part, by providing science teachers with opportunities to deepen their understandings of learners from diverse backgrounds. To increase enrollments, the Department proposes a change such that all instruction in the program will be offered online, in effect removing the traditional, on-campus version of the program. The College of Education and Human Development has the resources to offer the program fully through distance education delivery methods. The program continues to be framed by the principles and standards of the National Science Education Association and the National Science Education Standards.

12. Substantive Change to the existing Master of Education with a major in Educational Leadership, Georgia Southern University

Recommended: That the Board approve the request of Interim President Jean Bartels that Georgia Southern University ("GSOU") be authorized to substantively change the existing Master of Education with a major in Educational Leadership, effective March 9, 2016.

Abstract: Georgia Southern University seeks to substantively change the existing Master of Education with a major in Educational Leadership. The Georgia Professional Standards Committee (GaPSC) approves all programs leading to educator certification. Recently, the GaPSC updated its 2015 Standards for Educational Leaders. The updates included changes to certification, admission standards, field experience requirements, and the alignment of the curriculum with new ISLLC standards (e.g., Interstate School Leaders Licensure Consortium Standards for School Leaders). Institutions have been requested to revise and re-launch academic programs by fall 2016 given the shortage of school leaders. As a result, the program will lead to initial certification in the field of educational leadership, allowing school districts to build a pipeline of individuals who are prepared to move into school leadership positions such as principal and superintendent. Georgia Southern University incorporated curricular revisions to comply with requirements leading to an approved program that enables students to apply for educator certification.

13. Substantive Change of the Existing Bachelor of Arts with a major in New Media Arts to a Bachelor of Science with a major in Interactive Design, Kennesaw State University

Recommended: That the Board approve the request of President Daniel Papp that Kennesaw State University ("KSU") be authorized to substantively change the existing Bachelor of Arts with a major in New Media Arts to a Bachelor of Science with a major in Interactive Design, effective March 9, 2016.

Abstract: Kennesaw State University seeks to substantively change the existing Bachelor of Arts with a major in New Media Arts to a Bachelor of Science with a major in Interactive Design. Along with the name and degree designation changes, Kennesaw is requesting a curriculum restructuring from a broad liberal arts degree to a more specific and technical degree. Through the process of consolidation, the current major has undergone a curricular transformation such that the resultant program is more focused on the intersection of a liberal arts education with specific technical training in front-end web development and interactive design. The nature of the discipline is such that more technical training is needed in order for students to be well suited for the marketplace. The curriculum has been realigned with the addition of courses involving computer science, design tools, and front-end web development. The revised program of study will provide students with an interdisciplinary, hands-on approach to developing the technical, theoretical, and creative skills needed to serve in the field of interactive design as visual designers, user interface designers, and data visualization designers.

14. Renaming of the existing College of Health Professions to the Waters College of Health Professions, Armstrong State University

Recommended: That the Board approve the request of President Linda Bleicken that Armstrong State University ("ASU") be authorized to rename the existing College of Health Professions to the Waters College of Health Professions, effective March 9, 2016.

Abstract: The renaming of the College is in recognition of the outstanding and distinguished service of Mr. and Mrs. Don (B.B.A.'75) and Cindy (B.B.A.'76) Waters and in recognition of their gift commitment to support of the future new building for the College of Health Professions. The Waters family has a deep history with Armstrong State University which includes seven family members that have proudly attended Armstrong. Mr. Waters has a rich legacy of active engagement with the university serving multiple terms on the Armstrong State University Foundation, and Mr. and Mrs. Waters have distinguished themselves as active supporters of the university's mission to support student success. They have held steadfast to the belief that higher education is the key to economic prosperity and to an improved quality of life. Based upon their service to the university and generous financial contributions, President Bleicken and the Armstrong community enthusiastically requests this naming opportunity.

15. Termination of the Master of Arts with a major in German Language and Literature, Georgia State University

Recommended: That the Board approve the request of President Mark Becker that Georgia State University ("GSU") be authorized to terminate the Master of Arts with a major in German Language and Literature, effective March 9, 2016.

Abstract: Georgia State University seeks approval to terminate the Master of Arts with a major in German Language and Literature. The Department of World Languages and Cultures stopped admitting students in the master's program in fall 2010 because the program was producing graduates at a lower rate than expected. The program has not had any actively enrolled students since fall 2013. The formal dissolution of the program will not have any financial or administrative adverse impact on other programs in the Department of World Languages and Cultures. Other programs offered include a Master of Arts with a major in French Language and Literature, and a Master of Arts with a major in Spanish Language and Literature, and separate graduate certificates in Latin American Studies and Translation and Interpretation, respectively. Undergraduate programs are available as majors in French, German, and Spanish under the Bachelor of Arts degree. Georgia State University has confirmed that there will be no adverse impact on faculty members or students.

16. Endorsement of an Associate of Science in Biology offered by Chattahoochee Technical College to articulate with Kennesaw State University

Recommended: That the Board endorse the recommendation of President Daniel Papp for Chattahoochee Technical College to develop a new Associate of Science degree in Biology to articulate with Kennesaw State University, effective March 9, 2016.

Abstract: The articulation agreement between the specific technical college and university provides students who graduate from the proposed Associate of Science degree program in Biology at Chattahoochee Technical College to enroll in a baccalaureate program as a rising junior at Kennesaw State University if transfer admission requirements are met. The major-specific curriculum has been modeled on programs offered at several institutions within the University System of Georgia. All associate of science degree courses identified in this agreement shall be taught by Chattahoochee Technical College faculty who meet the credentialing guidelines of the Southern Association of Colleges and Schools Commission on Colleges. The agreement has been approved by faculty members at both respective institutions. The new associate's level program will articulate only between Chattahoochee Technical College and Kennesaw State University. Students will be advised by Chattahoochee Technical College of the specificity of the program articulation agreement.

17. Revision of Board Policies Related to Core Curriculum 3.3.1

Recommendation: That the Board approve the following changes to BOR Policy 3.3.1 – Core Curriculum effective March 9, 2016.

Abstract: Degree Completion Problems Caused by Overlays to the Core Curriculum

The policy changes proposed below are intended to remove barriers to college completion that were added when the new Core Curriculum was adopted in 2010. In addition to coursework for Areas A – E, three "overlay" requirements were created in US Perspectives, Global Perspectives, and Critical Thinking. Although the overlay requirements were intended to be fulfilled as students take courses in Areas A – E, they create problems for students who transfer before completing these requirements, for students transferring from outside the USG, and for "adult learners" who accumulated credits prior to 2010. Students in these latter three categories may be forced to take additional credits beyond those ordinarily required for the degree just to meet the overlay requirements. Since the overlay requirements are, as the name suggests, overlaid on Core Curriculum Areas A – E, they can be removed without damage to the Core Curriculum, to students, and to institutions. The recommended changes are designed to eliminate the overlay requirements to facilitate degree completion in the USG.

CURRENT POLICY:

3.3 Curriculum

3.3.1 Core Curriculum

The USG core curriculum was developed with the goals of assuring institutional accountability for learning, incorporating learning requirements in global perspectives and critical thinking, allowing institutions some flexibility in tailoring courses to their institutional mission, while ensuring that core curriculum courses completed at one USG institution or through eCore, the USG's designated online core curriculum, are fully transferable to another USG institution. All core curriculum requirements must be completed as part of the associate of arts, associate of science, bachelor of arts and bachelor of science degree programs.

Each institution's core curriculum shall consist of 42 semester credit hours, with minimum credit hours in each area of the core as follows:

Area	Name	Hours
Area A1	Communication Skills	At least 6 semester hours
Area A2	Quantitative Skills	At least 3 semester hours
Area B	Institutional Options	At least 3 semester hours
Area C	Humanities/Fine Arts, and Ethics	At least 6 semester hours
Area D	Natural Sciences, Mathematics, and Technology At least 4 of these hours must be in a lab science course. *Given the importance of the STEM disciplines, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core	At least 7 semester hours*

	proposal will not lead to students knowing less about the natural sciences, math, and technology. [An example of such a compelling case might be if the institution proposed to put 3 or more hours of math in Area B and 7 hours of natural science in Area D.]	
Area E	Social Sciences	At least 6 semester hours

The specific learning outcomes for areas A through E of an institution's core curriculum are approved by the Council on General Education.

In addition to Areas A-E, three additional learning goals, US perspectives, Global Perspectives, and Critical Thinking are added to the core. US perspectives and global perspectives are overlay requirements and each institution must designate some courses in Areas A-E that satisfy these learning requirements. Each institution must also develop a plan to insure that students who complete Areas A-E acquire foundational critical thinking skills. Courses designated as meeting the US perspectives and global perspectives overlay requirements, and institutional critical thinking plans, must be approved by the Council of General Education.

Students completing any core curriculum course at one USG institution or through eCore will receive full credit for that course upon transfer to another USG institution within the same major, even if a core area is not completed and even if it means giving transfer credit across areas (e.g., credit of a math course in Area C).

Assessment of the core curriculum by each institution is required as part of their accreditation by the Southern Association of Colleges and Schools Commission on Colleges and by the USG Comprehensive Program Review process.

(BoR Minutes, October 2009, October 2014, October 2015)

PROPOSED POLICY:

3.3 Curriculum

3.3.1 Core Curriculum

The USG core curriculum was developed with the goals of assuring institutional accountability for learning, incorporating learning requirements in global perspectives and critical thinking, allowing institutions some flexibility in tailoring courses to their institutional mission, while ensuring that core curriculum courses completed at one USG institution or through eCore, the USG's designated online core curriculum, are fully transferable to another USG institution. All core curriculum requirements must be completed as part of the associate of arts, associate of science, bachelor of arts and bachelor of science degree programs.

Each institution's core curriculum shall consist of 42 semester credit hours, with minimum credit hours in each area of the core as follows:

Area	Name	Hours
Area A1	Communication Skills	At least 6 semester hours
Area A2	Quantitative Skills	At least 3 semester hours
Area B	Institutional Options	At least 3 semester hours
Area C	Humanities/Fine Arts, and Ethics	At least 6 semester hours
Area D	Natural Sciences, Mathematics, and Technology At least 4 of these hours must be in a lab science course. *Given the importance of the STEM disciplines, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core proposal will not lead to students knowing less about the natural sciences, math, and technology. [An example of such a compelling case might be if the institution proposed to put 3 or more hours of math in Area B and 7 hours of natural science in Area D.]	At least 7 semester hours*
Area E	Social Sciences	At least 6 semester hours

The specific learning outcomes for areas A through E of an institution's core curriculum are approved by the Council on General Education.

~~In addition to Areas A-E, three additional learning goals, US perspectives, Global Perspectives, and Critical Thinking are added to the core. US perspectives and global perspectives are overlay requirements and each institution must designate some courses in Areas A-E that satisfy these learning requirements. Each institution must also develop a plan to insure that students who complete Areas A-E acquire foundational critical thinking skills. Courses designated as meeting the US perspectives and global perspectives overlay requirements, and institutional critical thinking plans, must be approved by the Council of General Education.~~

Students completing any core curriculum course at one USG institution or through eCore will receive full credit for that course upon transfer to another USG institution within the same major, even if a core area is not completed and even if it means giving transfer credit across areas (e.g., credit of a math course in Area C).

Assessment of the core curriculum by each institution is required as part of their accreditation by the Southern Association of Colleges and Schools Commission on Colleges and by the USG Comprehensive Program Review process.

(BoR Minutes, October 2009, October 2014, October 2015)

18. Revision of Board Policies Related to Out-of-State Tuition Waivers and Waiver of Mandatory Fees 7.3.4

Recommendation: That the Board approve the following changes to BOR Policy 7.3.4 – Out-of-State Tuition Waivers and Waiver of Mandatory Fees effective March 9, 2016.

Abstract: Improving Access and Affordability for Military Affiliated Students:
The policy revisions proposed below are formulated to improve both access and affordability for military children, separated military members (including spouse and children) utilizing VA educational benefits, and military members currently ineligible for Department of Defense Tuition Assistance programs. In the case of military children, a student might attend a significant portion of their high school years in Georgia and then relocate prior to graduation. As the military parent is stationed outside Georgia, the military waiver no longer applies and, due to continued military service, the recently separated military waiver also does not apply. The revision to 7.3.4.1 addresses these instances. In regard to Department of Defense Tuition Assistance programs, recent DOD policy changes have reduced eligibility of many military members. In some cases, the military member is pursuing higher education fully at their own expense. The previous revision to 7.3.4.2 mitigated out of pocket costs to service members and this new revision builds upon that intent to help reduce costs for military members fully self-funding their education. These recommended changes are designed to address issues of these specific segments of the student population.

CURRENT POLICY:

7.3.4 Tuition and Fees

7.3.4.1 Out-of-State Tuition Waivers

(This revised policy was adopted 9/9/14, to be effective Fall 2015; expanded eligibility for military waivers effective no later than July 1, 2015: BoR Minutes, Sept. 9, 2014)

An institution may award out-of-state tuition differential waivers and assess in-state tuition for certain non-Georgia residents under the conditions listed below. Notwithstanding any provision in this policy, no person who is unable to show by the required evidence that they are lawfully in the United States shall be eligible for any waiver of tuition differential (BoR Minutes, June 2010; October 2013). Institutions shall comply with the procedures governing the award of out-of-state tuition waivers as established by the Executive Vice Chancellor for Academic Affairs/Chief Academic Officer. Note: For the definition of residency status, see Section 4.3 of this Policy Manual.

Military

1. Military personnel, their spouses, and their dependent children stationed in or assigned to Georgia and on active duty. Military personnel, their spouses, and their dependent children may continue waiver eligibility if:

    - The military sponsor is reassigned outside of Georgia, and the student(s) remain(s) continuously enrolled and the military sponsor remains on active military status;

    - The military sponsor is reassigned out-of-state and the spouse and dependent children remain in Georgia and the sponsor remains on active military duty; or,

    - The active military personnel and their spouse and dependent children are stationed in a state contiguous to the Georgia border and reside in Georgia. (BoR Minutes, February 2009; October 2013).

2. Active members of the Georgia National Guard stationed or assigned to Georgia or active members of a unit of the U.S. Military Reserves based in Georgia, and their spouses and their dependent children (BoR Minutes, October 2008).

3. Members of a uniformed military service of the United States who, within thirty-six (36) months of separation from such service, enroll in an academic program and demonstrate intent to become domiciled in Georgia. This waiver may also be granted to their spouses and dependent children. (BoR Minutes, June 2004; October 2008; October 2013).

PROPOSED POLICY:

7.3.4 Tuition and Fees

7.3.4.1 Out-of-State Tuition Waivers

Military

1. **Active duty** military personnel, their spouses, and their dependent children ~~stationed in or assigned to Georgia and on active duty. Military personnel, their spouses, and their children may continue waiver eligibility if:~~ **who meet one of the following:**

    a. **The military sponsor is currently stationed in or assigned to Georgia; or,**

    b. The military sponsor **previously stationed in or assigned to Georgia** is reassigned ~~out-of-state~~ **outside of Georgia**, and the student(s) remain (s) continuously enrolled ~~and the military sponsor remains on active military status~~ **in a Georgia high school, Technical College System of Georgia institution, and/or a University System of Georgia institution**; or,

    c. The military sponsor is reassigned ~~out-of-state~~ **outside of Georgia** and the spouse and/**or** dependent children remain in Georgia ~~and the sponsor remains on active military duty~~; or,

    d. The ~~active military personnel~~ **military sponsor** ~~and their spouse and dependent children are~~ **is** stationed in a state contiguous to the Georgia border and reside**s** in Georgia; or,

    e. **Dependent children of a military sponsor, previously stationed in or assigned to Georgia within the previous five years, and/or the child completed at least one year of high school in Georgia; or,**

    f. **Any student utilizing VA educational benefits transferred from a currently serving military member is also eligible**.

2. Active members of the Georgia National Guard stationed or assigned to Georgia or active members of a unit of the U.S. Military Reserves based in Georgia, and their spouses and their dependent children (BoR Minutes, October 2008).

3. ~~Members of a uniformed military service of the United States who, within thirty-six (36) months of separation from such service, enroll in an academic program and demonstrate intent to become domiciled in Georgia.~~ **Separated military members from a uniformed military service of the United States who meet one of the following:**

a. Individuals who within thirty-six (36) months of separation from such service, enroll in an academic program and demonstrate intent to become domiciled in Georgia. This waiver may also be granted to their spouses and dependent children. (BoR Minutes, June 2004; October 2008; October 2013).

b. **Any separated service member or any student utilizing transferred VA educational benefits, and physically residing in the state, who enrolls within one hundred-twenty (120) months of separation is also eligible**.

CURRENT POLICY:

7.3.4 Tuition and Fees

7.3.4.2 Waiver of Mandatory Fees

An institution may waive mandatory fees for:

1. Students who are enrolled for fewer than six (6) credit hours.

2. Students enrolled in summer courses.

3. Students who reside or study at another institution.

4. Students enrolled in practicum experiences (e.g., student teachers) or internships located at least 50 miles from the institution.

5. Students enrolled in distance learning courses or programs who are not also enrolled in on-campus courses nor residing on campus. If a student is enrolled in courses from more than one institution during the same term, only the home institution will charge the approved technology fee to the student. Students who participate in distance education offerings as transient students will not be charged a technology fee by the transient institution. No separate technology fee shall be established for collaborative distance learning courses or programs.

6. Students enrolled at off-campus centers, except that the institution shall be authorized to charge select fees to these students for special services subject to approval by the Board of Regents.

7. Members of the armed services utilizing the military's tuition assistance programs to attend the institution. (BoR Minutes, Nov. 2014, February 2015)

PROPOSED POLICY:

7.3.4 Tuition and Fees

7.3.4.2 Waiver of Mandatory Fees

An institution may waive mandatory fees for:

1. Students who are enrolled for fewer than six (6) credit hours.
2. Students enrolled in summer courses.
3. Students who reside or study at another institution.
4. Students enrolled in practicum experiences (e.g., student teachers) or internships located at least 50 miles from the institution.
5. Students enrolled in distance learning courses or programs who are not also enrolled in on-campus courses nor residing on campus. If a student is enrolled in courses from more than one institution during the same term, only the home institution will charge the approved technology fee to the student. Students who participate in distance education offerings as transient students will not be charged a technology fee by the transient institution. No separate technology fee shall be established for collaborative distance learning courses or programs.
6. Students enrolled at off-campus centers, except that the institution shall be authorized to charge select fees to these students for special services subject to approval by the Board of Regents.
7. Members of the armed services utilizing the military's tuition assistance programs **or paying their own way** to attend the institution. (BoR Minutes, Nov. 2014, February 2015)

19. a. Establishment of the Frederick G. Storey Chair II, Georgia Institute of Technology

Recommended: That the Board approve the request of President G. P. Peterson that Georgia Institute of Technology ("GIT") be authorized to establish the Frederick G. Storey Chair II, effective March 9, 2016.

Abstract: Georgia Institute of Technology seeks approval to establish the Frederick G. Storey Chair II in the College of Computing. The Georgia Tech Foundation has confirmed that the proposed Fund is supported with a $1.5 million endowment that will be housed within the College of Computing. It is proposed that the Chair shall enhance the College's ability to attract and retain eminent teacher-scholars to this position of academic leadership. The Frederick G. Storey Chair in Computing was originally established in 1997. The 2015 donor agreement was modified to stipulate that the Dean of the College be afforded flexibility in determining the deployment of distributions from the Fund at levels required by Georgia Tech to support any combination of faculty positions as most appropriately meet the needs of the College. The balance of the fund grew such that an additional Chair could be supported for the academic unit.

Biosketch: Frederick G. Storey was a Georgia Tech graduate in general engineering, class of 1933. Mr. Storey was inducted into the Georgia Tech Engineering Hall of Fame in fall 1994 and received the Distinguished Service Award from the Georgia Tech Alumni Association in 1979. Mr. Storey began his career with the Clark Advertising Agency and became partner in seven years. Mr. Storey served as a Commander in the United States Navy during World War II. Upon returning to civilian life, he became vice president of the Georgia Theatre Company and then established Storey Theatres, Inc. which he actively managed from years 1952 to 1993. Mr. Storey was a trustee of the Georgia Tech Foundation, trustee and president of the Alumni Association, former chairman of the Georgia Tech Research Institute (GTRI), member of the steering committee of the IAC Campaign, and co-chaired his fiftieth reunion committee.

19. b. Establishment of the Dunn Family Institute Chair, Georgia Institute of Technology

Recommended: That the Board approve the request of President G. P. Peterson that Georgia Institute of Technology ("GIT") be authorized to establish the Dunn Family Institute Chair, effective March 9, 2016.

Abstract: Georgia Institute of Technology seeks approval to establish the Dunn Family Institute Chair. The Georgia Tech Foundation has confirmed that the proposed Chair is supported with a $1.5 million endowment that will be housed within the School of Physics, College of Sciences. It is proposed that the Fund shall first be deployed as the Dunn Family Chair in the School of Physics. At the end of the initial appointment, the Provost would then select the academic discipline or program to be served. The Chair is supported through the philanthropy of The Dunn Family Foundation.

Biosketch: A multitalented leader and alumnus, Douglas Dunn received an undergraduate degree in physics in 1964 and a graduate degree in industrial management in 1965. As a student at Georgia Tech, Dunn was involved in campus life, track and cross country athletic teams and worked as a resident assistant and physics lab instructor. After graduating from Georgia Tech, he earned a Doctor of Philosophy in Industrial Management from the University of Michigan. Dr. Dunn has forged a successful career in research, business, and higher education. After working for more than two decades at AT&T, where he conducted research on time series analysis and graphical methods, he transitioned to the corporate side of the company and served in senior leadership positions in which he led strategies involving multimedia and visual communications, regional government affairs, and federal regulatory matters. Dr. Dunn later was named dean of Carnegie Mellon University's Graduate School of Industrial Administration (now the Tepper School of Business) where he served until his retirement in year 2002. In addition to being co-author of the Peabody Picture Vocabulary Test, fourth edition assessment tool, Dr. Dunn has been the managing partner of Dunn Associates, a real estate management company, since 1976.

19. c. Establishment of the Gary C. Butler Chair, Georgia Institute of Technology

Recommended: That the Board approve the request of President G. P. Peterson that Georgia Institute of Technology ("GIT") be authorized to establish the Gary C. Butler Chair, effective March 9, 2016.

Abstract: Georgia Institute of Technology seeks approval to establish the Gary C. Butler Chair in the H. Milton Stewart School of Industrial Engineering. The Georgia Tech Foundation has confirmed that the proposed Chair is supported with a $1.5 million endowment that will be housed within the College of Engineering. It is proposed that the Chair shall enhance the School's ability to attract and retain eminent teacher-scholars to this position of academic leadership. The donor agreement stipulates that the initial appointment from the Gary C. Butler Fund shall support a senior faculty member at the chair level. If the Fund should grow, at least one senior faculty member shall be supported at the chair level, and the Chair of the School shall be afforded flexibility in determining further deployment of distributions from the Fund to support a combination of faculty positions to most appropriately meet the needs of the School. The endowed, special faculty position is supported through the philanthropy of Gary C. Butler.

Biosketch: The Gary C. Butler Family Foundation was established in 1998 and is led by senior trustee Gary C. Butler, a 1968 Georgia Institute of Technology graduate with a degree in industrial engineering. Gary C. Butler was the former chief executive officer of Automatic Data Processing, Inc. Mr. Butler held this role for six years and held several other senior management positions throughout his thirty-seven year career with the organization. Mr. Butler has remained involved in the life of his alma mater through volunteer leadership and service through appointments on the ISyE Advisory Board and the Georgia Tech Advisory Board.

19. d. Establishment of the John P. Imlay, Jr. Chair II, Georgia Institute of Technology

Recommended: That the Board approve the request of President G. P. Peterson that Georgia Institute of Technology ("GIT") be authorized to establish the John P. Imlay, Jr. Chair II, effective March 9, 2016.

Abstract: Georgia Institute of Technology seeks approval to establish the John P. Imlay, Jr. Chair II in the College of Computing. The Georgia Tech Foundation has confirmed that the proposed Chair is supported with a $1.5 million endowment that will be housed within the College of Computing. It is proposed that the Chair shall enhance the College's ability to attract and retain eminent teacher-scholars to this position of academic leadership. The John P. Imlay Chair in Computing was originally established in 1993. The 2015 donor agreement was modified to stipulate that the Dean of the College be afforded flexibility in determining the deployment of distributions from the Fund at levels required by Georgia Tech to support any combination of faculty positions as most appropriately meet the needs of the College in the area/field of software. The balance of the fund grew such that an additional Chair could be supported for the academic unit.

Biosketch: John P. Imlay, Jr. was a 1959 graduate of Georgia Tech with a degree in Industrial Management. Mr. Imlay started his career in the software business beginning with Management Sciences of America (MSA). Mr. Imlay ascended through organizational leadership and helped to grow the company from $2 million in revenues in 1970 to $280 million in 1989 when he arranged its purchase by Dun & Bradstreet. Mr. Imlay became chairman and chief executive officer of D&B Software Services and retired in 1992. Mr. Imlay was chairman of Imlay Investments from 1990 until his death. John P. Imlay, Jr. served on several boards and committees at Georgia Tech including the Campaign 2010 Steering Committee, the Georgia Tech Foundation, the College Computing Advisory Board, the Georgia Tech Advisory Board, and the leadership gifts committee of the Centennial Campaign.

19. e. Establishment of the Stephen Fleming Chair , Georgia Institute of Technology

Recommended: That the Board approve the request of President G. P. Peterson that Georgia Institute of Technology ("GIT") be authorized to establish the Stephen Fleming Chair, effective March 9, 2016.

Abstract: Georgia Institute of Technology seeks approval to establish the Stephen Fleming Chair in the College of Computing. The Georgia Tech Foundation has confirmed that the proposed Chair is supported with a $1.5 million endowment that will be housed within the College of Computing. It is proposed that the Chair shall enhance the College's ability to attract and retain eminent teacher-scholars to this position of academic leadership. The Stephen Fleming Chair was originally established in 1993 as the GRA Eminent Scholar and Stephen Fleming Chair in Telecommunications. The donor agreement was modified to stipulate that the Dean of the College be afforded flexibility in determining the deployment of distributions from the Fund at levels required by Georgia Tech to support any combination of faculty positions as most appropriately meet the needs of the College. The balance of the fund grew such that an additional Chair could be supported for the academic unit.

Biosketch: Stephen Fleming is a Georgia Tech graduate in Physics, class of 1983. Mr. Fleming served at Georgia Tech between years 2005 and 2015 in the capacities of vice president and executive director of the Enterprise Innovation Institute and chief commercialization officer for Georgia Tech Commercialization Services. Before his positions at Georgia Tech, he had a sixteen year career in venture capital, was the General Partner of EGL, a venture capital fund, a general partner of Alliance Technology Ventures. Prior to his venture capital career, he spent fifteen years in operations roles at AT&T Bell Laboratories, Nortel Networks, and LICOM, a venture funded startup. Mr. Fleming has served on the TI:GER ® Advisory Committee in the Scheller College of Business, and on the advisory boards in the College of Management, the College of Computing, and Interactive Computing.

19. f. Establishment of the Thomas M. and Elizabeth D. Holder Chair of Nursing, Kennesaw State University

Recommended: That the Board approve the request of President Daniel Papp that Kennesaw State University ("KSU") be authorized to establish the Thomas M. and Elizabeth D. Holder Chair of Nursing, effective March 9, 2016.

Abstract: Kennesaw State University seeks approval to establish the Thomas M. and Elizabeth D. Holder Chair of Nursing. The Kennesaw State University Foundation has confirmed that the proposed Chair is supported with a $1,023,145 endowment that will be housed within the Wellstar School of Nursing. The purpose of the Chair is to enable Kennesaw State University to attract and retain an eminent scholar as Director of the Wellstar School of Nursing.

Biosketch: The philanthropists, Thomas M. and Elizabeth D. Holder, have linkages to postsecondary institutions in the state of Georgia and have been supporters of various non-profit and community organizations. Their combined support for organizations within the Atlanta area includes the Woodruff Arts Center, Children's Healthcare of Atlanta, Agnes Scott College, the American Cancer Society, and Kennesaw State University.

Thomas M. Holder received his baccalaureate degree in management in 1979 from the Georgia Institute of Technology. Upon graduation, he joined Holder Construction Company as a project engineer and manager. By 1986, Mr. Holder was elected president of Holder Construction and by 1990 he had assumed the position of president and chief executive officer. In 1994, he was elected president and chief executive officer of Holder Corporation, the parent company of Holder Construction and Holder Properties, originally established in 1960 by his father, Robert M. Holder, Jr. Holder Construction, one of the largest Atlanta-based construction companies, has offices worldwide and a reputable roster of clients including The Coca-Cola Company, AT&T, Cox Enterprises, Mellon Financial, UPS, and the American Cancer Society. Mr. Holder served as chair of the Board of Trustees of Kennesaw State University. In recognition of his significant contributions to the institution, Mr. Holder received an honorary doctorate in year 2007.

Elizabeth D. Holder received a degree in economics in 1982 from Agnes Scott College and pursued a career in banking at the former First Atlanta Bank, now Wells Fargo. A noted philanthropist and active community leader, Ms. Holder previously chaired the board of the Atlanta Ballet and currently serves as chair of the Board of Trustees of Agnes Scott College.

19. g. Establishment of the Chantal and Tommy Bagwell Chair of Education, Kennesaw State University

Recommended: That the Board approve the request of President Daniel Papp that Kennesaw State University ("KSU") be authorized to establish the Chantal and Tommy Bagwell Chair of Education, effective March 9, 2016.

Abstract: Kennesaw State University seeks approval to establish the Chantal and Tommy Bagwell Chair of Education. The Kennesaw State University Foundation has confirmed that the proposed Chair is supported with a $1 million endowment. The proposed establishment of the endowed chair follows the Bagwell family's long history of involvement with Kennesaw State University. In 1996, Mrs. Clarice Bagwell, Mr. Tommy Bagwell's mother, made a generous gift to the institution that resulted in the naming of the Bagwell College of Education. Based on the endowment, the holder of the special faculty position will provide instruction, service, and research under the terms of the fund agreement.

Biosketch: The philanthropists, Chantal and Tommy Bagwell, are involved in and support several community activities and organizations. Mr. Bagwell was charter president of the Forsyth Rotary Club and is a trustee of the Kennesaw State University Foundation. Mr. Bagwell has also served on the boards of Elachee Nature Center, Lanier Technical College, Brenau University, the former Gainesville State College (now the University of North Georgia), the Carter Center Board of Councilors, and as an election observer for the Carter Center in Venezuela and Peru.

19. h. Establishment of the Chair in Animal Studies, University of Georgia

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia ("UGA") be authorized to establish the Chair in Animal Studies, effective March 9, 2016.

Abstract: The University of Georgia seeks approval to establish the Chair in Animal Studies to be housed within the College of Veterinary Medicine. The University of Georgia Foundation has confirmed that the proposed Chair is supported with a $1,870,265 gift based on foundation funds to the academic unit. The endowment was created for the purpose of advancing companion animal health and promoting the human animal bond. The purpose of the special faculty position is to support the scholarly activities of the holder of the position who will be engaged in teaching, research, and public service in veterinary medicine or a combination of such duties.

19. i. Establishment of the Gabriel M. Wilner/UGA Foundation Professorship in International Law, University of Georgia

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia ("UGA") be authorized to establish the Gabriel M. Wilner/UGA Foundation Professorship in International Law, effective March 9, 2016.

Abstract: The University of Georgia seeks approval to establish the Gabriel M. Wilner/UGA Foundation Professorship in International Law. The University of Georgia Foundation has confirmed that the proposed Professorship is supported with a $250,215 gift through the generous philanthropy of Mr. Kenneth Klein, a University of Georgia School of Law alumnus. Based on the endowment, the holder of the special faculty position housed in the School of Law will provide instruction, service, and research as well as further strengthen the institution's reputation in the field of international law. The endowed position is recommended for establishment because Mr. Klein sought to honor his former professor and friend, the late Gabriel M. Wilner, a professor who was recruited by former Secretary of State Dean Rusk.

Biosketch of the Namesake: The late Gabriel M. Wilner was born in Beirut, Lebanon in 1938 and lived in the United States, France, Belgium, Brazil, Ecuador, and India. He received his undergraduate degree from William & Mary College, obtained Bachelor of Laws and Master of Laws degrees from Columbia University, and performed legal studies at the Université Libre de Bruxelles. As the Charles H. Kirbo Professor of International Law while at the University of Georgia, Professor Wilner served as Associate Dean and Executive Director of Graduate Legal Studies at the Dean Rusk Center. He initiated and implemented the Master of Laws program at the University of Georgia and instituted the Brussels Seminar on European Law. A member of the American Society of International Law and the American Bar Association, Professor Wilner wrote numerous law publications, including a seminal treatise on international arbitration, and served on several journal advisory boards. In addition to being a prolific scholar, he was active in the bar and completed work at the United Nations and the Legal Department of the American Arbitration Association.

19. j. Establishment of the Wheatley Distinguished Professorship in Deer Management, University of Georgia

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia ("UGA") be authorized to establish the Wheatley Distinguished Professorship in Deer Management, effective March 9, 2016.

Abstract: The University of Georgia seeks approval to establish the Wheatley Distinguished Professorship in Deer Management to be housed within the Warnell School of Forestry & Natural Resources. The University of Georgia Foundation has confirmed that the proposed Distinguished Professorship is supported with $508,312 of funds that are on deposit. The holder of the endowed position will be engaged in research and teaching activities that focus on the ecology and management of white-tailed deer in the southeastern United States. It is anticipated that the holder of the Distinguished Professorship will work with private landowners, state and federal agencies, non-governmental organizations, and the general public to solve issues related to deer population management, damage management, and preservation of the North American deer hunting tradition.

The endowed position is being created after the retirement of Dr. Bruce Beck, who held the Wheatley – GRA Chair in Water Quality for over twenty years. Upon Dr. Beck's retirement, it was mutually agreed upon by the Warnell School and Dr. David Lee, Vice President for Research, that the endowed position should be repurposed to address more current disciplinary issues. Since its establishment in year 1998, the Fund has grown considerably to currently support a Distinguished Professorship position. The University of Georgia will continue to honor the generosity of Mr. Charles Wheatley by naming the Distinguished Professorship in his memory. Mr. Wheatley was a lifetime resident of Americus, a 1920 civil engineering graduate of the University of Georgia, a member of the Demosthenian Society and the UGA Presidents Club, and a successful businessman.

20. Named Faculty Position Appointments

Details regarding institutional requests to appoint faculty with the appropriate qualifications into named faculty positions are found in the supplemental agenda. The following are included this month.

Institution Name: Georgia Institute of Technology
Faculty's Name: Dr. Gregory Abowd
Chair/Professorship Name: J. Z. Liang Chair in the College of Computing

Institution Name: Georgia Institute of Technology
Faculty's Name: Dr. Wenke Lee
Chair/Professorship Name: John P. Imlay Jr. Chair II in the College of Computing

Institution Name: Georgia Institute of Technology
Faculty's Name: Dr. Santosh Vempala
Chair/Professorship Name: Frederick G. Storey Chair II in the College of Computing

Institution Name: Georgia Institute of Technology
Faculty's Name: Dr. Ellen Zegura
Chair/Professorship Name: Stephen Fleming Chair in the College of Computing

Institution Name: University of Georgia
Faculty's Name: Dr. Scott Atkinson
Chair/Professorship Name: Jasper N. Dorsey Chair of Public Utilities Economics

Institution Name: University of Georgia
Faculty's Name: Dr. Michael K. Johnson
Chair/Professorship Name: Regents' Professor

Institution Name: University of Georgia
Faculty's Name: Dr. Karl V. Miller
Chair/Professorship Name: Wheatley Distinguished Professorship in Deer Management

Institution Name: University of Georgia
Faculty's Name: Dr. Marisa A. Pagnattaro
Chair/Professorship Name: I.W. Cousins Professorship of Business Ethics

Institution Name: University of Georgia
Faculty's Name: Dr. Amrit Tiwana
Chair/Professorship Name: P. George Benson Professorship

Institution Name: University of West Georgia
Faculty's Name: Dr. Beheruz N. Sethna
Chair/Professorship Name: Regents' Professor

AGENDA

COMMITTEE ON ECONOMIC DEVELOPMENT

March 9, 2016

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1. Update on Georgia Research Alliance

Mr. Mike Cassidy, President and CEO, Georgia Research Alliance, will provide an update on the Georgia Research Alliance to include key GRA sponsored research, and emerging GRA supported companies and the growing technology clusters in Georgia that have been stimulated by GRA efforts.

2. Update on High Demand Career Initiative-Program Development

Vice Chancellor Mark Lytle will provide an update on the Governor's High Demand Career Initiative-Program development.

AGENDA

COMMITTEE ON ORGANIZATION & LAW

March 9, 2016

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1. Honorary Degree Requests: Georgia Institute of Technology; University of West Georgia

Georgia Institute of Technology President G.P. "Bud" Peterson and University of West Georgia President Kyle Marrero seek the Board of Regents' approval of their requests to award honorary degrees to Mr. Michael Tennanbaum and Ms. Missy Dugan, respectively.

2. Mutual Aid Agreements: Multiple Institutions, Organizations

The following University System of Georgia institutions seek the Board of Regents' permission to enter mutually beneficial arrangements to engage in emergency management services with the respective agencies listed:

Bainbridge State College
- City of Bainbridge
- Decatur County Sheriff's Office

Georgia Southwestern State University
- City of Americus
- Sumter County

Gordon State College: Lamar County Sheriff's Office

Middle Georgia State University
- Bibb County Sheriff's Office
- Bleckley County Sheriff's Office
- City of Cochran Police Department
- City Of Dublin Police Department
- City of Eastman Police Department
- City of Warner Robins Police Department
- Dodge County Sheriff's Office
- Houston County Sheriff's Office
- Laurens County Sheriff's Office

University of West Georgia
- Carroll County
- City of Carrollton
- Coweta County Sheriff's Office

3. Addition to the Policy Manual: 4.1.7 Sexual Misconduct Policy

The policy is being presented for review and approval. The policy prohibits specific forms of sexual misconduct by University System of Georgia students, faculty, or students, including domestic violence, dating violence, sexual assault, sexual exploitation, sexual harassment, and stalking. The policy sets forth investigation and disciplinary procedures that are intended to ensure parties involved receive appropriate support and fair treatment, and that allegations of sexual misconduct are handled in a prompt, thorough and equitable manner. These policies and procedures shall become effective at all institutions on July 1, 2016.

4.1.7 Sexual Misconduct Policy

The University System of Georgia is committed to ensuring a safe learning environment that supports the dignity of all members of the University System of Georgia community. The University System of Georgia does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. To that end, this policy prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972. The University System of Georgia will not tolerate sexual misconduct, which is prohibited, and which includes, but is not limited to, domestic violence, dating violence, sexual assault, sexual exploitation, sexual harassment, and stalking. The University System further strongly encourages members of the University System community to report instances of sexual misconduct promptly. These policies and procedures are intended to ensure that all parties involved receive appropriate support and fair treatment, and that allegations of sexual misconduct are handled in a prompt, thorough and equitable manner.

Prevention is one of the primary mechanisms used to reduce incidents of sexual violence on campuses. USG institutions are required to provide prevention tools and to conduct ongoing awareness and prevention programming and training for the campus community including students, faculty, and staff. Such programs are designed to stop sexual violence through the promotion of positive and healthy behaviors. Programming will educate the campus community on consent, sexual assault, alcohol use, dating violence, domestic violence, stalking, bystander intervention, and reporting.

These policies and procedures shall become effective at all institutions on July 1, 2016.

4.1.7.1 Definitions and Prohibited Conduct

Community: Students, faculty and staff, as well as contractors, vendors, visitors, and guests.

Complainant: An individual lodging a complaint. The complainant may not always be the alleged victim.

Consent: Words or actions that show a knowing and voluntary willingness to engage in mutually agreed-upon sexual activity. Consent cannot be gained by force, intimidation or coercion, by ignoring or acting in spite of objections of another, or by taking advantage of the incapacitation of another, where the respondent knows or reasonably should have known of such incapacitation. Consent is also absent when the activity in question exceeds the scope of consent previously given. Past consent does not imply present or future consent. Silence or an absence of resistance does not imply consent. Minors under the age of 16 cannot legally consent under Georgia law.

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the alleged victim.

Domestic Violence: Violence committed by a current or former spouse or intimate partner of the alleged victim, by a person with whom the alleged victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the alleged victim

under the domestic or family violence laws of the jurisdiction, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Incapacitation: The physical and/or mental inability to make informed, rational judgments, and can result from mental disability, sleep, involuntary physical restraint, or from intentional or unintentional taking of alcohol and/or other drugs. Whether someone is incapacitated is to be judged from the perspective of an objectively reasonable person.

Nonconsensual Sexual Contact: An intentional sexual touching upon a person, without consent or where the person is incapacitated, and/or by force, by another person or with any object. Sexual contact includes but is not limited to, intentional contact with the breasts, buttocks, groin, or genitals, or touching another with these body parts, or making another touch the alleged victim or themselves with or on any of these body parts.

Privileged Employees: Individuals employed by the institution to whom a complainant or alleged victim may talk in confidence, as provided by law. Disclosure to these employees will not automatically trigger an investigation against the complainant's or alleged victim's wishes. Privileged Employees include those providing counseling, advocacy, health, mental health, or sexual-assault related services (*e.g.*, sexual assault resource centers, campus health centers, pastoral counselors, and campus mental health centers) or as otherwise provided by applicable law. Exceptions to confidentiality exist where the conduct involves suspected abuse of a minor (in Georgia, under the age of 18) or otherwise provided by law, such as imminent threat of serious harm. Further, Privileged Employees must still submit anonymous statistical information for Clery Act purposes.

Respondent: Individual who is accused to have engaged in conduct that violates this Policy.

Responsible Employees: Those employees who must promptly and fully report complaints of or information regarding sexual misconduct to the Title IX Coordinator. Responsible Employees include any administrator, supervisor, faculty member, or other person in a position of authority who is not a Privileged Employee. Student employees who serve in a supervisory, advisory, or managerial role are in a position of authority for purposes of this Policy (*e.g.*, teaching assistants, residential assistants, student managers, orientation leaders, etc.). Responsible Employees are not required to report information disclosed at public awareness events (e.g., "Take Back the Night," candlelight vigils, protests, "survivor speak-outs" or other public forums in which students may disclose incidents of prohibited conduct).

Sexual Assault: An umbrella term referring to a range of nonconsensual sexual contact, which can occur in many forms including but not limited to rape and sexual battery.

Sexual Exploitation: "Sexual Exploitation" occurs when an individual takes non-consensual or abusive sexual advantage of another for his or her own advantage or benefit, or to the benefit or advantage of anyone other than the one being exploited.

Examples of sexual exploitation may include, but are not limited to, the following:

1. Invasion of sexual privacy;
2. Prostituting another individual;
3. Non-consensual video or audio of sexual activity;
4. Non-consensual distribution of video or audio of sexual activity, even if the sexual activity or video or audio taken of sexual activity was consensual;
5. Intentional observation of unconsenting individuals who are partially undressed, naked, or engaged in sexual acts;
6. Knowingly transmitting an STD or HIV to another individual;
7. Intentionally and inappropriately exposing one's breasts, buttocks, groin, or genitals in non-consensual circumstances; and/or
8. Sexually-based bullying.

Sexual Harassment: Unwelcome verbal, nonverbal, or physical conduct, based on sex or gender stereotypes, that: is implicitly or explicitly a term or condition of employment or status in a course, program, or activity; is a basis for employment/educational decisions; or has the purpose or effect of interfering with one's work or educational performance creating an intimidating, hostile, or offensive work or learning environment, or interfering with or limiting one's ability to participate in or benefit from an institutional program or activity.

Stalking: Engaging in a course of conduct directed toward another person based upon sex that would cause a reasonable person (i) to fear for his or her safety or the safety of immediate family members or close acquaintances, or (ii) to suffer substantial emotional distress.

4.1.7.2 Reporting Sexual Misconduct

A complainant of sexual misconduct can choose among several reporting options at their respective institutions: filing a criminal complaint with law enforcement officials; filing an administrative report with the institution; or filing an anonymous report at their institution. These processes are detailed below. An individual who believes he/she is a victim of sexual misconduct is encouraged to report allegations of sexual misconduct promptly.

Institutional Reports

Complainants of sexual misconduct who wish to file a report with the institution should notify a Responsible Employee or the Office of the Title IX Coordinator. Responsible Employees informed about sexual misconduct allegations involving any student must notify the Office of the Title IX Coordinator as soon as practicable. Responsible Employees should not attempt to resolve the situation, but must notify and report all relevant information to the Title IX Coordinator. Privileged Employees are not bound by this requirement but may, consistent with their ethical and legal obligations, be required to report limited information about incidents without revealing the identities of the individuals involved to the Office of the Title IX Coordinator. All members of the University System of Georgia institutions' communities are encouraged to report incidents of sexual misconduct promptly.

The Title IX Coordinator's identity and contact information shall be published by each institution prominently on the institution's website, as well as in any relevant publication. Each institution may choose to have Deputy Title IX Coordinators to whom reports may be made, as well. Institutions should encourage complainants to report their complaints in writing, though oral complaints should also be accepted, taken seriously, and investigated, to the extent possible. Further, while complaints should be made as quickly as possible following an alleged incident of sexual misconduct, all reports should be accepted regardless of when reported.

Complaints should include as much information as possible – that is: (1) the type of sexual misconduct experienced; (2) the name of the respondent; (3) the date(s), time(s), and place(s) of the sexual misconduct; (4) the name(s) of any individual(s) with knowledge of the incident; (5) whether any tangible evidence has been preserved; and (6) whether a criminal complaint has been made.
Information from complaints will be shared only as necessary to investigate and to resolve the alleged sexual misconduct. Complaints will be investigated and resolved as outlined below. Institutions, through their Title IX Coordinators, will also assess the need for and institute interim measures as described below as appropriate and where reasonable, as well as work with the appropriate institutional department to determine the need to issue a broader warning to the community in compliance with the Clery Act or to report activity to the authorities.

Institutional reports will be investigated and adjudicated separately from any criminal complaints.

1. *Confidentiality*: Where a complainant or alleged victim requests that his or her identity be withheld or the allegation(s) not be investigated, the institutions should consider, through the Title IX Coordinator, whether this request can be honored while still providing a safe and nondiscriminatory environment for the institution. Honoring the request may limit the institution's ability to respond fully to the incident and may limit the institution's ability to discipline the respondent.

2. *Retaliation*: Anyone who, in good faith, reports what she or he believes to be misconduct under this Policy , or who participates or cooperates in, or is otherwise associated with any investigation, shall not be subjected to retaliation. Anyone who believes he or she has been the target of retaliation for reporting, participating or cooperating in, or otherwise being associated with an investigation should immediately contact the Title IX Coordinator for the institution. Any person found to have engaged in retaliation in violation of this Policy shall be subject to disciplinary action.

3. *False Complaints*: Individuals are prohibited from intentionally giving false statements to an institution official. Any person found to have intentionally submitted false complaints, accusations, or statements, including during a hearing, in violation of this policy shall be subject to disciplinary action.

4. *Amnesty*: Individuals should be encouraged to come forward and to report sexual misconduct notwithstanding their choice to consume alcohol or to use drugs. Information reported by an individual during an investigation concerning use of

drugs or alcohol will not be used against the particular individual in a disciplinary proceeding or voluntarily reported to law enforcement; however, individuals may be provided with resources on drug and alcohol counseling and/or education, as appropriate.

Law Enforcement Reports

Because sexual misconduct may constitute criminal activity, a complainant also has the option, should he or she so choose, of filing a report with campus or local police, for his or her own protection and that of the surrounding community.

Complainants considering filing a report of sexual misconduct with law enforcement should preserve any evidence of sexual misconduct, including, but not limited to, the following:

1. Clothing worn during the incident including undergarments;
2. Sheets, bedding, and condoms, if used;
3. Lists of witnesses with contact information;
4. Text messages, call history, social media posts;
5. Pictures of injuries; and/or
6. Videos.

Anonymous Reports

Each institution should provide a mechanism by which individuals can report incidents of alleged sexual misconduct anonymously.

4.1.7.3 Interim Protective Measures

The Title IX Coordinator or his/her designee may impose interim protective measures before the final outcome of an investigation and until final resolution of the allegations if failure to take the interim measures would constitute an immediate threat to the safety and well-being of the alleged victim or other members of the institution, or to ensure equal access to the institution's education programs and activities. Before any such measures are instituted, however, the Title IX Coordinator should, where practicable, provide the respondent with an initial opportunity to respond to the allegations and to the imposition of any interim protective measures specifically.

Imposing interim protective measures does not indicate that a violation of this Policy has occurred, and is designed to protect the alleged victim and community, and not to harm the respondent. To the extent interim measures are imposed, they should minimize the burden on both the alleged victim and the respondent, where feasible. Interim measures may include, but are not limited to:

1. Change of housing assignment;
2. Issuance of a "no contact" directive;
3. Restrictions or bars to entering certain institution property;
4. Changes to academic or employment arrangements, schedules, or supervision;
5. Interim suspension; and
6. Other measures designed to promote the safety and well-being of the parties and the institution's community.

An interim suspension should only occur where necessary to maintain safety, and should be limited to those situations where the respondent poses a serious and immediate danger

or threat to persons or property. In making such an assessment, the institution should consider the existence of a significant risk to the health or safety of the alleged victim or the campus community, the nature, duration, and severity of the risk, the probability of potential injury, and whether less restrictive means can be used to significantly mitigate the risk.

Before an interim suspension is issued, the institution must make all reasonable efforts to give the respondent the opportunity to be heard on whether his or her presence on campus poses a danger. If an interim suspension is issued, the terms of the suspension take effect immediately. When requested by the respondent, a hearing to determine whether the intermediate suspension should continue will be held within three (3) business days of the request.

4.1.7.4 Support Services

Once an individual makes a complaint, or receives notice that a complaint has been made against him or her, that individual should receive information about support services, such as counseling, advocacy, housing assistance, academic support, disability services, health and mental services, and legal assistance, as is available at their respective institutions.

Available support services should also be listed on the institution's Title IX website.

4.1.7.5 Process for Investigating and Resolving Institutional Reports

Jurisdiction: The institution shall take necessary and appropriate action to protect the safety and well-being of its community. Accordingly, sexual misconduct perpetrated against students by University System of Georgia students, faculty, or staff should be addressed whenever such acts occur on a campus, in connection with an institution's program or activity, or in a manner that creates a hostile environment for members of the institution community. Further, the policy is applicable to all University System of Georgia students, faculty, and staff, as well as contractors, vendors, visitors, guests or other third parties.

Advisors: Both the alleged victim and respondent, as parties to the matter, shall have the opportunity to use an advisor (including an attorney) of his/her choosing for the express purpose of providing advice and counsel at his/her own expense. The selected advisor shall not otherwise be a party or witness involved in the investigation. The advisor may be present during any meetings and proceedings involved in the investigatory or resolution process in which the advisee is also eligible to be present. The advisor may advise the advisee, including providing questions, suggestions, advice on the proceedings, and guidance on responses to any questions of the participant, but shall not participate directly. The institution shall not prohibit family members of any party from attending if the party requests such attendance, but may limit the number to two family members.

Timeframe: Reasonable efforts will be made to complete the investigation and resolution within 60 calendar days of the initial complaint, though a longer period of time may be needed in some cases. The Title IX Coordinator will notify the respondent and the alleged victim, in writing, of any extension of this timeframe.

Investigations

1. The Office of the Title IX Coordinator is primarily responsible for directly overseeing the investigation and resolution of complaints, and coordinating possible remedial actions or other responses reasonably designed to minimize the recurrence of the alleged conduct as well as mitigate the effects of any misconduct. The Title IX Coordinator will ensure prompt, fair, and impartial investigations and resolutions of complaints alleging violations of the sexual misconduct policy. The Title IX Coordinator shall be responsible for ensuring any individual participating in the investigation, resolution, or appeal of any sexual misconduct case has received regular training on issues pertaining to sexual misconduct.
2. The Title IX Coordinator shall designate an investigator to conduct a prompt, thorough, and impartial investigation into each complaint received. The investigation shall consist of interviews of the complainant, alleged victim, respondent, and witnesses, and the collection and review of documents or other physical or electronic information, as well as other steps, as appropriate.
3. Unrelated charges and cases shall be investigated separately, unless the respondent consents to having them aggregated.
4. The respondent shall be provided with written notice of the complaint, pending investigation, possible charges, possible sanctions, and available support services. The notice should also include the identity of the Title IX Coordinator and any investigator(s) involved. Notice shall be provided via institution email. If confirmation of receipt is not received by the Title IX Coordinator or the investigator, the Title IX Coordinator or the investigator shall engage in other measures to ensure notice is received by the respondent. A copy shall also be provided to the alleged victim via the same means.
5. The investigator will timely begin the investigation and will schedule an initial interview with the complainant, alleged victim, respondent and any known relevant witnesses. The investigator should retain written notes and/or obtain written or recorded statements from each interview. The investigator shall also keep a record of any proffered witnesses not interviewed, along with a brief, written explanation.
6. Each party shall have three (3) business days to submit a written statement to supplement the notice of complaint and the verbal interview. In that response, the respondent shall have the right to admit or to deny the allegations, and to set forth a defense with facts, witnesses, and documents – whether written or electronic – in support. If respondent has not otherwise responded, a non-written response will be considered a general denial of the alleged misconduct.
7. Based on this response and other relevant information, the investigator shall continue to interview witnesses for both sides, to re-interview parties where necessary, and to collect and review documents or other physical or electronic information, as well as other steps, as appropriate.
8. Where the respondent is a student, the respondent has the right to remain silent during the investigation and resolution process, without an automatic adverse inference resulting. If the respondent chooses to remain silent, the investigation may ultimately still proceed and policy violation charges may still result, which may be resolved against the respondent.

9. The respondent and/or alleged victim may challenge the participation of the investigator on the grounds of personal bias by submitting a written statement to the Title IX Coordinator setting forth the basis for the challenge no later than three (3) business days after the party reasonably should have known of the bias. The Title IX Coordinator will determine whether to sustain or deny the challenge, and if sustained, to appoint a replacement.
10. At the conclusion of the investigation, the investigator will issue to the parties a written report setting forth charges and possible sanctions, as well as an explanation of the evidence against the respondent.
11. The parties shall have at least three (3) business days to respond to the report in writing. The respondent's written response should outline his or her plea in response to the charge(s), and where applicable, his or her defense(s), and the facts, witnesses, and documents – whether written or electronic – in support.
12. The investigator shall, as necessary, conduct further investigation and update the report as warranted by the response(s), and will update the report as necessary.
13. Upon completion of the investigation, the investigator will review the evidence with the Title IX Coordinator. The Title IX Coordinator will ensure policies have been followed.
14. The Title IX Coordinator will contact the alleged victim(s) and the respondent(s) and schedule an opportunity to meet with each party individually. During these meetings, the Title IX Coordinator shall review the report with the parties (individually). Should the report be acceptable to all parties, an informal resolution may be made, which would not require the parties to move to the hearing phase of these procedures. If, however, the parties agree on the conduct, but not on the sanctions, then the sanctions shall be addressed by the hearing panel.
15. Allegations of sexual misconduct involving a student that are brought against an institution's faculty or staff will be investigated as outlined above, but will be further addressed and/or resolved through the institution's applicable employment policies, and in accordance with the procedures for dismissal outlined in the Board of Regents Policy including procedures for appealing such decisions.
16. Where the respondent(s) is a student, a hearing, as well as corresponding procedures/rights to appeal, shall be set and administered as set forth below, and a final report shall be provided to all parties, which will also provide a date, time, and location for a hearing on the matter.
17. The final report should also be provided to the panel for their consideration in adjudicating the charges brought against the respondent. The investigator may testify as a witness before the panel regarding the investigation and findings, but shall otherwise have no part in the hearing process and shall not attempt to otherwise influence the panel outside of providing testimony during the hearing.

Hearings

1. The hearing will be conducted by the Title IX Coordinator and/or his/her designee(s). The Panel must be composed of at least three (3) members.
2. The investigator shall not serve on the Panel.
3. No student shall serve on the Panel.
4. Both the alleged victim and respondent shall have the opportunity to present witnesses and evidence to the Panel. Both parties shall have the right to confront

any witnesses, including the other party, by submitting written questions to the Title IX Coordinator and/or his or her designee for consideration. Witness testimony, if provided, shall pertain to knowledge and facts directly associated with the case being heard. Advisors may actively assist in drafting questions. The Panel shall ask the questions as written, and will limit questions only if they are unrelated to determining the veracity of the charge leveled against the respondent(s). In any event, the Panel shall err on the side of asking all submitted questions, and must document the reason for not asking any particular questions.

5. The Title IX Coordinator reserves the right to allow a party to testify in a separate room, when determined to be necessary. Where such a determination is made, special measures must be put in place to ensure no party is unfairly disadvantaged by this procedure. A party must still give testimony in the presence of the Panel, and the opposing party must have the opportunity to view the testimony remotely and to submit follow-up questions.
6. Similarly, where the Title IX Coordinator determines that a witness or party necessary to the proceedings is unavailable and unable to be present due to exigent circumstances (e.g., on a study abroad program, medical restrictions on travel, etc.), he or she may establish special procedures for providing testimony from a separate location. In doing so, the Title IX Coordinator must determine there is a valid basis for the unavailability, ensure proper sequestration in a manner that ensures the testimony has not been tainted, and make a determination that such an arrangement will not unfairly disadvantage any parties. Should it be reasonably believed that a party or witness who is not physically present has presented tainted testimony to the Panel, the Panel will disregard the testimony of that witness.
7. The standard of review shall be a preponderance of the evidence; however, any decision to suspend or to expel a student must also be supported by substantial evidence at the hearing.
8. The civil rules of evidence do not apply to the investigatory or resolution process.
9. Both the respondent and alleged victim shall be provided a written report via institution email of the outcome and any resulting sanctions. The written report must summarize the evidence in support of the sanction. The report should include details on how to appeal, as outlined below.

Possible Sanctions

The severity of sanctions or corrective actions may depend on the severity, frequency and/or nature of the offense, history of past discriminatory, harassing, or retaliatory conduct, the respondent's willingness to accept responsibility, previous institutional response to similar conduct, and the institution's interests. The Panel will determine the sanction after review of the investigatory findings.

The broad range of sanctions includes but is not limited to: expulsion; suspension for an identified time frame or until satisfaction of certain conditions, or both; temporary or permanent separation of the parties (e.g., change in classes, reassignment of residence, no contact orders, limiting geography of where parties can go on campus) with additional sanctions for violating orders; required participation in sexual or relationship sensitivity training/awareness education programs; required participation in alcohol and other drug awareness and abuse prevention programs; counseling or mentoring; volunteering/community service; loss of institutional

privileges; delays in obtaining administrative services and benefits from the institution (*e.g.*, holding transcripts, delaying registration, graduation, diplomas); additional academic requirements relating to scholarly work or research on sexual misconduct; financial restitution; or any other discretionary sanctions directly related to the violation or conduct.

4.7.1.6 Appeals

Parties shall have the right to appeal the outcome on any of the following grounds: (1) to consider new information, sufficient to alter the decision, or other relevant facts not brought out in the original hearing, because such information was not known or knowable to the person appealing during the time of the hearing; (2) to allege a procedural error within the hearing process that may have substantially impacted the fairness of the hearing, including but not limited to whether any hearing questions were improperly excluded or whether the decision was tainted by bias; or (3) to allege that the finding was inconsistent with the weight of the information. Appeals may be made by the alleged offender for the above reasons in any case where sanctions are issued – even those in which such sanctions are held "in abeyance," such as probationary suspension or expulsion.

The appeal must be made in writing, and must set forth one or more of the bases outlined above, and must be submitted within five (5) business days of the date of the final report.

Where the respondent or alleged victim appealing the outcome is a student, the appeal should be made to the Vice President for Student Affairs or his/her designee. The appeal shall be a review of the record only, and no new meeting with the respondent or alleged victim will be held. The non-appealing party shall be given the opportunity to respond to the appellant's submission. The applicable Vice President, or his/her designee, may affirm the original finding and sanction; affirm the original finding but issue a new sanction of greater or lesser severity; remand the case back to the Title IX Coordinator to correct a procedural or factual defect; or reverse or dismiss the case if there was a procedural or factual defect that cannot be remedied by remand. The Vice President or his/her designee shall then issue a decision in writing to both the respondent and alleged victim simultaneously within a reasonable time period.

The decision of the Vice President or his/her designee may be appealed in writing within five (5) business days (as determined by the date of the decision letter) to the President of the institution solely on the three grounds set forth above.

The President may affirm the original finding and sanction; affirm the original finding but issue a new sanction of greater or lesser severity; remand the case back to the Title IX Coordinator to correct a procedural or factual defect; or reverse or dismiss the case if there was a procedural or factual defect that cannot be remedied by remand. The President's decision shall be issued in writing to both the respondent and alleged victim and shall be issued within a reasonable amount of time. The President's decision shall be the final decision of the institution.

Should the respondent or alleged victim wish to appeal the President's decision, he or she may appeal to the Board of Regents in accordance with the Board of Regents Policy 8.6.

4.1.7.7 Recusal / Challenge for Bias

Any party may challenge the participation of any institution official or employee in the process on the grounds of personal bias by submitting a written statement to the institution's designee

setting forth the basis for the challenge. The written challenge should be submitted within a reasonable time after the individual reasonably should have known of the existence of the bias. The institution's designee will determine whether to sustain or deny the challenge, and if sustained, the replacement to be appointed.

4. Addition to the Policy Manual: 4.6.5 Standards for Institutional Student Conduct Investigation and Disciplinary Proceedings

The policy is being presented for review and approval. This policy, if approved, will establish uniform, system-wide procedural standards for investigations and resolutions (including student conduct hearings) of alleged student conduct violations. Each institution will be required to incorporate these procedures into their respective codes of student conduct, which will become effective at all institutions on July 1, 2016.

4.6.5 Standards for Institutional Student Conduct Investigation and Disciplinary Proceedings

This policy establishes minimum procedural standards for investigations and resolutions of alleged student conduct violations, which each institution must incorporate into its respective student conduct policies. Each institution must provide a draft of its revised student conduct policy to the University System of Georgia's Office of Legal Affairs for review and approval no later than April 22, 2016. Each revised policy will become effective at its respective institution on July 1, 2016.

These procedures apply to matters relating to student misconduct, except matters relating to sexual misconduct or academic dishonesty which may be covered under separate institution policies. As part of orientation, institutions shall inform students of their procedures governing student misconduct complaints and investigations.

4.6.5.1 Reports of Student Misconduct

Complaints to the appropriate department and/or person(s) should include as much information as possible – such as: (1) the type of misconduct alleged; (2) the name and contact information of the respondent; (3) the date(s), time(s), and place(s) of the misconduct; (4) the name(s) and contact information of any individual(s) with knowledge of the incident; (5) whether any tangible evidence has been preserved; and (6) whether a criminal complaint has been made.

Information from complaints may be shared as necessary to investigate and to resolve the alleged misconduct. Complaints shall be investigated and resolved as outlined below. The need to issue a broader warning to the community in compliance with the Clery Act shall be assessed in compliance with federal law.

Where appropriate, complainants may file a law enforcement report along with an institutional report.

1. *Confidentiality*: Where a complainant or alleged victim requests that his or her identity be withheld or the allegation(s) not be investigated, the institutions should consider whether or not such request(s) can be honored while still providing a safe and nondiscriminatory environment for the institution. The institution should inform the requesting party that the institution generally cannot guarantee confidentiality. Further, honoring the request may limit the institution's ability to respond fully to the incident and may limit the institution's ability to discipline the respondent.
2. *Retaliation*: Anyone who, in good faith, reports what she or he believes to be student misconduct, participates or cooperates in, or is otherwise associated with any investigation, shall not be subjected to retaliation. Anyone who believes he or she has been the target of retaliation for reporting, participating or cooperating in, or otherwise being associated with an investigation should immediately contact the appropriate department or individual(s) for that institution. Any person found to have engaged in retaliation in violation of the student conduct policy shall be subject to disciplinary action, pursuant to the institution's policy.
3. *False Complaints*: Individuals who intentionally give false statements to an institution official, or who submit false complaints or accusations, including during a hearing, in violation of policy shall be subject to disciplinary action pursuant to the institution's policy.
4. *Amnesty*: Individuals should be encouraged to come forward and to report student misconduct notwithstanding their choice to consume alcohol or to use drugs. Information reported in good faith by an individual during an investigation concerning use of drugs or

alcohol will not be used against that individual in a disciplinary proceeding and will not be voluntarily reported to law enforcement; however, individuals may be provided with resources on drug and alcohol counseling and/or education, as appropriate.

Not all matters covered under this policy will necessarily involve alleged victims; however, where they are involved, it should be noted that a complainant will not always be the alleged victim but instead may be a third-party witness. The institution may also respond to issues raised by third-party complaints (such as referrals by police) or discovered by staff or through its own investigations.

4.6.5.2 Process for Investigating and Resolving Disputed Reports

Jurisdiction: Each institution shall take necessary and appropriate action to protect the safety and well-being of its community. Accordingly, student conduct should be addressed when such acts occur on institution property or at institution-sponsored or affiliated events, or otherwise violate the institution's student conduct policies at non-institution sponsored events. If the student has admitted responsibility and has voluntarily decided to participate in the informal process, the procedures outlined in this section will not apply.

Access to Advisors: The respondent and alleged victim (where applicable), as parties to these proceedings, shall have the right to use an advisor (including an attorney) of his or her choosing, and at his or her own expense, for the express purpose of providing advice and counsel. The advisor may be present during meetings and proceedings during the investigatory and/or resolution process at which his or her advisee is present. The advisor may advise his or her advisee in any manner, including providing questions, suggestions, and guidance on responses to any questions of the advisee, but shall not participate directly. The institution shall not prohibit family members of a party from attending if the party requests such attendance, but may limit each participant to two family members.

Training: The institution's individual(s) tasked with investigating allegations of student misconduct shall not be responsible for training student conduct panel/board members or appellate body members.

Initial Evaluation of Student Conduct Reports: Regardless of how an institution becomes aware of misconduct, it shall ensure a prompt, fair, and impartial review and resolution of complaints alleging student misconduct. Where a report of student misconduct has been made to the appropriate department and/or person, the institution shall review the complaint to determine whether the allegation(s) describes conduct in violation of the institution's policies and/or code of conduct. If the reported conduct would not be a violation of the institution's policies and/or code of conduct then the report should be dismissed. Otherwise, a prompt, thorough, and impartial investigation and review shall be conducted into each complaint received to determine whether charges against the respondent should be brought.

Throughout any investigation and resolution proceedings, a respondent shall receive notice of the alleged misconduct, shall be provided an opportunity to respond, and shall be allowed to remain silent during the investigation and resolution process, without an adverse inference resulting. If the respondent chooses to remain silent, the investigation may still proceed and policy violation charges may still result, and may be resolved against the respondent. Further, unrelated charges and cases shall be investigated separately, unless the respondent consents to having them aggregated.

Where the potential sanctions for the alleged misconduct may involve a suspension or expulsion (even if such sanctions were to be held "in abeyance," such as probationary suspension or expulsion) the institution's investigation and resolution procedures must provide these additional, minimum safeguards:

1. The respondent shall be provided with written notice of the complaint/allegations, pending investigation, possible charges, possible sanctions, and available support services. The notice should also include the identity of any investigator(s) involved. Notice should be provided via institution email to the address on file. Where applicable, a copy shall also be provided to the alleged victim via the same means.
2. Upon receipt of the written notice, the respondent shall be given at least three (3) business days to respond in writing. In that response, the respondent shall have the right to admit or to deny the allegations, and to set forth a defense with facts, witnesses, and documents – whether written or electronic – in support. A non-response will be considered a general denial of the alleged misconduct.
3. Based on this response, the investigation shall consist of interviews of the respondent, the alleged victim (where applicable) and witnesses, and the collection and review of documents or other physical or electronic information, as well as other steps as appropriate. The investigator should retain written notes and/or obtain written or recorded statements from each interview. The investigator shall also keep a record of any proffered witnesses not interviewed, along with a brief, written explanation.
4. The investigation shall be summarized in writing in an initial investigation report and provided to the respondent and the alleged victim (where applicable) in person or via email. This summary should clearly indicate any resulting charges (or alternatively, a determination of no charges), as well as the facts and evidence in support thereof, witness statements, and possible sanctions.
5. To the extent the respondent is ultimately charged with any violation, he or she shall also have the opportunity to respond in writing. The respondent's written response to the charge(s) shall be due no earlier than three (3) business days following the date of the initial investigation report. The respondent's written response should outline his or her plea in response to the charge(s), and where applicable, his or her defense(s), and the facts, witnesses, and documents – whether written or electronic – in support. A nonresponse to the charge(s) by the respondent will be interpreted as a denial of the charge(s).
6. The investigator shall conduct further investigation and update the investigative report as warranted by the respondent's response.
7. The final investigative report should be provided to the student misconduct panel or hearing officer for consideration in adjudicating the charges brought against the respondent. A copy shall also be provided to the respondent and alleged victim (where applicable) before any hearing. The investigator may testify as a witness regarding the investigation and findings, but shall otherwise have no part in the hearing process and shall not attempt to otherwise influence the proceedings outside of providing testimony during the hearing.

Interim Suspensions

Interim suspensions – that is, suspensions while the investigation and adjudication process are proceeding – should only occur where necessary to maintain safety, and should be limited to those situations where the respondent poses a serious and immediate danger or threat to persons or property. In making such an assessment, the institution should consider the existence of a significant risk to the health or safety of the campus community; the nature, duration, and severity of the risk; the probability of potential injury; and whether less restrictive means can be used to significantly mitigate the risk.

Before an interim suspension is issued, the institution must make all reasonable efforts to give the respondent the opportunity to be heard on whether his or her presence on campus poses a danger. If an interim suspension is issued, the terms of the suspension shall take effect immediately. When requested by the respondent, a hearing to determine whether the intermediate suspension should continue will be held within three (3) business days of the request.

Resolution/Hearing

In no case shall a hearing to resolve charge(s) of student misconduct take place before the investigative report has been finalized or before the respondent has had an opportunity to respond in writing, unless the respondent has chosen to go through an informal process or otherwise provided a written waiver of rights to these procedures. Further, unrelated charges and/or cases shall be heard separately unless the respondent voluntarily consents to the charges/cases being heard jointly.

Where the respondent indicates that he or she contests the charges, and once the investigative report has been finalized and copies provided to the respondent and alleged victim (where applicable,) the case shall be set for hearing; however, the alleged victim (where applicable) and respondent may have the option of selecting mediation as a possible resolution in certain student misconduct cases where they mutually agree, except where deemed inappropriate by the Vice President for Student Affairs, or his/her designee.

Where a case is not resolved through mediation, the respondent shall have the option of having the charges heard either by an administrator (hearing officer) or a student conduct panel. Notice of the date, time, and location of the hearing, shall be provided to the respondent and alleged victim (where applicable) at least five (5) business days prior to the hearing. Notice shall be provided via institution email or alternative method, if necessary. Additionally, the following standards will apply to any such hearing:

1. The respondent shall have the right to present witnesses and evidence to the hearing officer or panel, as well as to ask questions to any witnesses. At the determination of the hearing officer or panel, this questioning may take place through the submission of written questions to the panel or hearing officer for consideration; however, the parties' advisors may still actively advise and assist in drafting those questions. The hearing officer or panel shall ask the questions as written, and will limit questions only if they are unrelated to determining the veracity of the charge leveled against the respondent(s). In any event, the hearing officer or panel shall err on the side of asking all submitted questions, and must document the reason for not asking any particular questions.
2. Where the hearing officer or panel determines that a party or witness is unavailable and unable to be present due to extenuating circumstances, the hearing officer or panel may establish special procedures for providing testimony from a separate location. In doing so, the hearing officer or panel must determine there is a valid basis for the unavailability, ensure proper sequestration in a manner that ensures testimony has not been tainted, and make a determination that such an arrangement will not unfairly disadvantage any party. Should it be reasonably believed that a party or witness who is not physically present has presented tainted testimony, the hearing officer or panel will disregard or discount the testimony.
3. Formal civil rules of evidence do not apply to the investigatory or resolution process.
4. The standard of review shall be a preponderance of the evidence; however, any decision to suspend or to expel a student must also be supported by substantial evidence at the hearing.

5. Institutions should maintain documentation of the proceedings, which may include written findings of fact, transcripts, audio recordings and/or video recordings.
6. Following a hearing, both the respondent and alleged victim (where applicable) shall be provided a written decision via institution email of the outcome and any resulting sanctions. The decision should include details on how to appeal, as outlined below. Additionally, the written decision must summarize the evidence in support of the sanction. The same form will be completed, regardless of whether the student opts for a student panel or an administrative hearing.

Possible Sanctions
In determining the severity of sanctions or corrective actions the following should be considered: the frequency, severity, and/or nature of the offense, history of past conduct, an offender's willingness to accept responsibility, previous institutional response to similar conduct, and the institution's interests. The student conduct panel or hearing officer will determine sanctions and issue notice of the same, as outlined above.

The broad range of sanctions includes: expulsion; suspension for an identified time frame or until satisfaction of certain conditions, or both; temporary or permanent separation of the parties (*e.g.*, change in classes, reassignment of residence, no contact orders, limiting geography of where parties can go on campus) with additional sanctions for violating orders; required participation in sensitivity training/awareness education programs; required participation in alcohol and other drug awareness and abuse prevention programs; counseling or mentoring; volunteering/community service; loss of institutional privileges; delays in obtaining administrative services and benefits from the institution (*e.g.*, holding transcripts, delaying registration, graduation, diplomas); additional academic requirements relating to scholarly work or research; financial restitution; or any other discretionary sanctions directly related to the violation or conduct.

4.6.5.3 Appeals
Where the sanction imposed includes a suspension or expulsion (even for one held in abeyance), the following appellate procedures must be provided to the respondent. The alleged offender shall have the right to appeal the outcome on any of the following grounds: (1) to consider new information, sufficient to alter the decision, or other relevant facts not brought out in the original hearing, because such information was not known or knowable to the person appealing during the time of the hearing; (2) to allege a procedural error within the hearing process that may have substantially impacted the fairness of the hearing, including but not limited to whether any hearing questions were improperly excluded or whether the decision was tainted by bias; or (3) to allege that the finding was inconsistent with the weight of the information. Appeals may be made by the alleged offender for the above reasons in any case where sanctions are issued – even those in which such sanctions are held "in abeyance," such as probationary suspension or expulsion.

The appeal must be made in writing, and must set forth one or more of the bases outlined above, and must be submitted within five (5) business days of the date of the final written decision.

The appeal should be made to the Vice President for Student Affairs or his/her designee. The appeal shall be a review of the record only, and no new meeting with the respondent or any alleged victim will be held. The Vice President, or his/her designee, may affirm the original finding and sanction; affirm the original finding but issue a new sanction lesser severity; remand the case back to the decision-maker to correct a procedural or factual defect; or reverse or dismiss the case if there was a procedural or factual defect that cannot be remedied by remand.

The Vice President or his/her designee shall then issue a decision in writing to both the respondent within a reasonable time period.

The decision of the Vice President or his/her designee may be appealed in writing within five (5) business days (as determined by the date of the decision letter) to the President of the institution solely on the four grounds set forth above.

The President may affirm the original finding and sanction; affirm the original finding but issue a new sanction of greater or lesser severity, remand the case back to the decision maker to correct a procedural or factual defect; or reverse or dismiss the case if there was a procedural or factual defect that cannot be remedied by remand. The President's decision shall be issued in writing to both the respondent within a reasonable time period. The President's decision shall be the final decision of the institution.

Should the respondent wish to appeal the President's decision, he or she may appeal to the Board of Regents in accordance with the Board of Regents Policy 8.6.

4.6.5.4 Recusal/Challenge for Bias

Any party may challenge the participation of any institution official, employee or student panel member in the process on the grounds of personal bias by submitting a written statement to the institution's designee setting forth the basis for the challenge. The designee may not be the same individual responsible for investigating or adjudicating the conduct allegation. The written challenge should be submitted within a reasonable time after the individual reasonably should have known of the existence of the bias. The institution's designee will determine whether to sustain or deny the challenge, and if sustained, the replacement to be appointed.

5. Executive Session: Applications for Discretionary Review

Applications for review are made to the Board of Regents Office of Legal Affairs pursuant to Policy 8.6 Applications for Discretionary Review. They are typically personnel matters and issues of academic status, which are discussed in executive session.

AGENDA

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

March 9, 2016

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AGENDA

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

March 9, 2016

1. Information Item: Out-of-State Tuition Waiver Update

Associate Vice Chancellor of Research & Policy Analysis, Dr. Angela Bell, will provide results on the revised Out-of-State Tuition Waiver policy. These revisions were designed to strengthen the policy and practices around out-of-state tuition waivers.

Background: In September 2014, the Board approved the revisions to Board Policy 7.3.4.1 Out-of-State Tuition Waivers, effective Fall 2015. The revisions were implemented after a December 2013 Department of Audits and Accounts, Performance Division Special Examination of Out-of-State Tuition Waivers.

The changes provided for improvements that included four elements:

a. To accentuate the overarching philosophy for Out-of-State Tuition Waivers to applicable students in University System of Georgia institutions;

b. To streamline existing waiver categories and allowances;

c. To clarify established procedural requirements; and

d. To recognize the importance of balancing the needs of the institutions and the State.

In addition, in March 2015 the Board approved a new Border State waiver category, effective Fall 2015. As a result of enrollment declines and population changes, there are a group of USG institutions that have excess capacity from both a housing and facilities perspective. Providing out-of-state tuition waivers for these select institutions, expands recruitment options for potential students. Increasing our student enrollment at these specific institutions that have capacity allows us to take advantage of our existing USG infrastructure and capabilities to grow our enrollment.

2. **Information Item: Report on Second Quarter Revenues and Expenditures**

Associate Vice Chancellor for Fiscal Affairs and Budget Director, Tracey Cook, will present information on the Second Quarter Revenues and Expenditures for the University System of Georgia.

3. Approval of a Tuition and Fee Structure for the Georgia Film Academy Certification Program

Recommended: That the Board approve the request of Dr. Houston Davis, Executive Vice Chancellor and Chief Academic Officer, to establish a per credit hour tuition rate of $125 for the Georgia Film Academy Certification Program, effective Spring 2016.

Understanding: Institution-wide annual tuition increases will not be applicable to this rate. The Georgia Film Academy, in consultation with the University System Office, will request changes specific only to this rate when determined appropriate.

Further Understanding: University System of Georgia (USG) institutions offering courses in the Georgia Film Academy Certification Program shall not charge mandatory student fees, including the Special Institutional Fee, to students enrolled exclusively in Georgia Film Academy Certification courses.

Background: The concept and rationale for the Georgia Film Academy (GFA) was identified through Governor Nathan Deal's High Demand Career Initiative. Subsequently, the Governor recommended and the legislature appropriated funds in the FY 2016 budget to establish the Georgia Film Academy as a collaborative effort of the University System of Georgia (USG) and the Technical College System of Georgia (TCSG) to support the workforce needs of Georgia's film and digital entertainment industries. GFA will certify workforce ready employees in needed areas, connect students and prospective employees with employers, and offer a unique capstone experience for students that will provide them a path to employment in Georgia and to remain in the state. Jeffrey Stepakoff was appointed GFA's Executive Director in August 2015.

GFA's 18 credit-hour certification program began classes in January 2016 (Spring 2016 semester), and is designed to be completed in approximately two semesters or 32 weeks. The GFA certification program is comprised of two courses specifically tailored to provide students with on-set film production skills. The first course combines classroom instruction and hands-on experience with industry standard equipment, while the second course is a semester spent on-set, where students learn and hone their craft while working on the crew of a professional production.

The Georgia Film Academy classes are available to current USG and TCSG students in credit and non-credit based environments. Initially, these GFA courses are being offered on the campuses of Clayton State University, Columbus State University, Gwinnett Technical College, and at Pinewood Studios in Fayetteville. There are plans to expand the courses to additional campuses in the near future.

Students in the program will be assessed the special tuition rate of $125 per credit hour. USG institutions offering courses in the Georgia Film Academy Certification Program will not charge

3. Approval of a Tuition and Fee Structure for the Georgia Film Academy Certification Program (Continued)

mandatory student fees, including the Special Institutional Fee, to students enrolled exclusively in Georgia Film Academy Certification courses. Part of the rationale for these reduced rates is that the students exclusively enrolled in this program are highly unlikely to utilize any of the campus facilities during their course of study. Additionally, the $125 per credit hour rate will cover the costs of any required equipment and other course materials.

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COMMITTEE ON PERSONNEL AND BENEFITS

March 9, 2016

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INFORMATIONAL ITEM

1. 2016 Open Enrollment & Retiree Health Exchange Enrollment Update 1

1. 2016 Open Enrollment & Retiree Health Exchange Enrollment Update

Ms. Marion Fedrick, Vice Chancellor for Human Resources, will present the 2016 Open Enrollment & Retiree Health Exchange Enrollment Update.

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COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE

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COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE

March 9, 2016

1. **Information Item: Ethics and Compliance Hotline Update**

The University System of Georgia implemented an ethics and compliance hotline in 2008 as part of our ethics and compliance program. All institutions of the University System plus the University System Office have a hotline system which allows users to anonymously report activities which may affect the operation of USG institutions. Input is either on-line or via telephone.

During this session, Director of Ethics and Compliance, Wesley Horne, will provide an overview of the cases received via the hotline and also discuss processes which are followed when cases received via the hotline or other methods that involve potential malfeasance.

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COMMITTEE ON REAL ESTATE AND FACILITIES

March 9, 2016

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COMMITTEE ON REAL ESTATE AND FACILITIES

March 9, 2016

1. Annual Report on Contracting

In conformance with Board of Regents policy 9.6.2, Sharon Ferguson Pope, Assistant Vice Chancellor for Design and Construction, will give an annual report on facilities design and construction-related contracting and qualifications-based selections.

2. Authorization of Project, Project No. BR-90-1601, Laboratory Addition – Science Building – Fifth Floor Build-out, Kennesaw State University

Recommended: That the Board approve Project No. BR-90-1601, "Laboratory Addition – Science Building – Fifth Floor Build-out", Kennesaw State University ("KSU"), with a total project budget of $1,500,000, to be funded with institution funds.

Understandings: The project would build out the remaining laboratory shell space on the fifth floor of the Science Lab Addition Building to provide additional space for the Department of Molecular and Cellular Biology, which has grown significantly since KSU's consolidation with the former Southern Polytechnic State University.

The build out of fifth floor shell space was programmed and designed during the original building project, which was approved by the Board in August 2008 and completed in 2012. A budget modification to partially buildout the fifth floor was approved by the Board in August 2012 and was funded with approximately $895,000 in institutional funds.

The estimated construction cost for this project is $1,100,000.

The project is within the existing building and is consistent with KSU's master plan.

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

3. Naming of Key Golf Studio, Columbus State University

Recommended: That the Board approve the naming of the new golf facility at Columbus State University ("CSU") as the "Key Golf Studio" in recognition of Billy Key.

Understandings: President Christopher L. Markwood confirms that this naming conforms to the CSU naming guidelines and with the Board of Regents naming policy.

A native of Columbus and longtime supporter of CSU, Mr. Key has been a member of the CSU Foundation Board of Trustees for over four decades. He has served on the board of the Athletic Fund, has been an active volunteer for the Annual Fund, and is a member of the President's Society, Shannon Society and Founders Society.

Mr. Key's service and support extends to the surrounding community, with active involvement in several local organizations including, but not limited to, the Chamber of Commerce, the Rotary Club of Columbus, St. Francis Hospital, United Way, and the Fort Benning Chapter Association of the U.S. Army.

A passionate golfer and member of the Georgia Golf Hall of Fame, Mr. Key has won many championships, including three consecutive Georgia State Junior Championships between 1946 and 1948, the Southern Amateur in 1962, the Georgia Amateur in 1968, and the Society of Seniors Individual Stroke Play Championship in 1989 and 1990. Mr. Key also won the American Seniors Best Ball Championship five times and in 1990, Golf Digest ranked him as the No. 2 senior golfer in the United States.

Mr. Key generously provided $450,000 towards the Golf Studio project and has also pledged a $2 million estate gift to CSU.

Constructed entirely with private funds, the Key Golf Studio sits on 13 acres of land across from the main CSU student housing complex. As home to the men's and women's golf teams, the facility features a 7,000 square-foot putting green, two short game areas, a full hitting range, and a clubhouse that houses offices, locker rooms, study areas, and state-of-the-art indoor practice equipment.

4. Naming of Burger King Stadium at Ragsdale Field, Columbus State University

Recommended: That the Board approve the naming of the existing baseball stadium at Columbus State University ("CSU") the "Burger King Stadium at Ragsdale Field" in recognition of Todd and Janet Schuster.

Understandings: President Christopher L. Markwood confirms that this naming conforms to the CSU naming guidelines and with the Board of Regents naming policy.

As owners of Schuster Enterprises, the Schuster family operates more than sixty Burger King restaurants in the Southeast. The family has generously supported CSU's student programs, academics, and athletics for many years, including funding for the Schuster Student Success Center and in-kind contributions such as food coupons and donated drinks. The Schusters recently pledged $1.15 million in financial support for the renovation of the stadium, of which $700,000 has been received to date.

The original baseball field was constructed in 1970 as Cougar Field, and re-named Ragsdale Field in 2000 in honor of Charles F. Ragsdale, CSU's first baseball coach. Over the years, private donations have funded several improvements to the facility, including stadium seating, a press box, lighting, clubhouse, and a concession-restroom building. Entirely funded with private donations, the current renovation will change the look and feel of the stadium for players and fans.

If approved by the Board, staff will ensure that any necessary approvals or licenses for the use of the Burger King name and/or logo are obtained from the parent company.

5. Naming of Daniel J. Kaufman Library and Learning Center, Georgia Gwinnett College

Recommended: That the Board approve the naming of the existing library at Georgia Gwinnett College ("GGC") as the "Daniel J. Kaufman Library and Learning Center" in recognition of the outstanding and distinguished service of GGC's founding president, Daniel J. Kaufman.

Understandings: President Stanley "Stas" C. Preczewski confirms that this naming conforms to the GGC naming guidelines and with the Board of Regents naming policy.

Dr. Kaufman was selected as the founding president of the college in late 2005. His commitment and leadership during his eight-year tenure helped establish a firm foundation for GGC that will positively impact students and the community for many generations. A few of his many notable accomplishments include:

- Obtained accreditation from the Southern Association of Colleges and Schools (SACS) in less than three years – believed to be the fastest in SACS history and less than half of the normal time to initial accreditation.
- Expanded enrollment to well over 9,000 students in seven years.
- Maintained the lowest tuition of all baccalaureate-only four-year colleges in the University System.
- Achieved military-friendly status by two rating agencies.
- Achieved a peak rating of 5th best public college in the Southern Region by US News and World Report.
- Produced four USG "Professor of the Year" recipients.

Dr. Kaufman continues to serve the community as President of the Gwinnett Chamber of Commerce. The local community has provided GGC with over $300,000 in donations to support the request that the first building named in honorarium on the GGC campus bear Dr. Kaufman's name as a tribute to his service to the institution.

6. Naming of Chantal and Tommy Bagwell Education Building, Kennesaw State University

Recommended: That the Board approve the naming of the new Education Building at Kennesaw State University ("KSU") as the "Chantal and Tommy Bagwell Education Building" in recognition of Tommy and Chantal Bagwell.

Understandings: President Daniel S. Papp confirms that this naming conforms to the KSU naming guidelines and with the Board of Regents naming policy.

The Bagwell family has a long history of philanthropy and service to KSU. In 1996, the Bagwell College of Education was named for Mr. Bagwell's mother, Mrs. Clarice Bagwell. Tommy and Chantal Bagwell are active philanthropists and involved in many community activities. Tommy Bagwell is a trustee of the Kennesaw State University Foundation, and has also served on the boards of Lanier Technical College, Brenau University, and Gainesville State College.

The naming of the building is in recognition of the Bagwells' $2 million gift to Kennesaw State University.

Funded by $20.3 million in state funds, the 78,756-square foot Education Building opened in August 2015. The building contains classrooms, computer labs, seminar rooms, student study areas, conference rooms, department suites, and the dean's suite.

7. Authorization of Project No. BR-30-1608, Renovation of Andrew Carnegie Building, Georgia Institute of Technology

Recommended: That the Board authorize Project No. BR-30-1608, Renovation of Andrew Carnegie Building, Georgia Institute of Technology ("GIT") with a total project budget of $2,972,000 to be funded from GIT Foundation funds.

Understandings: The Andrew Carnegie Building (the "Building") was constructed in 1906 as GIT's first library building, and is a contributing building to the Georgia Tech National Register Historic District. The Building currently houses the offices of GIT's Executive Leadership Team, including the President, Provost, Executive Vice President of Administration and Finance, and Executive Vice President of Research.

The renovation of the approximately 10,200 square foot Building would include overall abatement of asbestos–containing materials; repair of unstable sub-flooring, roof replacement, and the installation of a new elevator to meet ADA requirements. In addition, new energy efficient and historically accurate windows would be installed after the related adjustment of ceiling height is completed. Furthermore, life safety improvements would include a new fire alarm system and lighting upgrades. With the exception of the roof and window replacement, all work will be contained within the existing structure.

The renovation will house the GIT Executive Leadership Team in more efficient and accessible office space.

The estimated construction cost for this project is $2,055,000. The project is consistent with GIT's master plan.

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

8. Authorization of Project No. BR-50-1601, Delta Student Success Center, Georgia State University

Recommended: That the Board authorize Project No. BR-50-1601, Delta Student Success Center, Georgia State University ("GSU") with a total project budget of $3,600,000, to be funded from $2,000,000 from donations and $1,600,000 from institution funds**.**

Understandings: This project would involve the renovation of approximately 35,000 square feet on the twelfth floor of the 55 Park Place building to create the Robinson College of Business Delta Student Success Center and new spaces for the Office of Undergraduate Assistance, Career Resource Center, and the Office of Experiential Learning. The project scope would include construction of a reception area, offices, learning/computer labs, student meeting rooms, graduate research assistant work stations, and a study lounge. An interconnecting stair would also be added in the atrium space, allowing for improved circulation and pedestrian movement between the eleventh and twelfth floors.

The estimated construction cost for this project is $2,852,000.

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

9. Ground Lease and Rental Agreement, 5823 Trammell Road , Morrow, Clayton State University

Recommended: That the Board declare approximately 12.026 acres of real property (the "Property") improved with two academic buildings comprising a total of approximately 27,520 square feet (the "Buildings") and located on the campus of Clayton State University ("CLSU"), to be no longer advantageously useful to CLSU or other units of the University System of Georgia, but only to the extent and for the purpose of allowing this real property to be ground leased to Clayton State University Foundation Real Estate III LLC (the "LLC"), for the purpose of providing additional security for the financing of the renovation and repair of a PPV student housing facility known as Clayton Station ("the Project").

Recommended further: That the Board authorize the execution of a ground lease (the "Ground Lease") between the Board of Regents, as Lessor, and the LLC, as Lessee, of the Property for a period not to exceed ten (10) years with an option to renew for up to an additional five (5) years should there be debt outstanding at the end of the original ground lease term.

Recommended further: That the Board authorize the execution of a rental agreement between the LLC, as Landlord, and the Board of Regents, as Tenant, for the Buildings to commence at the start of the Ground Lease and ending the following June 30 at a rent not to exceed $500,000 per year annualized with an option to renew annually for up to fifteen (15) consecutive one-year periods.

Recommended further: That execution of the aforementioned Ground Lease and rental agreement be contingent upon the written concurrence of CLSU to the phasing and management plan developed by Board staff to expend funds and complete the renovation and repair of the Project.

Understandings: The anticipated schedule is for the LLC to secure financing in early March 2016 and commence construction immediately thereafter. The renovation and repairs to the Project are expected to be completed no later than January 2017.

At the end of the term of the Ground Lease, the real property and any improvements will revert to the Board of Regents.

10. Executive Session

Materials to be handed out in executive session.

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REPORT ON FISCAL YEAR 2015 USG AUDIT RESULTS

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AGENDA

REPORT ON FISCAL YEAR 2015 USG AUDIT RESULTS

March 9, 2016

1. Information Item: State Auditor's Presentation of the Fiscal Year 2015 Audit Results for the University System of Georgia

Ms. Jennifer Thomas, Deputy Director, Education Audit Division, Georgia Department of Audits and Accounts, will present information on the Fiscal Year 2015 Financial Statement Audit results for the University System of Georgia.

Based on review of all audit findings, management letter comments and misstatements, Associate Vice Chancellor for Fiscal Affairs Claire Arnold will present a summary of audit results and corrective action plans for the Fiscal Year 2015 State Audit findings.

2. Information Item: Presentation of the Fiscal Year 2015 Annual Financial Report for the University System of Georgia

Vice Chancellor for Fiscal Affairs & Planning Shelley Nickel will present information on the Fiscal Year 2015 Annual Financial Report for the University System of Georgia. The Fiscal Year 2015 Annual Financial Report was provided to the Board members in advance of the meeting.