October Board Meeting

Georgia Institute of Technology

October 12-13, 2021

Georgia Institute of Technology - The Kendeda Building

422 Ferst Dr., NW

Atlanta, GA 30318

UNIVERSITY SYSTEM OF GEORGIA

BoR October 12-13, 2021 Agenda

1:00 PM	**Call to Order** Chairman Sachin D. Shailendra	Kendeda Building, 152 Auditorium
	Presentation of Colors GT - Air Force ROTC	
	Pledge of Allegiance/Invocation Chairman Sachin D. Shailendra Ms. Ajanta Choudhury, SGA Undergraduate Executive Vice President	
	Safety Briefing Mr. William Burke, Coordinator, GT Office of Emergency Preparedness	
	Approval of Minutes Secretary Edward Tate September 9th Minutes	
	Presidential Presentation and Campus Spotlight – Georgia Institute of Technology: Inclusive Innovation and Entrepreneurship Chairman Sachin D. Shailendra Dr. Ángel Cabrera, President, Georgia Institute of Technology Dr. Raheem Beyah, Dean, Georgia Tech College of Engineering Dr. Steve McLaughlin, Provost, Georgia Institute of Technology Ms. Aya Ayoubi, Georgia Tech Alum (Class of 2021) Mr. Zachary Cloud, Georgia Tech Alum (Class of 2021) Ms. Marzeah 'Zea' Khorramabadi, CREATE-X participant, Co-Founder StrideLink Inc., and undergraduate computer engineering major	
1:45 PM	**Track I Committee Meetings: Academic Affairs** Regent Erin Hames	Kendeda Building -230 Classroom
	Track I Committee Meetings: Organization & Law Regent Don L. Waters	Kendeda Building -230 Classroom
1:45 PM	**Track II Committee Meetings: Personnel & Benefits** Regent Neil L. Pruitt, Jr.	Kendeda Building -152 Auditorium
	Track II Committee Meetings: Finance & Business Operations Regent Kessel D. Stelling, Jr.	Kendeda Building -152 Auditorium
	Track II Committee Meetings: Real Estate & Facilities Regent Samuel D. Holmes	Kendeda Building -152 Auditorium
	Track II Committee Meetings: Internal Audit, Risk and Compliance Regent Philip A. Wilheit, Sr.	Kendeda Building -152 Auditorium
	Executive Session Chairman Sachin D. Shailendra	The Marcus Nanotechnology Building
	Wednesday, October 13th	
10:00 AM	**Reconvene - Wednesday, October 13th** Chairman Sachin D. Shailendra	Kendeda Building -152 Auditorium
	Invocation/Pledge of Allegiance Chairman Sachin D. Shailendra Mr. Samuel Ellis, SGA Undergraduate President	

Safety Briefing
Mr. William Burke, Coordinator, GT Office of Emergency Preparedness

Partnership for Inclusive Innovation
Chairman Sachin D. Shailendra
Lt. Governor Geoff Duncan
Dr. S. Jack Hu, Senior VP for Academic Affairs and Provost, UGA

Chancellor's Report
Acting Chancellor Teresa MacCartney

10:20 AM Committee Reports
A. Academic Affairs - Regent Erin Hames
B. Finance & Business Operations - Regent Kessel D. Stelling, Jr.
C. Internal Audit, Risk, and Compliance - Regent Philip A. Wilheit, Sr.
D. Organization & Law - Regent Don L. Waters
E. Personnel & Benefits - Regent Neil L. Pruitt, Jr.
F. Real Estate & Facilities - Regent Samuel D. Holmes

Unfinished Business
Chairman Sachin D. Shailendra

New Business
Chairman Sachin D. Shailendra

Vote - Waiver of BOR Policy 2.1 regarding Interim President candidacy

Vote - Naming of Officer Nominating Committee

Vote - Establishing AU Health Committee
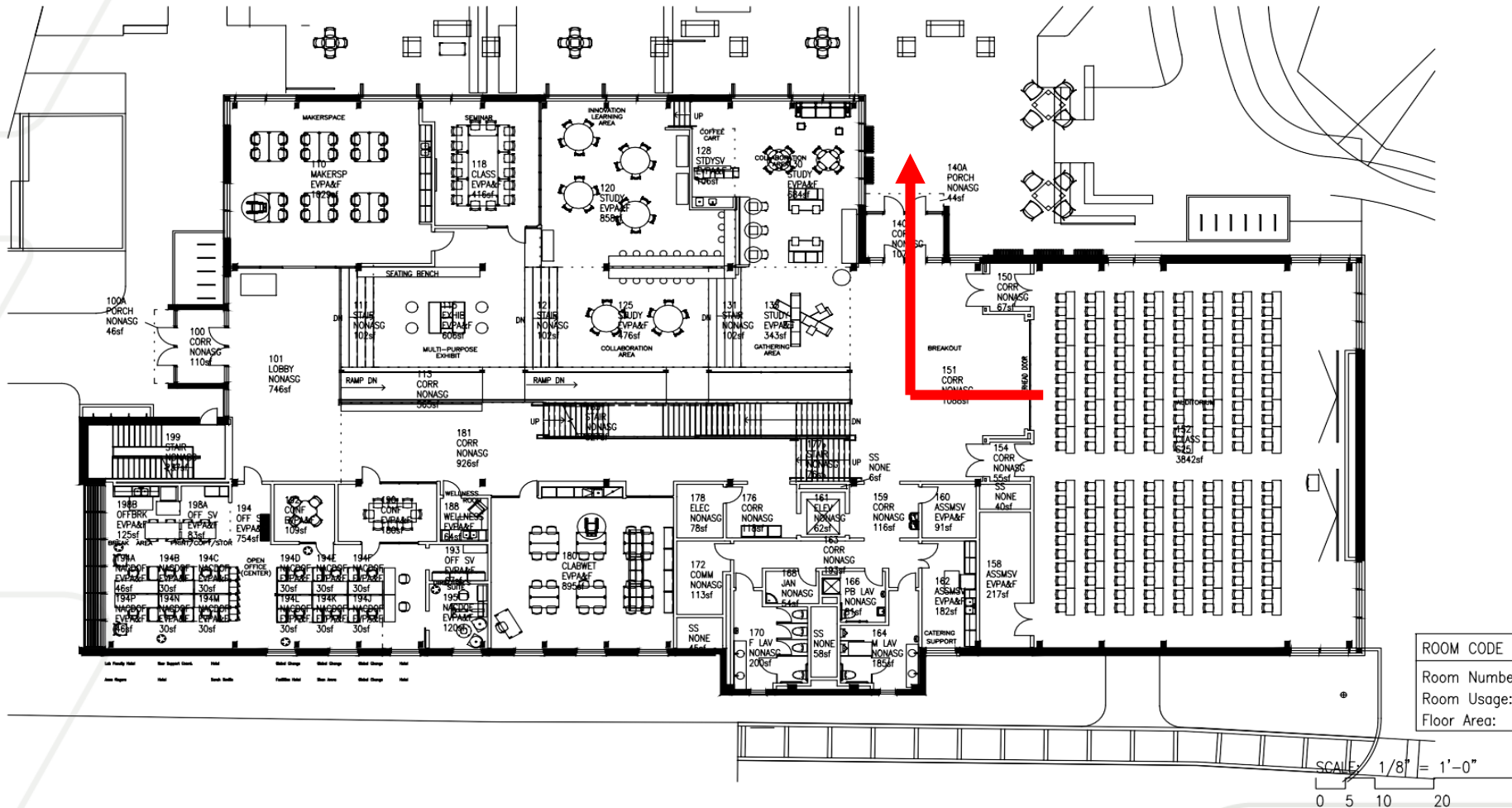
Petitions and Communications
Secretary Edward Tate

Gala Update
Regent Neil L. Pruitt, Jr.

Adjournment
Chairman Sachin D. Shailendra

Kendeda Primary Evacuation Route

Kendeda Secondary Evacuation Route

CALL TO ORDER

The Board of Regents of the University System of Georgia met at 9:00 a.m. on Thursday, September 9, 2021, in Room 8003 of the Board's offices, 270 Washington St., SW, Atlanta, Georgia, and simultaneously accessible by BOR Webcast. The Chairman of the Board, Regent Sachin Shailendra, called the meeting to order. Present, in addition to Chairman Shailendra, were Vice Chairman Cade Joiner; Regents W. Allen Gudenrath; Erin Hames; Bárbara Rivera Holmes; Samuel D. Holmes; James M. Hull; C. Thomas Hopkins, Jr.; Everett Kennedy; Rachel B. Little; Lowery May; Jose R. Perez; Neil L. Pruitt Jr.; Sarah-Elizabeth Langford Reed; Harold Reynolds; T. Dallas Smith; Kessel D. Stelling, Jr.; Don L. Waters; and Philip A. Wilheit.

INVOCATION AND PLEDGE

Ms. Brianna Bailey, student body president at Georgia State University gave the invocation and led the Pledge of Allegiance.

SAFETY BRIEFING

Mike Coverson, Chief of Police, gave the safety briefing.

APPROVAL OF MINUTES

With motion made and properly seconded, the Regents present voted unanimously to approve the minutes of the Board's meetings of August 10, August 12, and August 19.

CAMPUS SPOTLIGHT- WORKING TO FULLFILL OUR PROMISE: GGC 2.0

Georgia Gwinnett College (GGC) President Jann Joseph and Provost George Low discussed GGC student support initiatives, including the use of data to add value and better support a diverse student body, resulting in increased retention and graduation rates. GGC students Benjamin Rodriguez and Greatzel Unabi shared their experiences from GGC and how GGC has help shape and prepare them for future success.

ACTING CHANCELLOR'S REPORT

Acting Chancellor MacCartney began her report by congratulating USG presidents and their leadership teams, making it possible for all 26 USG institutions to resume in-person learning this fall. The Acting Chancellor reported on the effectiveness of on-campus COVID-19 risk reduction efforts like PCR saliva tests, COVID-19 testing, and rapid tests, as well as the vaccination progress. Chancellor MacCartney highlights that over 313,000 tests have been sent out; 432,000 face masks, shields, and N/KN-95 respirators mask; 942,000 gloves, 21,400 gowns thousands of gallons of sanitizer and disinfectant solutions have been distributed to campuses across the System. Chancellor MacCartney noted that the most effective way to keep from getting and spreading the virus that causes COVID-19 is to get vaccinated and wear a mask. Our institutions strongly encourage mask usage and provide incentives for vaccination.

Chancellor MacCartney highlighted several achievements across the system: Abraham Baldwin Agricultural College's School of Agriculture and Natural Resources welcomed more than 1,400 students to start this fall; Georgia State University welcomed its largest first-year class ever with more than 5,600 first-year students on the Atlanta Campus; 40% of all fall undergraduate students at Georgia Tech are women; Georgia College is celebrating its 25th anniversary as a state public liberal arts university; and Taylor Dorsey, a junior at Fort Valley State University, has been named a national Historically Black Colleges and Universities (HBCU) Scholar, the highest honor given by the White House Initiatives on HBCUs.

Chancellor MacCartney concluded her remarks by appreciating all of the important work that students, faculty and staff across the System are doing every day towards student success.

COMMITTEE REPORTS
Reports of the standing committees are attached hereto. Upon motions made and duly seconded, the Board unanimously approved and adopted the reports of the following committees:
- the Committee on Academic Affairs
- the Committee on Organization & Law
- the Committee on Real Estate & Facilities

Regent Samuel D. Holmes recused himself from voting on a Real Estate & Facilities Committee item: sub-rental agreement for space at 3475 Lenox Road, NE, Atlanta for the University of Georgia.

Regent James M. Hull recused himself from voting on a Real Estate & Facilities Committee item: design professional firm ranking for Project No. J-376, Gateway Building and Infrastructure for Georgia Gwinnett College.

Regent Sarah-Elizabeth Langford Reed recused herself from voting on Real Estate & Facilities Committee item: amendments to extend a ground lease and a rental agreement for University Village Student Housing at Savannah State University.

UNFINISHED BUSINESS
There was none.

NEW BUSINESS
There was none.

PETITIONS AND COMMUNICATIONS
The next BOR meeting will be held on October 12 and 13, 2021, at the Georgia Institute of Technology.

EXECUTIVE SESSION
Chairman Shailendra called for an executive session at approximately 10:30 a.m. to discuss personnel matters. With motion properly made and seconded, the Regents present voted unanimously to go into executive session. An affidavit regarding this executive session is on file with the Office of the Secretary to the Board.

RECONVENE
Following executive session, Chairman Shailendra reconvened the Board meeting in its regular session at approximately 11:16 a.m. and announced that no action had been taken during executive session.

ADJOURNMENT
There being no further business to come before the Board, the meeting adjourned at 11:17 a.m.

_____   _____
Sachin D. Shailendra   Edward M. Tate
Chairman, Board of Regents   Secretary, Board of Regents
University System of Georgia   University System of Georgia

MINUTES OF THE
COMMITTEE ON ACADEMIC AFFAIRS

The Committee on Academic Affairs of the Board of Regents of the University System of Georgia met at approximately 9:29 a.m. in Room 7007 of the Board's Offices, 270 WashingtonSt., SW, in Atlanta, Georgia. Committee Chairwoman Erin Hames called the meeting to order. Present, in addition to Chairwoman Hames were Committee Vice Chairwoman Bárbara Rivera Holmes; Regents W. Allen Gudenrath; James M. Hull; Rachel B. Little; Lowery May; Jose R. Perez; and Don L. Waters. Unless otherwise noted, the Regents present approved all items unanimously.

ACTION ITEMS

1. The Committee approved a request to offer a Bachelor of Arts in Communicationsand Emerging Media at Georgia Southwestern State University.

2. The Committee approved a request to offer a Master of Science in Cyber Technologyat Clayton State University.

3. The Committee approved a request to offer a Master of Science in Logistics andSupply Chain Management at Georgia Southern University.

CONSENT ITEMS

4. The Committee approved the appointment of one endowed faculty position at Columbus State University.

ADJOURNMENT

There being no further business for committee consideration, the meeting adjourned at approximately 9:41 a.m.

MINUTES OF THE
COMMITTEE ON ORGANIZATION AND LAW

The Committee on Organization and Law of the Board of Regents of the University System of Georgia met at 9:42 a.m. in Room 7007 of the Board's offices, 270 Washington Street, SW, in Atlanta, Georgia. Committee Chairman Don L. Waters called the meeting to order. Present, in addition to Chairman Waters, were Committee Vice Chairman James M. Hull; Regents W. Allen Gudenrath; Erin Hames; Bárbara Rivera Holmes; Rachel B. Little; Lowery May; and Jose R. Perez.

APPROVAL ITEMS

1. The Committee approved proposed revisions to the Board of Regents Policy Manual,Section 4.6.5, Standards for Institutional Student Conduct Investigation and Disciplinary Proceedings.

2. The Committee approved Clayton State University entering into a mutually beneficial aid agreement with the City of Lake City.

3. The Committee approved Clayton State University entering into a mutually beneficial aid agreement with the City of Morrow

EXECUTIVE SESSION
Chairman Waters called for an executive session at 9:46 a.m. to discuss personnel and student records. With motion properly made and seconded, the Regents who were present voted unanimously to go into executive session.

RECONVENE
After the Committee exited executive session, Chairman Waters reconvened the Committee in itsregular session at 10:08 a.m. and announced that no actions were taken during the executive session.

ADJOURNMENT
There being no further business to come before the Committee, the meeting adjourned at 10:09 a.m.

The Committee on Real Estate and Facilities of the Board of Regents of the University System of Georgia met on Thursday, September 9, 2021, at approximately 9:27 a.m. in Room 8003 of the Board's offices at 270 Washington Street, SW, Atlanta, Georgia. Committee Chairman Samuel D. Holmes called the meeting to order. Present, in addition to Committee Chairman Holmes and Vice Chairman T. Dallas Smith, were Regents C. Thomas Hopkins, Jr.; Everett Kennedy; Neil L. Pruitt, Jr.; Sarah-Elizabeth Langford Reed; Harold Reynolds; Kessel D. Stelling, Jr.; and Philip A. Wilheit, Sr. Acting Chancellor Teresa MacCartney, Board Chairman Sachin D. Shailendra and Vice Chairman J. Cade Joiner were also present. Unless otherwise noted, the Regents present approved all items unanimously.

INFORMATION ITEM

1. The Committee received a written report of real estate actions taken between April 1, 2021, and June 31, 2021, pursuant to the delegated authority of the Vice Chancellor for Real Estate and Facilities.

APPROVAL ITEMS

2. The Committee approved the design professional firm ranking for Project No. J-376, GatewayBuilding and Infrastructure for Georgia Gwinnett College. The ranked firms were:

    1) SSOE | Stevens & Wilkinson, Inc. w/Hughes Group
       Architects, Inc.(Atlanta/Sterling, VA)
    2) Lord Aeck Sargent Planning & Design, Inc. w/ROSSETTI, Inc. (Atlanta/Detroit, MI)
    3) McMillan Pazdan Smith, LLC w/Sasaki Associates, Inc. (Atlanta/Watertown, MA)

3. The Committee approved the design professional firm ranking for Project No. J-377, ScienceHill Modernization, Phase I for the University of Georgia. The ranked firms were:

    1) Cooper Carry, Inc. (Atlanta)
    2) EYP/Architecture & Engineering, Inc. (Atlanta)
    3) Perkins+Will, Inc. (Atlanta)

4. The Committee approved the design professional firm ranking for Project No. J-378, Cumming Academic Building Addition for the University of North Georgia. The ranked firmswere:

    1) Jericho Design Group, LLC (Cumming)
    2) Lyman Davidson Dooley, Inc. (Marietta)
    3) Pieper O'Brien Herr Architects, Ltd. (Alpharetta)

5. The Committee approved the construction management firm ranking for Project No. BR-50- 2103, Library North Study Commons Expansion for Georgia State University. The ranked firms were:

    1) Albion General Contractors, Inc. (Sandy Springs)
    2) Hogan Construction Group, LLC (Norcross)
    3) Gay Construction Company (Atlanta)

6. The Committee approved amendments to extend a ground lease and a rental agreement for University Village Student Housing at Savannah State University. Regent Langford Reed recused herself from voting on this item.

7. The Committee approved an amendment to a sub-rental agreement for space at 3475 Lenox Road, NE, Atlanta for the University of Georgia. Committee Chairman Holmes recused himself from voting on this item.

8. The Committee authorized Project No. BR-10-2202, Experiential Learning Center at the Center for Research and Education at Wormsloe for the University of Georgia.

9. The Committee authorized Project No. BR-40-2201, New Modular Data Center for AugustaUniversity.

10. The Committee authorized Project No. PPV-70-2102, Patterson Hall Bathroom Renovation for Valdosta State University.

11. The Committee authorized a budget modification for Project No. PPV-30-1801, Campus Center (Student Center Expansion/Renovation) for Georgia Institute of Technology.

12. The Committee approved the acquisition of real property located at 1127 Broadway in Columbus for Columbus State University. Committee Chairman Holmes recognized three special guests who were in attendance with Columbus State University President Markwood to show their support for this action: Former Regent Jimmy Yancey (1996-2003) and Emeritusmember of the CSU Foundation Board of Trustees; Teddie Ussery, Chair of the CSU Foundation Board of Trustees; and Steve Butler, Chair of the Trusteeship Committee for the CSU Foundation Board of Trustees.

13. The Committee approved the naming of the Delta Innovation Hub at the University of Georgia.

ADJOURNMENT

There being no further business to come before the Committee, the meeting adjourned at approximately 9:44 a.m.

AGENDA

COMMITTEE ON ACADEMIC AFFAIRS

October 12 - 13, 2021

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ACTION ITEMS

CONSENT ITEMS

III. <u>**Named/Endowed Faculty Positions**</u>

1. **Establishment of a Nexus Degree in Applied Gerontology (Allied Health & Nursing),University of North Georgia**

Recommended: That the Board approve the request from President Bonita Jacobs that the University of North Georgia ("UNG") be authorized to establish a Nexus degree in Applied Gerontology with tracks in Allied Health and Nursing, effective October 13, 2021.

Degree Name/CIP Definition
Nexus Degree in Applied Gerontology (30.1101): A program that focuses on the human aging process and aged human populations, using the knowledge and methodologies of the social sciences, psychology and the biological and health sciences.

System and Institutional Context

System Wide/Strategic Plan Context (within mission fit):
As a system, the USG is committed to increasing the number of nursing and healthcare graduates toward improving health outcomes for the citizenry of Georgia. The USG supports quality academic programming for both the traditional student seeking a career in a health-related profession, as well as improving access for professional adults seeking to expand their careers by becoming credentialed in areas of high demand.

Institutional Mission Fit: The University of North Georgia is one of 119 U.S. colleges and universities to receive the 202 Carnegie Engagement Classification a designation that indicates institutional commitment to community engagement. The institution is an internationally recognized member of the Age-Friendly University global network and is home to the UNG Institute for Health Aging. The Nexus degree in Applied Gerontology with concentrations in Family Caregiving and Applied Gerontology merges fully with the University of North Georgia institutional mission, Carnegie and Age-Friendly University Classifications, and ongoing academic programming.

Need/Workforce Context

Sample Occupations:
- Social Services Assistant
- Community and Social Service Specialists
- Patient Service Representatives
- Healthcare Support Workers
- Medical and Health Services Managers
- Registered Nurses
- Licensed Practical Nurses

Labor Market/Career Placement Outlook/Salary:

Occupation	O*Net[2]	Current Employment	% Growth	Mean	Experienced
Social and Human Service Assistants	Bright Outlook	9,120	18%	$28,790	$48,780
Personal Care Aids	Bright outlook	32,480	48%	$23,240	$30,780
Patient Care Representatives	Bright Outlook	106,190	5%	$40,950	$76,340
Medical and Health Services Managers	Bright Outlook	9,160	27%	$92,780	$172,200
Registered Nursing	Bright Outlook	77,460	23%	$69,630	$98,810

1JobsEQ National Center for O*NET Development. *O*NET OnLine*. Retrieved September 22, 2021, from https://www.onetonline.org/

Curriculum
Learning Outcomes, Program Specific Competencies and Knowledge, Skills, and Abilities:
Graduates of this program will be able to:

1. Demonstrate ability to identify, evaluate, and implement unique solutions to complex problems and issues to appropriately meet the needs of the older adult population.
2. Demonstrate knowledge and structure of the English language in written and oral communication
3. Demonstrate teamwork and collaboration skills
4. Demonstrate ability to utilize all technology related to job performance
5. Exhibit professionalism and a strong work ethic
6. Engage in practicums that lead to chosen career

Career Competencies:
- Customer and personal service
- Written and Oral Communication
- Psychology
- Clerical
- Complex problem solving
- Computers and electronics
- Teamwork/Collaboration
- Professionalism/Work Ethic

1. **Establishment of a Nexus Degree in Applied Gerontology (Allied Health & Nursing), University of North Georgia (Continued)**

Experiential Opportunities (High Impact Practices):
As a requirement of the program students will enroll in three, semester-long, 135-hour, community based/service-learning internships. These internships will take place concurrently with the 3000 and 4000 level academic coursework. Three and four thousand level academic coursework will be initiated when the student has completed 30 credits of the A-E Core program. Students who have completed an AA, AS, or ASN satisfy the Core Curriculum requirements and need only complete 18 specialized hours for the Nexus.

Students will acquire academic understandings of the KSAs, including Computers and Electronics knowledge and proficiency, Psychology and the knowledge and treatment of behavioral disorders; Clerical Skills and procedures and terminology, Customer Service skills including the ability to perform needs assessments and service evaluations; and how to address complex problems and develop contextual solutions, in the classroom. The knowledge acquired in the classroom will thenbe translated into the application of knowledge in the Practicum settings

Assessment Plan:
Graduate outcomes will be assessed using data collected from student and employer surveys taken upon graduation/employment and after 6 months of employment. Student learning outcomes and career readiness are to be assessed in specific courses over a student's progression through the curriculum and embedded within the three required practicum courses. The program will submit a post approval review to the USG at year four and year seven to track enrollment and graduation rate.

Implementation

Enrollment Forecast:

	Year 1	**Year 2**	**Year 3**	**Year 4**
Fiscal Year (Fall to Summer)	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026
Base enrollment[1]		7	13	15
Lost to Attrition (should be negative)		-1	-7 (6 graduates)	-11 (10 graduates)
New to the institution	5	5	6	8
Shifted from Other programs within your institution	2	2	3	3
Total Enrollment	7	13	15	15
Graduates	0	0	6	10
Carry forward base enrollment for next year	7	13	15	15

Pipeline:
As the Nexus degree is a new degree level, student and community education about the degree and the benefits of the degree will allow for a slow, but gradual increase in interest and enrollment. We believe that some current Associate's level students will take advantage of the new program, new graduates will be drawn to the program as it offers a strong applied, workforce-ready component, and associate's level, including ASN, graduates working in the community will be drawn to the program to increase job potential. Students will begin graduating in Year 3.

System Picture:
There are no Associate, nexus or baccalaureate degrees with a major in Gerontology in the USG. Of the four gerontology related programs in the USG, all are certificate programs. It is evident that the current number of programs is unable to meet the established demand for elder care and assistance.

Similar or Related Programs	CIP Code 30.1101	Program Type	Awards [2] 3 Year Average
Gerontology			
Georgia Southern University	30.1101	Post Baccalaureate Certificate	1.0
Georgia Southern University	30.1101	Certificate of Less than One Year	2.0
University of North Georgia	30.1101	Certificate of Less Than One-Year	3
University of Georgia	30.1101	Advanced Certificate	7.3
Total			13.3

[2] Qlik

Marketing Plan:
- Current workers with a USG degree that are core complete and ASN graduates, will be informed that they can finish this degree by completing 18 credits at the upper division level.
- CTAE programs and the courses will be targeted for direct contact with UNG gerontology faculty.
- UNG and other Associate Level graduates, including ASN graduates from technical colleges in our service area will be informed that they can earn the Nexus degree in Applied Gerontology by enrolling in only 18 credits at the upper division
- The program will be marketed at high schools in the counties throughout north Georgia with the highest and most rapidly growing numbers and percentages of older adults.
- Students currently enrolled in Associate degree programs and pathways will be informed of the NEXUS offering.
- Persons currently employed will be recruited to expand their skills and knowledge for working with the largest portion of the population in the region.

1. **Establishment of a Nexus Degree in Applied Gerontology (Allied Health & Nursing),University of North Georgia (Continued)**

Financial Impacts:
There will be no impact on existing gerontology courses and the minor and certificate gerontology as there are seats available to support incoming students. There is no current need to develop any new courses. There are no additional costs to the students. Practicum placements will be accessible within the geographic area defined by each student. Our current minor and certificate program students have chosen Practicum placements throughout Georgia. Because the nature of the program is interdisciplinary it draws on the library resources already established for existing programs. No upgrades of technology are required, and no infrastructure is needed.

Facility Impacts: None

Technology Impacts: None

2.   **Establishment of a Bachelor of Science in Computing with an embedded Nexus Degree, University of West Georgia**

Recommended: That the Board approve the request from President Brendan Kelly that the University of West Georgia ("UWG") be authorized to establish a Bachelor of Science in Computing with an embedded Nexus Degree, effective October 13, 2021.

Degree Name/CIP Definition:
Bachelor of Science in Computing with an embedded Nexus Degree (CIP: 11.0101 A general program that focuses on computing, computer science, and information science and systems. Such programs are undifferentiated as to title and content and are not to be confused with specificprograms in computer science, information science, or related support services.

System and Institutional Context

System Wide/Strategic Plan Context (within mission fit):
The University System strongly supports program development that directly responds to one of the highest areas of demand and most acute shortage of professionals with advanced training both within Georgia and nationwide in areas such as information security, data science and computing. The university of West Georgia proposes a unique program designed to enable both traditional students and working adults to pursue education in the field of computing. Upon graduation, students will find employment in high-demand careers in areas such as cybersecurity, information technology, and application development

Institutional Mission Fit: "The mission of UWG is to enable students, faculty and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring student-centered community." The proposed program will engage students in a broad range of computing and computing related disciplines (academic engagement), prepare those students for 21st.-century careers in computing (professional development) and do so under the guidance of teaching-oriented faculty with nearly 20 years' experience serving students in a student –centric Computer Science program (caring, student-centered community).

Need/Workforce Context

Sample Occupations:
- Network and Computer Systems Administrators
- Web developers
- Computer Occupations, All Other
- Database Administrators
- Software Developers, Application

Labor Market/Career Placement Outlook/Salary:

Occupation	O*Net[2]	Current Employment	% Growth	Mean	Experienced
Network and Computer Systems Administrators		9,630	8%	$85,220	$134,670
Web Developers	Bright Outlook	3,670	12%	$91,190	$137,000
Computer Occupations, All Other	Bright Outlook	20,940	14%	$86,960	$150,480
Database Administrators	Bright Outlook	4,170	14%	$99, 910	$144,460
Software Developers, Applications	Bright Outlook	28,170	26%	$104,730	$150,460

1JobsEQ National Center for O*NET Development. *O*NET OnLine*. Retrieved September 22,2021, from https://www.onetonline.org/

Curriculum
Learning Outcomes, Program Specific Competencies and Knowledge, Skills, and Abilities:
Graduates of this program will be able to:
- Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

Career Competencies:
- Computers and Electronics
- Judgment
- Decision Making
- Deductive Reasoning
- Problem Sensitivity
- Operations Analysis

Experiential Opportunities (High Impact Practices):
Three specific HIPs will be embedded in the program: writing-intensive courses, internships, and Capstone courses and projects/collaborative assignments and projects.

All programs of study in the College of Arts, Culture, and Scientific Inquiry are required to include at least six hours of writing-intensive courses, at least one of which must be a major course. Students will take the following writing-intensive courses to satisfy this requirement:

- ENGL 3405 Professional and Technical Writing (3 hours), typically in their Junior year
- COMP 4982 Capstone (3 hours), in their Senior year

Students will be required to participate in at least one semester of an internship (COMP 4986) in a Computing field in their Senior year. They will have the option to take a second semester of the internship course. UWG will establish a deep portfolio of companies partnered with the program to match student expertise in these internship courses with the industry needs, providing valuable learning for students and economic development and support for a broad range of companies throughout Georgia.

Students will be required to participate in a one-semester Capstone course (COMP 4982) during their Senior year. This course will incorporate a semester-long collaborative project. Other courses in the curriculum will incorporate collaborative assignments as projects based with instructor expertise and guidance/mentorship.

Assessment Plan:
For the BS in Computing degree the primary assessment instrument will be the students' Capstone course project, occurring in their senior year. The project will be collaborative (team-based), deliver a technical solution (e.g., program, website, secured network, data analysis report) to some computing problem, and include written and oral communication appropriate to the project (e.g., technical report, requirements analysis, live product demonstration, oral report).

The Capstone course will also include a component on professional and ethical issues in computing, which will require each student to write a paper and/or give a presentation on a suitable topic in this space.

For both the BS and Nexus in Computing, exit interviews will be held by the Program Coordinator during students' final semester, the program will solicit feedback from Industry Advisory Board meetings held every two years by the computing faculty, and graduates' employment rates will be monitored. The program will submit a post approval review to the USG at year four and seven to track enrollment and graduation rates.

Implementation

Enrollment Forecast:

	Year 1	Year 2	Year 3	Year 4
Fiscal Year (Fall to Summer)	202x-xx	202x-xx	202x-xx	202x-xx
Base enrollment[1]		90	190	290
Lost to Attrition (should be negative)		-10	-10	-10
New to the institution	40	60	60	60
Shifted from Other programs within your institution	50	50	50	50
Total Enrollment	90	190	290	390
Graduates	0	0	10	80
Carry forward base enrollment for next year	90	190	290	300

[1]Total enrollment for year 1 becomes the base enrollment for year

Pipeline:
The University of West Georgia and West Georgia Technical College (WGTC) recently signed a new articulation agreement that will better enable students to transition between the institutions (https://www.westga.edu/news/around-campus/wgtc-articulation-agreement.php). Upon approval of this proposal, UWG will explore opportunities with WGTC to enable for a smooth transition of students from WGTC into the new computing degree.

The University of West Georgia approximates a loss of ½ of the computer science students in introductory courses each year to other majors. The appeal of this new degree is expected to result in retaining at least 50 of these students each year in internal shifting to the new computing option. Based on enrollment in our existing CS program, UWG believes the steady demand (after the four-year ramp-up period) for the program is approximately 400 majors. The unique program design allows students to embed the Nexus degree into their program so that students of any major can incorporate a computing focus. Graduates of the program, possessing a broad knowledge of computing and a broad skillset, will be positioned to fill demand in a wide array of computing-related jobs and will be flexible in their ability to change jobs as the market demand shifts. Such broad application and flexibility will serve to support enrollment growth.

2. Establishment of a Bachelor of Science in Computing with an embedded Nexus Degree, University of West Georgia (Continued)

System Picture:
There are no programs in Georgia or neighboring states with a curriculum designed to provide a broad breadth of exposure to computing topics and proficiencies. The nearest program that most closely resembles what we are proposing is the Bachelor of Science in Computing Technology at the University of Missouri–St. Louis. http://www.umsl.edu/cmpsci/undergraduate-studies/BSCT.html

Although there are programs within the state that offer similar programs for CIP/SOC code 11.0101, what makes this program different is the broad exposure to the field of computing that provides a foundation across a variety of computing topics including basic coding and application development, user-centered design, information technology systems and network administration, cybersecurity, and data analytics.

Similar or Related Programs	CIP Code 11.0101	Program Type	Awards [2] 3 Year Average
Albany State University	11.0101	BS with a major in Computer Science	6.3
University of West Georgia	11.0101	BS with a major in Computer Science	17.0
Fort Valley State University	11.0101	BS with a major in Computer Science	17.3
Augusta University	11.0101	BS with a major in Computer Science	21.3
Valdosta State University	11.0101	BS with a major in Computer Science	25.0
Columbus State University	11.0101	BS with a major in Computer Science	56.3
University of North Georgia	11.0101	BS with a major in Computer Science	63.0
Georgia Southern University	11.0101	BS with a major in Computer Science	74.0
Middle Georgia State University	11.0101	BS with a major in Information Technology	116.0
Georgia State University	11.0101	Bachelor of Business Administration with	272.3

		a major in computer Information Systems	
Georgia institute of Technology	11.0101	BS with a major in Computer Science	687.3

[2] **Qlik**

Marketing Plan:

The institution plans to utilize campus partnerships for optimal outreach. A strong outreach to high school graduating seniors is planned. The goal is to create marketing and outreach opportunities by highlighting student success on social media outlets, recruiting from high school summer camps at UWG, highlighting alumni success and job/internship opportunities, and working with the Foundation to create Computing scholarships.

Recruiting for the program at the University level will be facilitated via outreach to new students through UWG's Fall Showcase and Preview Days for prospective students. These events create hands-on demos and engaging activities for students who visit campus.

Recruiting to adult learners and underrepresented and special populations of students will be facilitated through a partnership with UWG's Center for Adult Learners and Veterans on campus to recruit non-traditional students. We will also advertise and recruit through online and professional societies aligned with affinity groups, such as the Richard Tapia Celebration of Diversity in Computing Conference

Financial Impacts:

Twenty-four (24) new courses will be developed. Of the new courses to be developed, 10 are required courses and 14 are elective courses. All new courses do not need to be offered at program startup. As the program rolls out over three years, new faculty will be hired to offer the courses required as the first students progress through the program. Thus, courses will be added and offered as the program rolls out and there will be no undue burden on the program faculty. UWG is requesting two additional tenure-track lines (at 18 hours/year) and two terminally-degreed lecturers

Facility Impacts: None

Technology Impacts: The program plans for a small technology expense of 4 computers for new faculty hires and an ongoing expense of $3,500 annually.

3. **Establishment of a Bachelor of Science in Biomedical Physiology, University of Georgia**

Recommended: That the Board approve the request from President Jere Morehead that the University of Georgia ("UGA") be authorized to establish a Bachelor of Science in Biomedical Physiology, effective October 13, 2021.

Degree Name/CIP Definition
Bachelor of Science in Biomedical Physiology (26.0901):
A general program that focuses on the scientific study of the functional dynamics, morphology, and biochemical and biophysical communications within organisms and between living systems at all levels of complexity and integration. Includes instruction in reproduction, growth, hormonal action, vascular function, respiration, digestion, sensory perception and processing, sensorimotor integration, signal encoding and conveyance, homeostasis, physical function and malfunction, evolutionary physiology, and disease processes.

System and Institutional Context
System Wide/Strategic Plan Context (within mission fit):
The University System of Georgia strategically supports the programs and partnerships that positively impact Georgia's health care industry. The proposed Biomedical Physiology major is particularly suited to meet an impending employment need in Georgia and to prepare undergraduate students for successful careers in healthcare as well as other STEM fields.

Institutional Mission Fit:
The newly proposed undergraduate Biomedical Physiology major fits well within the mission of the University of Georgia in its commitment to "excellence in teaching and learning" as outlined in UGA's 2025 Strategic Plan. Moreover, the major addresses a vital and increasing need in the state of Georgia to prepare skilled individuals to enter life-science and healthcare-oriented careers. Therefore, this major also fits strongly within the University's "commitment to excellence in public service, economic development, and technical assistance activities designed to address the strategic needs of the state of Georgia."

Need/Workforce Context
Sample Occupations:
- Biological scientists
- Biological technicians
- Clinical data managers
- Health education specialists
- Life science technicians
- Medical and health services managers
- Occupational health and safety specialists
- Sales representatives, wholesale and manufacturing, technical and scientific products

Labor Market/Career Placement Outlook/Salary:

Related Occupation	O*Net[2]	Current Employment [2018 GA]	# Change	% Growth	Mean	Experienced
Bachelor's as terminal degree						
Biological scientists		1,070	100	9.3	$76,600	$102,390
Biological technicians	Bright Outlook	1,500	200	13.3	$44,700	$74,600
Clinical data managers	Bright Outlook	940	360	38.3	$85,600	$165,230
Health education specialists	Bright Outlook	2,710	280	10.3	$99,340	$140,080
Life science technicians	Bright Outlook	2,000	330	16.5	$55,750	$86,770
Medical and health services managers	Bright Outlook	9,160	2,450	26.7	$92,780	$172,200
Occupational health and safety specialists		1,640	200	12.2	$74,680	$109,610
Sales representatives, wholesale and manufacturing, technical and scientific products		9,410	430	4.6	$70,140	$167,620
Bachelor's followed by additional training						
Medical and clinical laboratory technologists	Bright Outlook	11,030	2,210	20.0	$48,760	$77,040
Occupational health and safety technicians	Bright Outlook	400	50	12.5	$62,230	$116,710
Occupational therapists	Bright Outlook	2,940	940	32.0	$89,290	$123,120
Physical therapists		5,180	1,850	35.7	$86,950	$124,640
Physician assistants	Bright Outlook	3,530	1,550	43.9	$104,090	$162,390
Registered nurse	Bright Outlook	77,460	17,420	22.5	$69,630	$98,810
Speech-language pathologists	Bright Outlook	3,350	1,390	41.5	$76,000	$1146.80

Bachelor's followed by doctorate						
Biological science teachers, postsecondary	Bright Outlook	720	240	33.3	$76,480	$166,200
Dentists, general		3,630	350	9.6	$159,860	$208,000+
Medical scientists, except epidemiologists	Bright Outlook	1,570	290	18.5	$64,320	$124,500
Physicians, all other†		11,540	2,020	17.5	$208,000+	$208,000+
Physicians, general internal medicine		2,070	580	28.0	$208,000+	$208,000+
Optometrists		1,070	270	25.2	$110,090	$168,170
Veterinarians	Bright Outlook	2,320	890	38.4	$91,790	$133.810

[1]JobsEQ
[2]National Center for O*NET Development. *O*NET OnLine*. Retrieved from
https://www.onetonline.org/

In the state of Georgia, as well as nationally, there is a critical need for skilled individuals to enter healthcare and life-science fields. The Georgia Department of Labor projects an estimated 20.4% employment growth in the healthcare sector as well as 14% projected growth in professional and business services, including scientific and technical services, through 2026. These sectors are #1 and #3 in overall projected job growth in the state, with healthcare and healthcare-support occupations, in particular, expected to create nearly 20% of new jobs. A national survey reported that 55% of students with a bachelor's in physiology progress to an advanced degree, mainly professional healthcare programs, while the bachelor's is the terminal degree for 45% of students. The primary occupations for physiology graduates include health professions, management, sales, administrative, and community service.[1]

Curriculum
Learning Outcomes, Program Specific Competencies and Knowledge, Skills, and Abilities:
Specifically, the Major Area courses required by the Department of Physiology and Pharmacology (VPHY) will result in the following outcomes for biomedical physiology majors.

Outcome 1: Graduates of the program will be able to successfully demonstrate knowledge and understanding of general and systems-based physiology concepts.

Outcome 2: Graduates of the program will be able to explain the integrative responses of body systems to maintain normal functioning in response to physiologic perturbations.

Outcome 3: Graduates of the program will be able to locate, critically evaluate, and synthesize information from a variety of sources to incorporate into problem-solving processes.

Outcome 4: Graduates of the program will be able to clearly communicate, both orally and in writing, scientific knowledge at a level appropriate for the intended audience.

Outcome 5: Graduates of the program will be able to work both independently and collaboratively to solve problems and complete tasks in a professional and ethical manner.

Career Competencies:
- Critical Thinking/Problem Solving
- Oral/Written Communications
- Team Work/ Collaboration
- Digital Technology
- Leadership
- Professionalism/ Work Ethic
- Career Management
- Global/Intercultural Fluency

Experiential Opportunities (High Impact Practices):

First-Year Experiences, Diversity/Global Learning, and Service Learning: This major will include the High Impact Practice UGA-wide degree requirements including a First-Year Odyssey Seminar taught by tenure-track faculty, a Cultural Diversity requirement, and an Experiential Learning requirement. In addition, faculty are engaged in an ongoing discussion with the Office of Service-Learning about creation of an elective course that will implement service-learning activities.

Common Intellectual Experiences: The common curriculum of major-required courses (VPHY 3107-3107D, VPHY 3107L, VPHY 3108, VPHY 3110) will effectively create cohorts of Biomedical Physiology majors who will advance through the program at the same pace. These core courses, which meet the broad programmatic objectives and learning objectives, will impart common themes underlying the science of physiology. Periodic events outside the classroom are planned to enhance group unity and to encourage students to form support networks in order to aid in retention in the program.

Writing-Intensive Courses: While all courses contain a writing component, two contain a sufficiently substantial amount of diverse writing assignments that the department will petition to have the courses added to the Writing Intensive Program at UGA. These courses are VPHY 3110, Careers in Biomedical Physiology and Professional Skills, and VPHY 4300, Endocrine Physiology. These courses will then be included in the campus-wide list of courses that students may take to earn an Interdisciplinary Writing Certificate.

Collaborative Assignments and Projects: The majority of the core courses (VPHY 3107D, VPHY 3107L, VPHY 3108, VPHY 3110) and major electives (VPHY 4300, VPHY 4600) involve interaction and collaboration with peers in a variety of formats. Two specific examples are the laboratory course (VPHY 3107L) and Integrative Concepts in Physiology II (VPHY 3108). In VPHY 3107L, teams of 3 students work together to collect and analyze physiologic data and report their findings. VPHY 3108 involves small groups working through clinical cases in order to better integrate their knowledge between different organ systems, and to solve clinical problems.

Undergraduate Research: Credit can be earned for a maximum of 4 research hours in the sciences, which will count toward the required Electives hours.

3. Establishment of a Bachelor of Science in Biomedical Physiology, University of Georgia (Continued)

Assessment Plan:

Curriculum assessment of the program's learning outcomes will be ongoing throughout each year and will involve both quantitative and qualitative measures. The department plans to incorporate Phys-MAPS1, a validated and reliable assessment of knowledge of physiology concepts administered to students at multiple points in the program, to obtain quantitative data on progress toward meeting our learning outcomes. Additionally, the department plans to compare performance in the program's VPHY 3107 course with performance in the parallel VPHY 3100 course for non-majors as a means of assessing whether the introductory course provides enhanced understanding of physiology concepts. Performance in courses, exit interviews, and job placement rates will allow the department to assess the more skills-based aspects of our curriculum. The program will submit a post approval review to the USG at year four and year seven to track enrollment and graduation rates.

Implementation
Enrollment Forecast

	Year 1	Year 2	Year 3	Year 4
Fiscal Year (Fall to Summer)	2022-23	2023-24	2024-25	2025-26
Base enrollment[1]		25	47	75
Lost to Attrition (should be negative)		-2	-1	-2
New to the institution	13	24	35	49
Shifted from Other programs within your institution	12	12	6	6
Total Enrollment	25	59	87	128
Graduates	0	12	12	19
Carry forward base enrollment for next year				

[1]Total enrollment for year 1 becomes the base enrollment for year 2.

Pipeline:

The enrollment projections are based on a survey of students in the department's VPHY 3100 Elements of Physiology course in the spring 2019 semester, with 257 students responding. In the survey, students were asked to rate their interest in pursuing a Bachelor of Science degree in physiology, if such a degree was available during their academic career: 69% indicated a moderate to high level of interest. The results of the student survey reflect what faculty has been hearing from undergraduates for several years: undergraduates want an option to major in physiology. Once students are aware the option exists, it is anticipated that subsequent cohorts will enroll in the program and that growth of the program will well exceed enrollment growth for the institution in its initial years.

System Picture:

Currently, there are no other Bachelor degree programs in Biomedical Physiology in the USG.

Marketing Plan:
Within the University of Georgia, the department will partner with academic advisor groups, particularly in the Franklin College of Arts and Sciences, the Pre-Professional Advising Office, and the Academic Advising Services Exploratory Center, to continually update advisors on offerings related to the physiology degree. Information about the degree will be provided at both the New Student and Transfer Student Orientation Resource Fairs, and a representative of the department will be at the Majors Fairs offered by the university each academic year. Majors Fairs are events designed to allow students to learn more about many of the majors available at the university.

Additionally, the department will partner with STEM Atlanta Women Foundation (see Section 20) to recruit minority and female students, as well as refugee girls. These populations will be reached through the partners of STEM Atlanta Women – Coretta Scott King Young Women's Leadership Academy, The Atlanta Girls School, and The Global Village Project – as well as the Foundation's established marketing best practices.

Financial Impacts:
Initially two faculty will have a portion of their effort redirected to this program. Both will be teaching courses that are already approved, but it is anticipated that student numbers will increase, which will require additional effort on their part in these courses. Initial investments in equipment for laboratory courses (~$55,000) have already been made. The department expects that costs for faculty participating in professional development and developing new course materials will not exceed $25,000, which can be made available.

Students enrolled in the VPHY 3107L laboratory course will be required to purchase a Lt software subscription for the semester. Lt software subscriptions cost $25. Lt's cloud-based technology allow students to prepare for class and complete their lab reports outside of the classroom, as well as integrates with ADInstruments physiology lab equipment for data collection during the lab sessions.

Facility Impacts:
There are no anticipated facility impacts.

Technology Impacts:
All equipment integral to start-up and operations is in place. Supplies for the physiology laboratory course will not cost more than $5,000.

4. **Establishment of a Master of Science with a major in Digital and Social Media Communication, University of West Georgia**

Recommended: That the Board approve the request from President Brendan B. Kelly that the University of West Georgia ("UWG") be authorized to establish a Master of Science with a major in Digital and Social Media Communication, effective October 13, 2021.

Degree Name/CIP Definition
Master of Science with a major in Digital and Social Media Communication (09.0702):
A program that focuses on the development, use, critical evaluation, and regulation of new electronic communication technologies using computer applications; and that prepares individuals to function as developers and managers of digital communications media. Includes instruction in computer and telecommunications technologies and processes; design and development of digital communications; marketing and distribution; digital communications regulation, law, and policy; the study of human interaction with, and use of, digital media; and emerging trends and issues.

System and Institutional Context
System Wide/Strategic Plan Context (within mission fit):
The University System of Georgia strategically supports partnerships and collaboration with the local community, business, and industry groups to positively impact Georgia's local economies.

Institutional Mission Fit:
UWG's mission includes its commitment "to academic excellence and to community engagement, offering high-quality undergraduate, graduate, and community programs on-campus, off-campus, and online" (UWG Mission, 2021). The proposed degree program readily aligns with the University's pledge to offer educational opportunities that will enable students to receive high-quality training at the graduate level in an online environment. Moreover, the degree program builds on the existing strengths of the School of Communication, Film, and Media and its faculty to offer graduate students learning opportunities that will impact economic development and address the demands of the job market in the digital and social media communication arena. The relevance of this program is extremely high given the digital communication landscape that permeates across multiple disciplines and career fields.

Need/Workforce Context
 Sample Occupations:
- Fundraisers
- Managers, All Other (Digital Content Managers)
- Public Relations Managers
- Public Relations Specialists

 Labor Market/Career Placement Outlook/Salary:

Related Occupation	O*Net[2]	Current Employment [2018 Year]	# Change	% Change	Mean	Experienced
Fundraisers	Bright Outlook	2,670	500	18.9	$49,560	$83,560
Managers, All Other (Digital Content Managers)		28,430	2,320	8.2	$101770	$170,800

Public Relations Managers	Bright Outlook	1,920	280	14.6	$105,080	$177,520
Public Relations Specialists		5,250	740	14.0	$54,670	$99,760

1JobsEQ
2National Center for O*NET Development. *O*NET OnLine*.

Curriculum
Learning Outcomes, Program Specific Competencies and Knowledge, Skills, and Abilities:
Graduates of this program will be able to:
- Create engaging digital and social media content within ethical and legal parameters
- Apply foundational theories in digital and social media communication
- Apply effective digital and social media campaign strategies
- Evaluate metrics and interpret digital and social media analytics
- Design and execute a rigorous, portfolio-building, capstone project

Career Competencies:
- Critical Thinking/Problem Solving
- Oral/Written Communications
- Teamwork/Collaboration
- Digital Technology
- Leadership
- Professionalism/ Work Ethic
- Career Management
- Global/Intercultural Fluency

Experiential Opportunities (High Impact Practices):
High impact practices (HIPs) are a cornerstone of the degree programs in the School of Communication, Film, and Media at the University of West Georgia, and the new graduate degree program is no different. The faculty designed the curriculum so that there are common intellectual experiences, collaborative assignments, and projects. The program culminates with a **capstone experience**, one of the six HIPs recognized in the National Survey of Student Engagement, that provides the opportunity to design and implement a digital/social media strategy in a real-world setting.

Specifically, as explicated in the proposal, the capstone course requires students to develop a digital strategy and/or social media campaign and content calendar project demonstrating the synthesis and application of the learnings from the Master of Science in Digital and Social Media Communication program. The capstone project will incorporate skills such as branding, layouts, strategic communication, digital strategy, research methods, and/or web design. Under the guidance of an instructor, the student will investigate a real-world digital and social media communication issue, formulate solutions, develop strategies, and produce a research-based portfolio that bridges the gap between theory and practice.

Assessment Plan:

All students will be required to complete COMM 6655 – Digital and Social Media Communication Capstone. The course description and program learning outcomes are as follows: The capstone course requires students to develop a digital strategy and/or social media campaign and content calendar project demonstrating the synthesis and application of the learnings from the Master of Science in Digital and Social Media Communication program. The project will incorporate skills such as branding, layouts, strategic communication, digital strategy, research methods, and/or web design. Under the guidance of an instructor, the student will investigate a real-world digital and social media communication issue, formulate solutions, develop strategies, and produce a research-based portfolio that bridges the gap between theory and practice.

The program learning outcomes will be assessed through an evaluation of the final research-based portfolio by a committee of graduate faculty. Students will be evaluated on a rubric that measures the five program learning outcomes. Students must achieve an overall average score of 4/5 or 80%. Additionally, students will complete a comprehensive examination that will be scored by graduate faculty on a pass/fail basis using a similar version of the portfolio project rubric.

In addition, all graduates will be administered an exit survey assessing their learning experience and collecting data on job placement, job promotion, or other benefits as a result of the graduate program success. The program will submit a post approval review to the USG at year four and year seven to track enrollment and graduation rates.

Implementation
Enrollment Forecast:

	Year 1	**Year 2**	**Year 3**	**Year 4**
Fiscal Year (Fall to Summer)	2022-23	2023-24	2024-25	2025-26
Base enrollment[1]		20	35	45
Lost to Attrition (should be negative)		-5	-5	-5
New to the institution	20	25	25	25
Shifted from Other programs within your institution	0	0	0	0
Total Enrollment		40	55	65
Graduates	0	5	10	15
Carry forward base enrollment for next year	20	35	45	50

[1]Total enrollment for year 1 becomes the base enrollment for year 2

Pipeline:

Enrollment estimates are based on the strong demand for this program as noted earlier in questions 18-19, and projected job growth as noted in questions 22-26. The program will be cohort-based enrolling 20-25 per year during the first five years of establishing the program. Resource estimates below reflect this projection. There is no reason to believe that applications and enrollment cannot meet this threshold given the data presented here.

System Picture:

This program will keep UWG highly competitive in the graduate degree area since a digital and social media communication degree will be the only fully online degree of its kind in the state and among a limited few that focus on digital communication in the USG. Alumni with Mass Communications degrees are among the target audiences for the program, and these individuals already feel a sense of place at UWG based on their undergraduate experiences. A graduate program will only serve to enhance the feeling of belonging and reinforce the third pillar of UWG's strategic plan.

Similar or Related Programs	CIP Code	Supply[1]	USG Institutions[2]
Master of Arts with a Major in Professional Communication & Leadership	09-0908	2	Georgia Southern University
Master of Science in Digital Media	09-0702	10	Georgia Institute of Technology
Master of Arts with a Major in Communication	09.0909	Recently Added	Columbus State University
		Total = 12	

[1]Supply = Number of program graduates last year within the study area

Marketing Plan:

New online programs are marketed via GeorgiaOnMyLine and UWG Online. GeorgiaOnMyLine.org includes the program description, admissions information, and accreditation details. UWG Online highlights online and partially online degrees including program description, cost, courses, faculty, admissions criteria, admissions dates, and program objectives. UWG has excelled in the last seven years in graduate education, predominantly online. Students are well aware of the opportunities that are being developed and all of our 40+ partners from Media Day have been notified of our plans and they will market internally. University Communications and Marketing in association with Crawford Strategy will also promote the new program. A large upfront investment in digital strategies will create awareness and visibility in a highly competitive landscape that is not restricted by geography. Early target audiences include those with UWG brand recognition and current UWG students. Future investments will ensure frequent and consistent messaging to keep the program top of mind in the marketplace.

4. Establishment of a Master of Science with a major in Digital and Social Media Communication, University of West Georgia (Continued)

Financial Impacts:
Program growth and the associated indirect costs at the University of West Georgia will be monitored moving forward through a budget process that allocates resources in accordance with enrollment. Therefore, when a full cohort is enrolled in the first year, semester credit hours will increase and the revenues produced will be returned to the program. Funding to launch the program was built into the budget for the School of Communication, Film, and Media upon inception in July 2021.

Facility Impacts:
No impact to the facilities is identified. No new construction or renovation planned.

Technology Impacts:
None.

5. **Establishment of a Master of Science degree with a Major in Environmental Science, Georgia Southern University**

Recommended: That the Board approve the request from President Kyle Marrero that Georgia Southern University ("GSOU") be authorized to establish a Master of Science in Environmental Science, effective October 13, 2021.

Degree Name/CIP Definition
Master of Science in Environmental Science (CIP: 03.0104): A program that focuses on the application of biological, chemical, and physical principles to the study of the physical environment and the solution of environmental problems, including subjects such as abating or controlling environmental pollution and degradation; the interaction between human society and the natural environment; and natural resources management. Includes instruction in biology, chemistry, physics, geosciences, climatology, statistics, and mathematical modeling.

System and Institutional Context

System Wide/Strategic Plan Context (within mission fit):
The University System of Georgia strategically supports the proposed MS degree in Environmental Science at Georgia Southern University. This degree highlights the USG strategic goals of responsible stewardship, competitiveness, and impact throughout the state. Environmental Science is an interdisciplinary STEM field integrating physical, biological, earth, chemical, and geographical information sciences.

Institutional Mission Fit:
At the institutional level, the program aligns with and further promotes Georgia Southern's strategic pillar of sustainability. Housed in the Institute for Coastal Plain Science (ICPS), an interdisciplinary research institute with staff that can administer the new master's program, the college and the ICPS can accommodate the growth in research and teaching required to deliver a quality program. Georgia Southern is an R2 Carnegie doctoral university and the largest university in the southern half of the state. The proposed degree supports the University's mission as an institution that values collaboration, academic excellence, discovery and innovation, and sustainability. The COSM and ICPS are leaders on campus in grant dollars awarded annually, and the addition of environmental science master's students will enhance competitiveness for extramural funding. Space and resources are also available at our Applied Coastal Research Lab on Skidaway Island, and numerous potential collaborators (e.g. Skidaway Institute of Oceanography, St. Catherine's Island Foundation, Ossabaw Island Foundation, Georgia Department of Natural Resources, United States Fish and Wildlife Services and Savannah State University's Marine Biology Building, Marine Science Center, and fleet of boats and floating dock system) expand the breadth of and support for this program.

Need/Workforce Context
Sample Occupations:
- Environmental Compliance officers
- Conservation Scientists
- Geoscientists
- Urban and Regional Planners
- Forestry and Conservation Science Teachers

5. **Establishment of a Master of Science degree with a Major in Environmental Science, Georgia Southern University**

Labor Market/Career Placement Outlook/Salary:

Occupation	O*Net[2]	Current Employment	% Growth	Mean	Experienced
Environmental Compliance Officers	Bright Outlook	9450	9%	$60,920	$108,820
Conservation Scientists	Bright Outlook	260	8%	$63,490	$105,090
Soil and Plant Scientists	Bright Outlook	280	18%	$69,230	$139,490
Forestry and Conservation Science Teachers		110	18%	$102,310	$154,870
Urban and Regional planner	Bright Outlook	700	17%	$60,620	$95,240

1JobsEQ

2National Center for O*NET Development. *O*NET OnLine*. Retrieved September 28, 2021,from https://www.onetonline.org/

Curriculum

Learning Outcomes, Program Specific Competencies and Knowledge, Skills, and Abilities:
Graduates of this program will be able to:
- Use data, perspectives and theories from the natural and physical sciences to understand environmental challenges in air, on-land, and in water.
- Obtain, analyze, and interpret environmental data to address environmental issues.
- Develop oral and written communication skills expected of a future professional in the field such as presenting oral presentations to a wide range of audiences, writing successfulgrant proposals, and writing science reports and journal articles.
- Examine and interpret scientific knowledge in the area of environmental science and evaluate how that knowledge is presented and applied.

Career Competencies:
- Chemistry
- Math
- Physics
- Deductive and Inductive Reasoning
- Critical Thinking
- Active listening
- Oral Expression
- Active Learning

Experiential Opportunities (High Impact Practices):
As a graduate program in the sciences, high-impact practices such as research, writing, collaboration and global learning are embedded in the entire program. Courses in the program use problem-based learning, case studies, authentic experiences, and active learning pedagogies in the context of the environment, which is a global topic. Students in the program will complete either

5. **Establishment of a Master of Science degree with a Major in Environmental Science, Georgia Southern University**

field or laboratory research, a capstone project, or an internship, each of which is a high-impact practice. Students selecting the research option will pursue, under the direction of an advisor, a program of independent research in a particular area of environmental science. Results of the research will be presented orally and as a written product. In the capstone option, students will define, devise, and implement a project focused on any aspect of environmental science with the final product presented in written and oral format. Finally, the internship option will demand that students apply their skills and knowledge to a current problem in a professional setting, either on campus or at the site of a participating sponsor. Students selecting this option will maintain contact with the Internship Director through the course of the internship and will submit a written report and a work product at the end of the project.

Assessment Plan:

All graduate students completing the program will be able to demonstrate *conceptual/specific knowledge* of the discipline (SLO1), the ability to *analyze, interpret and apply data* towards problem solving (SLO2), *communication skills and scientific literacy* (SLO3), and the ability to *examine and interpret scientific knowledge* (SLO4).

Degree programs at Georgia Southern submit annual assessment reports that are reviewed by trained faculty from across the University working with our Office of Institutional Assessment and Accreditation. Additionally, all graduate programs undergo a Comprehensive Program Review (CPR) every seven years.

Specific to this program, being interdisciplinary in nature, data will be collected by ICPS and will have input from the departments participating in the program. A committee of college faculty will review the report and make recommendations for improvements. The report will be evaluated and assessed by the Program Director and the COSM Dean, who will submit the reports to the provost office and the graduate committee during the review process. The program will submit a post approval review to the USG at year four and seven to track enrollment and graduation rates.

Implementation

Enrollment Forecast:

	Year 1	Year 2	Year 3	Year 4
Fiscal Year (Fall to Summer)	2022-2023	2023-2024	2024-2025	2025-2026
Base enrollment[1]	0	15	21	28
Lost to Attrition (should be negative)	0	-1	-0	-0
New to the institution	15	15	15	15
Shifted from Other programs within your institution	0	2	2	2
Total Enrollment	14	31	38	45
Graduates	0	10	10	10
Carry forward base enrollment for next year	15	21	28	20

5. Establishment of a Master of Science degree with a Major in Environmental Science, Georgia Southern University (Continued)

Pipeline:

Enrollment estimates are conservative and based on GSOU's ability to recruit undergraduates from our current programs who would benefit from an added year of master's study (with a portion of that tuition in the senior semester being charged at the undergraduate rate as opposed to the graduate rate). We also plan to recruit from graduates in the College of Engineering and Public Health in the same manner. Some students who initially enroll in our Ph.D. in Environmental Sciences may choose to not continue for a Ph.D. and may instead switch their program (seamlessly) and graduate with this Master's degree. External recruitment will be used to help bolster the program's enrollment if the program is not filling from current graduates. An academic pathway will allow Georgia Southern University students to enroll in courses at the Savannah State University campus in areas such as Forensics and Marine Science and SSU students may enroll in classes at Georgia Southern University in areas such as Geology, Geography, and Applied Physical Sciences. In addition, a joint memorandum of understanding will allow students to begin each other's Master's programs in Marine Science and Environmental Science in a 4+1 arrangement or via preferential admission after graduation.

System Picture:

Similar or Related Programs	CIP Code	Supply[1]	USG Institutions[2]
Master of Science in Natural Science, Environmental Science Track	03.0104	7	Columbus State University
Master of Science with a major in Marine Science	26.1302	3	University of Georgia
Master of Science in Marine	26.1302	5	Savannah State University
Sciences			

[1]Supply = Number of program graduates last year within the study area

Marketing Plan:

ICPS and the College of Science and Mathematics will provide information sessions to junior majors in the College, through departmental events, seminars, and student organizations. Information about the programs will also be placed on our website, on flyers in our buildings, with academic advisors at the undergraduate level and advertised on social media. Given that the College has a significant proportion of underrepresented students, our internal marketing will include those students. Adult students are the target market for any external advertising, as they will already have bachelor's degrees. Finally, we will reach out to local universities to advertise this MS program to their current BS Biology students/recent BS Biology graduates (Coastal Georgia, Savannah State and East Georgia, etc.) to allow for seamless transition into this program.

Financial Impacts:

Existing funds are being reallocated; however, impact is minimal each semester. Only two new courses are being added each semester to accommodate this program. All other courses are existing with capacity to add small cohorts of graduate students.

Facility Impacts: None

Technology Impacts:
Ongoing costs are already part of the institution's current budgets or are charged to users. Georgia Southern is not purchasing new inventory for this program.

6. **Establishment of a Ph.D. degree with a major in Environmental Science, Georgia Southern University**

Recommended: That the Board approve the request from President Kyle Marrero that Georgia Southern University be authorized to establish a Doctor of Philosophy (Ph.D.) in Environmental Science, effective October 13, 2021.

Degree Name/CIP Definition
Doctor of Philosophy (Ph.D.) in Environmental Science (CIP 03.0104):
A program that focuses on the application of biological, chemical, and physical principles to the study of the physical environment and the solution of environmental problems, including subjects such as abating or controlling environmental pollution and degradation; the interaction between human society and the natural environment; and natural resources management. Includes instruction in biology, chemistry, physics, geosciences, climatology, statistics, and mathematical modeling.

System and Institutional Context

System Wide/Strategic Plan Context (within mission fit):
The University System of Georgia strategically supports the proposed Ph.D. degree in Environmental Science at Georgia Southern University. This degree highlights the USG strategic goals of responsible stewardship, competitiveness, and impact throughout the state. Environmental Science is an interdisciplinary STEM field integrating physical, biological, earth, chemical, and geographical information sciences.

Institutional Mission Fit:
The PhD with a major in Environmental Science aligns with the mission of the University. Georgia Southern University is an R2 Carnegie Doctoral university and the largest university in the southern half of the state. The proposed degree supports the University's mission as an institution that values collaboration, academic excellence, discovery and innovation, and sustainability. To achieve this mission, Georgia Southern has been building and enhancing the research infrastructure via major equipment purchases, laboratory additions and renovations, enhancements in the Office of Research and Sponsored Programs, and increased research and external funding expectations for faculty. In addition, both the University and the College have invested heavily in undergraduate research opportunities. In addition to enhancing the quality of the undergraduate program through a high-impact practice, this investment has two purposes. First, doing so creates a pipeline for undergraduates into graduate programs such as the one proposed. Second, doing so enhances faculty members' motivation and capacity to conduct research. The proposed program herein uses a learner-centered approach that promotes intellectual, personal, and professional development. This program embodies the university's mission to promote talent and economic development to enhance quality of life through scholarly pursuits and community engagement across distinctive campuses. Students in the program as well as the graduates of the program will be community engaged scholars who make a positive public impact on environmental efforts that range from the region to the globe.

6. Establishment of a Ph.D. degree with a major in Environmental Science, Georgia Southern University (Continued)

Need/Workforce Context
Sample Occupations:
- Environmental Compliance Officers
- Conservation Scientists
- Environmental Scientists and Specialists
- Biological Scientist, Other
- Urban and Regional Planner
- Physical Scientists
- Forestry and Conservation Science Teachers, Postsecondary
- Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary
- Natural Sciences Manager

Labor Market/Career Placement Outlook/Salary:

Related Occupation	O*Net[2]	Current Employment [2018]	# Change	% Change	Average Annual Salary	Average Experience Salary
Environmental Compliance Officers	Bright Outlook	9450	840	8.9	$69,050	$108,820
Conservation Scientists	Bright Outlook	260	20	7.7	$62,660	$105,090
Environmental Scientists and Specialists	Bright Outlook	1260	200	15.9	$71,360	$150,290
Biological Scientist, Other		1070	100	9.3	$82,220	$102,390
Urban and Regional Planner	Bright Outlook	700	120	17.1	$60,620	$95,240
Physical Scientists		360	10	2.8	$109,910	$143,860
Forestry and Conservation Science Teachers, Postsecondary		110	20	18.2	$102,310	$154,870
Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary*(national data shown, data not available for GA)		60	20	33.3	$94,520	$179,490
Natural Sciences Manager* (national data shown, data not available for GA)	Bright Outlook	63,500	3700	5.8	$118,850	$208,000+

1JobsEQ

2National Center for O*NET Development. *O*NET OnLine*. Retrieved September 23, 2021, from
https://www.onetonline.org/

*Notes: As a graduate degree, many graduates will be competitive for jobs across the southeastern USA, and nationally. Given that the Atlantic Coastal Plain spans states beyond Georgia, showing data for Natural Science Managers is appropriate because it indicates that there are higher level jobs for advance trained, interdisciplinary scientists. In addition, many graduates with PhD's will work in federal jobs or in jobs as university faculty where they will conduct additional research with a broad impact. We expect that other listed positions also have national job market, but we do not show those data.

Curriculum
Learning Outcomes, Program Specific Competencies and Knowledge, Skills, and Abilities:
The PhD with a major in Environmental Science will achieve the following objectives. All graduate students completing the program will be able to:

- demonstrate high-level conceptual/specific knowledge of the discipline.
- the ability to analyze, interpret and apply literature and associated data towards problem solving.
- communication skills and scientific literacy; and
- the ability to examine and interpret scientific knowledge.

Career Competencies:
- Analytical Software
- Mathematics
- Physics
- Chemistry
- Critical Thinking
- Oral Expression
- Deductive Reasoning
- Inductive Reasoning
- Map Creation
- Geography

Experiential Opportunities (High Impact Practices):
As a research-intensive graduate program in the sciences, high-impact practices such as research, modeling and data analysis, writing, oral communication, collaboration and global learning are embedded throughout. Courses in the program use problem-based learning, case studies, authentic experiences, and active learning pedagogies in the context of the environment, which is a global topic. The ecology, environmental quality, and sustainability of the Atlantic Coastal Plain is impacted by environmental and climatic changes that occur on a global scale. For example, changes in global temperatures are resulting in rapid increases in sea level that have consequences ranging from the decline of productive salt marsh ecosystems to damage to human infrastructure that can include issues such as reduced access to clean drinking water, prevention of coastal flooding, and preservation and protection of coastal military installations from natural hazards. Students in this program will gain a greater understanding of the tremendous biodiversity of the Atlantic Coastal Plain and how this biodiversity meshes with productive businesses and industries in the region and ultimately translates to a higher quality of life. Students in the program will

complete field or laboratory research as part of their dissertation and most will do so collaboratively with a faculty member, a committee, and a team (undergraduate researchers, master's students and other PhD students). Thus, the ability to work in groups to achieve higher level goals and objectives will be encouraged and nurtured.

Assessment Plan:
The program will monitor employment rates of graduates and categorize such initial employments as industrial, government, non-profit, and academic or other. We will also collect and monitor the number of PhD graduates entering academic positions. Our initial expectation is that 50% of the graduates will be employed within 1 year of graduation and the other 50% will be in a post-doctoral program. At 3-year intervals, we will send a survey to graduates and their employers regarding the quality of the preparation for the required job (communication skills, inductive and deductive reasoning, active listening, critical thinking, topical knowledge etc.) and the graduate's advancement in the field. PhD advisors of our graduates will be surveyed one year after the graduate joins their program, to assess the quality of the graduate's background preparation.

All degree programs at Georgia Southern submit annual assessment reports that are reviewed by trained faculty from across the University working with our Office of Institutional Assessment and Accreditation. Programs submit reports summarizing data collected that measures what was accomplished from that program's action plans (from the previous year's assessment report), their target goals and action plan for the following year, and how those goals will support or improve student learning in meeting the program learning outcomes of that program. These reports are evaluated by the Office of Institutional Assessment and Accreditation to make sure the outcomes targeted are measurable; that the program utilizes longitudinal, quantitative, and qualitative data which provide evidence about each of the program's goals and objectives; and that the program documents the level of achievement that supports each reports conclusion.

Specific to this program, being interdisciplinary in nature, data will be collected by ICPS and these assessment reports prepared for review by a committee consisting of college faculty from each of the primary departments involved in the program. A committee of college faculty will review the report and make recommendations for improvements. The reports will be evaluated and assessed by the Program Director and the College Dean, who will submit the reports to the provost office and the graduate committee during the review process. The program will submit a post approval review to the USG at year four and year seven to track enrollment and graduation rates.

Implementation
Enrollment Forecast:

	Year 1	Year 2	Year 3	Year 4
Fiscal Year (Fall to Summer)	2022-2023	2023-2024	2024-2025	2025-2026
Base enrollment[1]	0	4	7	11
Lost to Attrition (should be negative)	0	-2	-2	-2
New to the institution	4	5	5	5
Shifted from Other programs within your institution	0	0	1	1
Total Enrollment	4	7	11	15
Graduates	0	0	0	4

Carry forward base enrollment for next year	4	7	11	11

[1]Total enrollment for year 1 becomes the base enrollment for year 2

Pipeline:

These enrollment projections are considered to be conservative based on information from three sources: 1) a survey of undergraduate and graduate students in the College of Science and Mathematics at Georgia Southern University, 2) long-term enrollment statistics for existing master's programs in Biology, Mathematics, and Applied Physical Science, and 3) the latest available head-count data from peer, aspirational, and other institutions with PhD programs in related fields. Georgia Southern has entered into a memorandum of understanding (MOU) with Savannah State University supporting a pathway for master's students in the Marine Sciences degree program to seamlessly articulate into the Georgia Southern doctoral program.

A survey of current students in the College of Science and Mathematics determined that, out of 327 respondents, 64% were considering a career in some aspect of environmental science. Furthermore, 70% of those interested in this doctoral degree would consider applying to this program at Georgia Southern. Thus, there is significant interest in an environmentally focused PhD program from science majors within the institution. Evidence that enrollment in the PhD program will be sustained is provided by the success of existing master's programs within the College of Science and Mathematics. Combined enrollments in the master's programs in Biology, Mathematics, Applied Geography and Applied Physical Science have been consistently, with the Biology and Applied Physical Sciences MS programs with 10% and 30% growth in recent years respectively. Data obtained for environmentally focused PhD programs at primarily peer and aspirational institutions demonstrated a mean head count of 33.2 students. Closer to home, no universities in Georgia offer a PhD degree in Environmental Science. Given the lack of replication of the PhD, yet broad interest in lower-level degrees in this area statewide, it is envisioned that there will be a large and healthy pool of applicants from within Georgia, as well as from bordering states in the region (e.g. AL, SC, FL). Thus, all indications are that the long-term projection of sustaining 20-25 PhD students annually is a realistic target.

System Picture:

Similar or Related Programs	CIP Code	Supply[1]	Competitor Institutions[2]
PhD Environmental Science	03.0104	11	University of North Carolina Chapel Hill
PhD Environmental Science	03.0104	3	North Carolina A&T State
PhD Environmental Science	03.0104	1	Florida Agricultural and Mechanical University
PhD Environmental Science	03.0104	1	Florida Tech

[1] Supply = Number of program graduates last year within the study area
[2] Competitors = List other institutions that offer this program or a similar program in the area

Marketing Plan:
The College of Science and Mathematics and ICPS will provide information sessions to senior majors and MS students in the College, through departmental events, seminars, and student organizations. Once the program is running, some Ph.D. students will serve as teaching assistants in undergraduate labs. Do so will further facilitate the exposure of the program to potential students. Graduate program directors of our MS degrees will inform their constituents of the program both within the College, the University, and across the state. Information about the programs will be placed on our website, on flyers in our buildings, with undergraduate academic advisors and heavily advertised online and on social media. Adult students are the target market for all external advertising, as all students must already have bachelor's degrees.

We also plan to recruit from graduates in the College of Engineering and College of Public Health as well as recent graduates of our local universities, such as Savannah State, College of Coastal Georgia, East Georgia State College and the University of South Carolina at Beaufort, providing a pathway to a terminal degree in the sciences for local students. Given that the College has a significant proportion of underrepresented students and to bolster the diversity of our program and fulfill a strategic plan goal to increase the number of minority PhD's in the sciences in Georgia, we will also heavily recruit from additional HBCUs such as Fort Valley and Albany State.

Finally, we will concentrate additional recruitment at regional universities (e.g. University of West Georgia, North Georgia, Kennesaw State, Valdosta State, North Florida, College of Charleston), out of state students and international students. We will reach out to departmental and faculty networks to advertise this PhD program to their current graduates to allow for seamless transition into this program. PhD advisors will also actively recruit students at disciplinary conferences and events. College operational expense dollars will be used to develop program advertising, and additional requests will be submitted to the marketing office at Georgia Southern University to advertise the program throughout the state.

Financial Impacts:
Existing funds will be reallocated to provide teaching stipends for the graduate students in the program. However, impact will be minimal as the PhD candidates will be able to teach courses typically taught by visiting faculty (labs and lower-level courses). Funds generated from the MS in Environmental Science program (MS proposal submitted contemporaneously with PhD) will be used to cover the stipend expenses for PhD students. Finally, funded research grants will be used to support graduate students during their 3rd and 4th year where they need to concentrate on their thesis work. From the standpoint of courses, course development and cost of instruction will be split with the Master's program as the courses overlap and will contain a mix of MS and PhD students.

Facility Impacts:
The space needed to conduct doctoral research and all coursework is currently available in existing labs and classrooms.

Technology Impacts:
All technology has already been purchased and are in inventory. Ongoing costs are already part of our current budgets or are charged to users.

Degree and Major Terminations:

    7. **Georgia College & State University**

Recommended: That the Board approve the request from President Cathy Cox that Georgia College & State University ("GCSU") be approved to terminate four (4) degrees effective October 13, 2021.

    a.   **Bachelor of Art with a major in French**

Abstract: The Bachelor of Art with a major in French was deactivated in 2017 due to low enrollment. No students are currently matriculating through the program. Any remaining students in the program have been appropriately advised and are willing to obtain an alternate degree. Termination of the program will not have an adverse effect on faculty members or students.

    b.   **Bachelor of Art with a major in Spanish**

Abstract: The BA Spanish was deactivated in 2017 due to low enrollment. No students are currently matriculating through the program. Any remaining students in the program have been appropriately advised and are willing to obtain an alternate degree. Termination of the program will not have an adverse effect on faculty members or students.

    c.   **Master of Art with a major in History**

Abstract: The MA History was deactivated in 2017 due to low enrollment. No students are currently matriculating through the program. Any remaining students in the program have been appropriately advised and are willing to obtain an alternate degree. Termination of the program will not have an adverse effect on faculty members or students.

    d.   **Master of Education with a major in Kinesiology**

Abstract: The MED Kinesiology was deactivated in 2021 around the time the MS HHP was approved. GCSU is now seeking to terminate the MED. All students have either finished the program or transitioned to the MS HHP. No faculty or students will be adversely impacted.

Academic Naming

8. University of West Georgia

Naming of the Stone Center for Family Business, Entrepreneurship, and Innovation, University of West Georgia.

Recommended: That the Board approve the naming of the Stone Center for Family Business, Entrepreneurship and Innovation at the University of West Georgia ("UWG") in recognition of the outstanding service of Bob and Tish Stone to the university and its students effective October 13, 2021.

Understandings: The University of West Georgia Foundation confirms that this naming conforms to the UWG and the Board of Regents naming policies.

BIO: Bob Stone is founder and Chairman of the Board of Systems & Methods, Inc. ("SMI"). He founded SMI in 1971, with his wife Tish, creating a business-altering, time-share data processing service. Early on, he developed data processing services for the local Department of Family and Children Services (DFCS) agencies. SMI's early roots began by automating Georgia DFCS food stamp issuance lists from its original, cumbersome manual process. SMI continued to grow by providing innovative solutions for additional governmental agencies. Throughout its growth, Bob has maintained SMI's consistent business focus through second- and third-generation succession planning, personal engagement, and building a management team centered on valuable partnerships and trust.

After graduating from Georgia Tech in 1966, Bob Stone began his academic career as an instructor at Georgia State University (GSU). At the time, GSU was establishing a new Department of Quantitative Methods, and Bob was one of four original faculty members in the department. He taught statistics, probability, and calculus to business majors.

In 1969, Bob Stone joined the University of West Georgia, then known as West Georgia College, as a business management instructor in the School of Business. In addition, he developed and taught courses in production and quantitative methods and served as chair of the faculty committee that managed the computer center for the college. During his tenure, Mr. Stone continued to serve as chairman of the computer center committee and took on additional responsibilities as director of the business internship program until he left in 1977.

Bob and Tish have been committed, loyal, and dedicated supporters of the University of West Georgia and its students from the time they first arrived on campus in 1969 and have already contributed more than $2 million in lifetime giving in support of student success. Bob serves as a lifetime member of the UWG Foundation Board of Trustees and chaired UWG's Campaign Steering Committee for the $51.7 million Campaign for the New West, which was successfully completed earlier this year.

II.   Board Policy Revisions

9. Board Policy Revisions Post-Tenure and Annual Review (8.3)

Recommended: That the Board approve the request from Executive Vice Chancellor and Chief Academic Officer Dr. Tristan Denley to approve the proposed revisions to Board Policy 8.3., effective October 13, 2021.

8.3.5.1 Faculty (Current Language)
Each University System of Georgia (USG) institution shall establish definite and stated criteria, consistent with Board of Regents' policies and the statutes of the institution, against which the performance of each faculty member will be evaluated. The evaluation shall occur at least annually. Institutional policies and procedures shall ensure that each faculty member will receive a written report of each evaluation and that the results of the evaluation will be reflected in the faculty member's annual salary recommendations. Institutions will ensure that the individuals responsible for conducting performance evaluations are appropriately trained to carry out such evaluations.

Each institution, as part of its evaluative procedures, will utilize a written system of faculty evaluations by students, with the improvement of teaching effectiveness as the main focus of these student evaluations. The evaluation procedures may also utilize a written system of peer evaluations, with emphasis placed on the faculty member's professional development. In those cases, in which a faculty member's primary responsibilities do not include teaching, the evaluation should focus on excellence in those areas (e.g., research, administration) where the individual's major responsibilities lie.

Each University System of Georgia (USG) institution shall conduct in-depth pre-tenure reviews of all faculty in their third year of progress toward tenure with a focus on the criteria established for promotion and tenure, emphasizing excellence in teaching. The institution shall develop pre-tenure review policies, as well as any subsequent revisions.

8.3.5.1 Faculty (Proposed Language)
Each University System of Georgia (USG) institution shall establish definite and stated criteria, consistent with Board of Regents' policies, the Academic and Student Affairs Handbook and the statutes of the institution, against which the performance of each faculty member will be evaluated. The criteria shall include evaluation of instruction, student success activities, research/scholarship, and service as is appropriate to the faculty member's institution, school or college, and department, and responsibilities. The criteria shall be submitted to the USG Chief Academic Officer for review and approval.

Each institution, as part of its evaluative procedures, will utilize a ~~written~~ system of faculty evaluations by students, with the improvement of teaching effectiveness and student learning as the main focus of these student evaluations. The evaluation procedures may also utilize a ~~written~~ system of peer evaluations, with emphasis placed on the faculty member's professional development across the scope of their responsibilities. In those cases, in which a faculty member's primary responsibilities do not include teaching, the evaluation should focus on excellence in those areas (e.g., research, administration, and elements of student success) where the individual's major responsibilities lie. While a faculty member's performance evaluation may be deemed as "Not Meeting Expectations" for other reasons, they must be so assessed if a majority of their work responsibilities are assessed as "Not Meeting Expectations".

Each University System of Georgia (USG) institution shall conduct in-depth pre-tenure reviews of all faculty in their third year of progress toward tenure with a focus on the criteria established for promotion and tenure, emphasizing excellence in teaching and involvement in student success activities. The institution shall develop pre-tenure review policies, as well as any subsequent revisions.

The result of the faculty member's annual evaluations will be utilized as a part of subsequent pre-tenure and post-tenure reviews as well as retention, promotion, and tenure decisions.

8.3.5.1 Faculty (Final Language)

Each University System of Georgia (USG) institution shall establish definite and stated criteria, consistent with Board of Regents' policies, the Academic and Student Affairs Handbook and the statutes of the institution, against which the performance of each faculty member will be evaluated. The criteria shall include evaluation of instruction, student success activities, research/scholarship, and service as is appropriate to the faculty member's institution, school or college, and department, and responsibilities. The criteria shall be submitted to the USG Chief Academic Officer for review and approval.

Each institution, as part of its evaluative procedures, will utilize a system of faculty evaluations by students, with the improvement of teaching effectiveness and student learning as the main focus of these student evaluations. The evaluation procedures may also utilize a system of peer evaluations, with emphasis placed on the faculty member's professional development across the scope of their responsibilities. In those cases, in which a faculty member's primary responsibilities do not include teaching, the evaluation should focus on excellence in those areas (e.g., research, administration, and elements of student success) where the individual's major responsibilities lie. While a faculty member's performance evaluation may be deemed as "Not Meeting Expectations" for other reasons, they must be so assessed if a majority of their work responsibilities are assessed as "Not Meeting Expectations".

Each University System of Georgia (USG) institution shall conduct in-depth pre-tenure reviews of all faculty in their third year of progress toward tenure with a focus on the criteria established for promotion and tenure, emphasizing excellence in teaching and involvement in student success activities. The institution shall develop pre-tenure review policies, as well as any subsequent revisions.

The result of the faculty member's annual evaluations will be utilized as a part of subsequent pre-tenure and post-tenure reviews as well as retention, promotion, and tenure decisions.

8.3.5.4 Post Tenure Review (Current Language)

Each institution shall conduct post-tenure reviews of all tenured faculty members five years after the most recent promotion or personnel action for the faculty member. Reviews shall continue at five-year intervals unless interrupted by a further review for promotion or personnel action. An administrator who has tenure will not be subject to post-tenure review, if a majority of the individual's duties are administrative in nature. If and when an administrator returns to the faculty full-time, the individual will be placed into the post-tenure review cycle described above. Institution presidents shall review and approve their institution's post-tenure review policies, as well as any subsequent revisions, both of which must conform to University System of Georgia procedures for post-tenure review and should address cases in which a tenured faculty member's performance is deemed unsatisfactory.

8.3.5.4 Post Tenure Review (Proposed Language)

~~Each institution shall conduct post-tenure reviews of all tenured faculty members five years after the most recent promotion or personnel action for the faculty member. Reviews shall continue at five-year intervals unless interrupted by a further review for promotion or personnel action. An administrator who has tenure will not be subject to post-tenure review, as long as a majority of the individual's duties are administrative in nature. If and when an administrator returns to the faculty full-time, the individual will be placed into the post-tenure review cycle described above. Institution presidents shall review and approve their institution's post-tenure review policies, as well as any subsequent revisions, both of which must conform to University System of Georgia procedures for post-tenure review and should address cases in which a tenured faculty member's performance is deemed unsatisfactory.~~

The post-tenure review process shall support the further career development of tenured faculty members as well as ensure accountability and continued strong performance from faculty members after they have achieved tenure.

Each tenured faculty member shall participate in a post-tenure review within five years following the award of tenure and again at least once every five years thereafter. The first post-tenure review shall assess the tenured faculty member's performance since the award of tenure, and subsequent post-tenure reviews shall assess the performance since the most recent post-tenure review.

A tenured faculty member may voluntarily choose to participate in a post-tenure review sooner than five years. If this voluntary review is successful, then the faculty member's next scheduled post-tenure review will take place five years after this voluntary review. In addition, a tenured faculty member whose performance is evaluated as unsatisfactory or not meeting expectations – whether overall or in any particular area – in an annual review process will be provided with a remediation plan. If the faculty member's performance is evaluated as unsatisfactory or not meeting expectations – overall or in a particular area – again the next year, the faculty member shall then undergo a corrective post-tenure review. That review will not alter the timing of the faculty member's regularly scheduled five-year post-tenure review thereafter.

Each tenure-granting institution must create its own specific policies for implementing this post-tenure review policy. Each institution's policies shall be developed in consultation with the institution's faculty and shall include appropriate due-process mechanisms. Institutions will have flexibility in their implementation to create a process appropriate to the campus context. Prior to implementation, institutions must submit policies and evaluation criteria to the Chancellor or the Chancellor's designee(s) for approval. The Chancellor or the Chancellor's designee(s) will provide institutions with more specific guidelines for their post-tenure review policies and procedures.

Consistent with those guidelines and institutional policies, post-tenure review shall include evaluation of instruction, student success activities, research/scholarship, and service as is appropriate to the faculty member's institution, school or college, and department. The post-tenure review will also incorporate findings from the faculty member's annual reviews from the years since the last post-tenure review. The faculty member shall provide review materials and additional information, as provided for in the institution's guidelines, to aid the review process.

The post-tenure review will include, at a minimum, feedback from the faculty member's department chair and a committee of faculty colleagues. The results of the post-tenure review shall be conveyed to the faculty member. The results of the post-tenure review shall be considered in subsequent decisions on promotion, merit pay, and other rewards.

If the results of the post-tenure review are unfavorable, then a performance improvement plan shall be created by the applicable department chair and dean in consultation with the faculty member. The necessary elements of such performance improvement plans will be described in the guidelines provided by the Chancellor or the Chancellor's designee(s) as well as in each institution's post-tenure review policies.

If the faculty member successfully completes the performance improvement plan, then the faculty member's next post-tenure review will take place on the regular five-year schedule. If the faculty member fails to make sufficient progress in performance as outlined in the performance improvement plan (or refuses to engage reasonably in the process) as determined by the department chair and dean after considering feedback from the committee of faculty colleagues, then the institution shall take appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies. The President will make the final determination on behalf of the institution regarding appropriate remedial action. An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to the Board Policy on Applications for Discretionary Review.

Remedial actions may include, but are not necessarily limited to, suspension of pay, salary reduction, revocation of tenure, and separation from employment. The institution must give the faculty member notice of the possibility of such remedial actions when the performance improvement plan begins. The determined remedial action will be imposed in accordance with the guidelines provided by the Chancellor or the Chancellor's designee(s) as well as the institution's post-tenure review policies. The institution's imposition of such remedial action will not be governed by or subject to the Board Policy on Grounds for Removal or Procedures for Dismissal.

Each institution shall also develop and implement procedures to conduct post-tenure reviews with tenured faculty members who hold administrative positions. These procedures shall address the distinctive nature of administrators' work and leadership roles, include constituent feedback, and reflect that tenure is held in faculty positions not in administrative positions. Each institution shall compile and submit an annual report on post-tenure review activity to the Chancellor or the Chancellor's designee(s).

8.3.5.4 Post Tenure Review (Final Language)

The post-tenure review process shall support the further career development of tenured faculty members as well as ensure accountability and continued strong performance from faculty members after they have achieved tenure.

Each tenured faculty member shall participate in a post-tenure review within five years following the award of tenure and again at least once every five years thereafter. The first post-tenure review shall assess the tenured faculty member's performance since the award of tenure, and subsequent post-tenure reviews shall assess the performance since the most recent post-tenure review.

A tenured faculty member may voluntarily choose to participate in a post-tenure review sooner than five years. If this voluntary review is successful, then the faculty member's next scheduled post-tenure review will take place five years after this voluntary review. In addition, a tenured faculty member whose performance is evaluated as unsatisfactory or not meeting expectations – whether overall or in any particular area – in an annual review process will be provided with a remediation plan. If the faculty member's performance is evaluated as unsatisfactory or not meeting expectations – overall or in a particular area – again the next year, the faculty member shall then undergo a corrective post-tenure review. That review will not alter the timing of the faculty member's regularly scheduled five-year post-tenure review thereafter.

Each tenure-granting institution must create its own specific policies for implementing this post-tenure review policy. Each institution's policies shall be developed in consultation with the institution's faculty and shall include appropriate due-process mechanisms. Institutions will have flexibility in their implementation to create a process appropriate to the campus context. Prior to implementation, institutions must submit policies and evaluation criteria to the Chancellor or the Chancellor's designee(s) for approval. The Chancellor or the Chancellor's designee(s) will provide institutions with more specific guidelines for their post-tenure review policies and procedures.

Consistent with those guidelines and institutional policies, post-tenure review shall include evaluation of instruction, student success activities, research/scholarship, and service as is appropriate to the faculty member's institution, school or college, and department. The post-tenure review will also incorporate findings from the faculty member's annual reviews from the years since the last post-tenure review. The faculty member shall provide review materials and additional information, as provided for in the institution's guidelines, to aid the review process.

The post-tenure review will include, at a minimum, feedback from the faculty member's department chair and a committee of faculty colleagues. The results of the post-tenure review shall be conveyed to the faculty member. The results of the post-tenure review shall be considered in subsequent decisions on promotion, merit pay, and other rewards.

If the results of the post-tenure review are unfavorable, then a performance improvement plan shall be created by the applicable department chair and dean in consultation with the faculty member. The necessary elements of such performance improvement plans will be described in the guidelines provided by the Chancellor or the Chancellor's designee(s) as well as in each institution's post-tenure review policies.

If the faculty member successfully completes the performance improvement plan, then the faculty member's next post-tenure review will take place on the regular five-year schedule.

If the faculty member fails to make sufficient progress in performance as outlined in the performance improvement plan (or refuses to engage reasonably in the process) as determined by the department chair and dean after considering feedback from the committee of faculty colleagues, then the institution shall take appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies. The President will make the final determination on behalf of the institution regarding appropriate remedial action. An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to the Board Policy on Applications for Discretionary Review.

Remedial actions may include, but are not necessarily limited to, suspension of pay, salary reduction, revocation of tenure, and separation from employment. The institution must give the faculty member notice of the possibility of such remedial actions when the performance improvement plan begins. The determined remedial action will be imposed in accordance with the guidelines provided by the Chancellor or the Chancellor's designee(s) as well as the institution's post-tenure review policies. The institution's imposition of such remedial action will not be governed by or subject to the Board Policy on Grounds for Removal or Procedures for Dismissal.

Each institution shall also develop and implement procedures to conduct post-tenure reviews with tenured faculty members who hold administrative positions. These procedures shall address the distinctive nature of administrators' work and leadership roles, include constituent feedback, and reflect that tenure is held in faculty positions not in administrative positions.

Each institution shall compile and submit an annual report on post-tenure review activity to the Chancellor or the Chancellor's designee(s).

8.3.6 Criteria for Promotion (Current Language)
Each University System of Georgia (USG) institution shall establish clearly-stated promotion criteria and procedures that emphasize excellence in teaching for all teaching faculty, which shall be submitted to the USG Chief Academic Officer for review and approval.

8.3.6 Criteria for Promotion (Proposed Language)
Each University System of Georgia (USG) institution shall establish clearly-stated promotion criteria and procedures that emphasize excellence in teaching and involvement in student success activities for all teaching faculty, which shall be submitted to the USG Chief Academic Officer for review and approval.

8.3.6 Criteria for Promotion (Final Language)
Each University System of Georgia (USG) institution shall establish clearly-stated promotion criteria and procedures that emphasize excellence in teaching and involvement in student success activities for all teaching faculty, which shall be submitted to the USG Chief Academic Officer for review and approval.

8.3.6.1 Minimum for All Institutions in All Professorial Ranks (Current Language)
The minimum criteria are:
1. Excellent teaching and effectiveness in instruction;
2. Noteworthy professional service to the institution or the community;
3. Noteworthy research, scholarship, creative activity, or academic achievement; and,
4. Continuous professional growth and development.

Noteworthy achievement in all ~~four~~ of the above areas is not required, but should be demonstrated in at least two areas. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for promotion. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted.

8.3.6.1 Minimum for All Institutions in All Professorial Ranks (Proposed Language)
The minimum criteria are:
1. Excellent teaching and effectiveness in instruction;
2. Noteworthy involvement in student success activities;
3. Noteworthy professional service to the institution or the community;
4. Noteworthy research, scholarship, creative activity, or academic achievement; and,
5. Continuous professional growth and development.

Noteworthy achievement in all of the above areas is not required, but should be demonstrated in at least ~~two~~ three areas. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for promotion. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted.

8.3.6.1 Minimum for All Institutions in All Professorial Ranks (Final Language)
The minimum criteria are:
1. Excellent teaching and effectiveness in instruction;

2. Noteworthy involvement in student success activities;
3. Noteworthy professional service to the institution or the community;
4. Noteworthy research, scholarship, creative activity, or academic achievement; and,
5. Continuous professional growth and development.

Noteworthy achievement in all of the above areas is not required, but should be demonstrated in at least three areas. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for promotion. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted.

8.3.7.1 Faculty (Current Language)
Each University System of Georgia (USG) institution, with the exception of GGC, shall establish clearly-stated tenure criteria and procedures that emphasize excellence in teaching for all teaching faculty, conform to the requirements listed below, are approved by the USG Chief Academic Officer. The requirements listed below are the minimum standard for award of tenure, but shall be sufficiently flexible to permit an institution to make individual adjustments appropriate to its mission.

8.3.7.1 Faculty (Proposed Language)
Each University System of Georgia (USG) institution, with the exception of GGC, shall establish clearly-stated tenure criteria and procedures that emphasize excellence in teaching and involvement in student success activities for all teaching faculty, conform to the requirements listed below, and are approved by the USG Chief Academic Officer. The requirements listed below are the minimum standard for award of tenure, but shall be sufficiently flexible to permit an institution to make individual adjustments appropriate to its mission. While the Board of Regents has delegated authority for tenure decisions to institution presidents, if an institution is not carrying out its faculty review process in a sufficiently rigorous manner the Board of Regents may move the authority to award tenure to the Board level until institutional processes have been remediated.

8.3.7.1 Faculty (Final Language)
Each University System of Georgia (USG) institution, with the exception of GGC, shall establish clearly-stated tenure criteria and procedures that emphasize excellence in teaching and involvement in student success activities for all teaching faculty, conform to the requirements listed below, are approved by the USG Chief Academic Officer. The requirements listed below are the minimum standard for award of tenure, but shall be sufficiently flexible to permit an institution to make individual adjustments appropriate to its mission. While the Board of Regents has delegated authority for tenure decisions to institution presidents, if an institution is not carrying out its faculty review process in a sufficiently rigorous manner the Board of Regents may move the authority to award tenure to the Board level until institutional processes have been remediated.

8.3.7.2 Tenure Requirements (Current Language)

Tenure resides at the institutional level. Institutional responsibility for employment of a tenured individual is to the extent of continued employment on a 100 percent workload basis for two out of every three consecutive academic terms until retirement, dismissal for cause, or release because of financial exigency or program modification as determined by the Board of Regents.

Only assistant professors, associate professors, and professors are eligible for tenure. Normally, only faculty who are employed full-time, defined as service on a 100 percent workload basis for at least two out of three consecutive academic terms, by an institution are eligible for tenure.

Faculty members holding these professorial ranks who are employed by a USG institution on less than a full-time basis and who are assigned by the USG institution to or hold an appointment at a non-USG corporate or governmental entity shall, subject to the approval of the Chancellor, be eligible for promotion and the award of tenure by the institution President.

The award of tenure is limited to the above academic ranks and shall not be construed to include honorific appointments such as adjunct appointments. Faculty with non-tenure track appointments shall not acquire tenure.

8.3.7.2 Tenure Requirements (Proposed Language)

Tenure resides at the institutional level. Institutional responsibility for employment of a tenured individual is to the extent of continued employment on a 100 percent workload basis for two out of every three consecutive academic terms until retirement, resignation, separation as remedial action related to post-tenure review, dismissal for cause, or release because of financial exigency or program modification as determined by the Board of Regents.

Only assistant professors, associate professors, and professors are eligible for tenure. Normally, only faculty who are employed full-time, defined as service on a 100 percent workload basis for at least two out of three consecutive academic terms, by an institution are eligible for tenure. Faculty members holding these professorial ranks who are employed by a USG institution on less than a full-time basis and who are assigned by the USG institution to or hold an appointment at a non-USG corporate or governmental entity shall, subject to the approval of the Chancellor, be eligible for promotion and the award of tenure by the institution President.

The award of tenure is limited to the above academic ranks and shall not be construed to include honorific appointments such as adjunct appointments. Faculty with non-tenure track appointments shall not acquire tenure.

8.3.7.2 Tenure Requirements (Final Language)

Tenure resides at the institutional level. Institutional responsibility for employment of a tenured individual is to the extent of continued employment on a 100 percent workload basis for two out of every three consecutive academic terms until retirement, resignation, separation as remedial action related to post-tenure review, dismissal for cause, or release because of financial exigency or program modification as determined by the Board of Regents.

Only assistant professors, associate professors, and professors are eligible for tenure. Normally, only faculty who are employed full-time, defined as service on a 100 percent workload basis for at least two out of three consecutive academic terms, by an institution are eligible for tenure. Faculty members holding these professorial ranks who are employed by a USG institution on less than a full-time basis and who are assigned by the USG institution to or hold an appointment at a non-USG corporate or governmental entity shall, subject to the approval of the Chancellor, be eligible for promotion and the award of tenure by the institution President.

The award of tenure is limited to the above academic ranks and shall not be construed to include honorific appointments such as adjunct appointments. Faculty with non-tenure track appointments shall not acquire tenure.

8.3.7.3 Criteria for Tenure (Current Language)
Minimum for All Institutions in All Professorial Ranks
The minimum criteria for tenure are demonstrating:
1. Excellence and effectiveness in teaching and instruction;
2. Academic achievement, as appropriate to the institution's mission;
3. Outstanding service to the institution, profession, or community; and,
4. Professional growth and development.

Noteworthy achievement is required in at least two of the above categories, but is not required in all four categories. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for tenure. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be tenured, but neither the possession of a doctorate degree nor longevity of service is a guarantee of tenure.

Research and Comprehensive Universities
In addition to the minimum criteria above, tenure at the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, or experience.

State Universities
In addition to the minimum criteria above, tenure requires the terminal degree in the appropriate discipline or its equivalent in training, ability, or experience.

State Colleges
In addition to the minimum criteria above, tenure requires a Master's Degree in the teaching discipline or, in rare cases, at least the equivalent of two years of full-time study beyond the bachelor's degree.

8.3.7.3 Criteria for Tenure (Proposed Language)
Minimum for All Institutions in All Professorial Ranks
The minimum criteria for tenure are demonstrating:
1. Excellence and effectiveness in teaching and instruction;
2. Outstanding involvement in student success activities;
3. Academic achievement, as appropriate to the institution's mission;
4. Outstanding service to the institution, profession, or community; and,
5. Professional growth and development.

Noteworthy achievement is required in at least two of the above categories, but is not required in all ~~four~~ categories. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for tenure. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be tenured, but neither the possession of a doctorate degree nor longevity of service is a guarantee of tenure.

Research and Comprehensive Universities
In addition to the minimum criteria above, tenure at the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, or experience.

State Universities
In addition to the minimum criteria above, tenure requires the terminal degree in the appropriate discipline or its equivalent in training, ability, or experience.

State Colleges
In addition to the minimum criteria above, tenure requires a Master's Degree in the teaching discipline or, in rare cases, at least the equivalent of two years of full-time study beyond the bachelor's degree.

8.3.7.3 **Criteria for Tenure (Final Language)**
Minimum for All Institutions in All Professorial Ranks
The minimum criteria for tenure are demonstrating:
1. Excellence and effectiveness in teaching and instruction;
2. Outstanding involvement in student success activities;
3. Academic achievement, as appropriate to the institution's mission;
4. Outstanding service to the institution, profession, or community; and,
5. Professional growth and development.

Noteworthy achievement is required in at least two of the above categories, but is not required in all categories. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for tenure. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be tenured, but neither the possession of a doctorate degree nor longevity of service is a guarantee of tenure.

Research and Comprehensive Universities
In addition to the minimum criteria above, tenure at the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, or experience.

State Universities
In addition to the minimum criteria above, tenure requires the terminal degree in the appropriate discipline or its equivalent in training, ability, or experience.

State Colleges
In addition to the minimum criteria above, tenure requires a Master's Degree in the teaching discipline or, in rare cases, at least the equivalent of two years of full-time study beyond the bachelor's degree.

8.3.9 Discipline and Removal of Faculty Members (Current Language)
The President of a University System of Georgia (USG) institution or his or her designee may at any time remove any faculty member or other employee of an institution for cause. Cause shall include willful or intentional violation of the Board of Regents' policies or the approved statutes or bylaws of an institution or as otherwise set forth in the Board of Regents' policies and the approved statutes or bylaws of an institution.

8.3.9 Discipline and Removal of Faculty Members (Proposed Language)
The President of a University System of Georgia (USG) institution or his or her designee may at any time remove any faculty member or other employee of an institution for cause. Cause shall include willful or intentional violation of the Board of Regents' policies or the approved statutes

or bylaws of an institution or as otherwise set forth in the Board of Regents' policies and the approved statutes or bylaws of an institution. Such removals for cause shall be governed by the following policies on Grounds for Removal and Procedures for Dismissal. Remedial actions taken as part of the post tenure review process shall not be governed by these policies on Grounds for Removal and Procedures for Dismissal, but rather shall be governed by the Board Policy on Post Tenure Review.

8.3.9 Discipline and Removal of Faculty Members (Final Language)

The President of a University System of Georgia (USG) institution or his or her designee may at any time remove any faculty member or other employee of an institution for cause. Cause shall include willful or intentional violation of the Board of Regents' policies or the approved statutes or bylaws of an institution or as otherwise set forth in the Board of Regents' policies and the approved statutes or bylaws of an institution. Such removals for cause shall be governed by the following policies on Grounds for Removal and Procedures for Dismissal. Remedial actions taken as part of the post tenure review process shall not be governed by these policies on Grounds for Removal and Procedures for Dismissal, but rather shall be governed by the Board Policy on Post Tenure Review.

III.   **Named/Endowed Faculty Positions**

       10. Endowments/Establishments

          a.   Dalton State College

The James & Sis Brown Chair

Recommended: That the Board approve the request of President Margaret Venable that Dalton State College be authorized to establish the James & Sis Brown Chair, effective October 13, 2021.

Abstract: The Dalton State College Foundation has confirmed sufficient funds available as required by Board of Regents Policy 8.2.2. The funds available are $800,000.

Bio: For more than 50 years, the late James and Sis Brown were integral to the success of Dalton State College. Mr. Brown was a Charter Trustee of the Dalton State Foundation in 1967, and he served various terms on the Foundation board for nearly four decades. Mr. Brown also served on the University System of Georgia Board of Regents from 1987 to 1994. Before he died in 2004, Mr. Brown knew that the College's newest academic building, James E. Brown Hall, was to be named for him when it opened in 2006. A few years later, his family endowed the James E. Brown Scholarship for Student Leaders here.

Sis Brown was a leader for the College in her own right when she joined the Foundation board in 2005 and then chaired the largest and most successful fundraising campaign in the College's history during 2006-2008 which raised $21 million against a $16.4 million goal. She continued to serve on the Foundation's Executive Committee until her death in 2017. Mrs. Brown's legacy at Dalton State is perpetuated with the endowed Mary M. "Sis" Brown Scholarship for Student Leaders.

b. **University of Georgia**

Dr. Steve Fisch Professorship of Equine Medicine and Surgery

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia be authorized to establish the Dr. Steve Fisch Professorship of Equine Medicine and Surgery, effective October 13, 2021.

Abstract: The university of Georgia Foundation has confirmed sufficient funds available as required by Board of Regents Policy 8.2.2 to support the establishment of the endowment. Funds on hand are $261,832.00.

Bio: Dr. Stephen D. Fisch received his Doctor of Veterinary Medicine from the University of Georgia, College of Veterinary Medicine in 1982. Dr. Fisch is a very successful and respected equine practitioner. From the start of his career after graduation, he has been an equine veterinarian. He started as a solo field practitioner and only 4 years later built his first hospital that incorporated small animal and equine practice. The business and hospital grew so much that he was able to build a new hospital, sell the small animal practice and establish the Animal Veterinary Equine Medical and Surgical Hospital in Tallahassee, FL. The hospital provides full-service hospital care to the equine community in the surrounding area. He is currently the owner and an active equine veterinarian at this hospital. He focuses on lameness, sports medicine, and Reproduction.

Dr. Fisch grew up with horses and has been a jockey and breeder of racing quarter horses. He is active in the American Quarter Horse Association as the National Director and on the Racing Committee. He is also a member of the American Association of Equine Practitioners (AAEP), Florida Association of Equine Practitioner (FAEP), and American Veterinary Medical Association(AVMA).

Becky and Howard Young Distinguished Professorship

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia be authorized to establish the Becky and Howard Young Distinguished Professorship, effective October 13, 2021.

Abstract: The University of Georgia Foundation has confirmed sufficient funds available as required by the Board of Regents Policy 8.2.2 to support the establishment of the endowment. Funds on hand are $499, 380.49.

Bio: Howard Young, is partner of the General Wholesale Company and president of General Wholesale Beer Company. As President, he is responsible for directing the overall vision of the company as well as leading the other executive leaders in their respective roles. In 1982 Howard graduated from Terry College of Business and Becky graduated with a degree in Economics. All three of their daughters, Coley, Laura, and Jana also went to UGA. The Young family resides in Atlanta, GA. Since their time as students at UGA, Howard and Becky have remained heavily involved on campus. Howard and Becky have served on the UGA Parents and Families Council. Howard is currently serving on the Terry College of Business Dean's Advisory Council and the UGA Presidents Club. In 2010 Howard received the UGA Honors Jere W. Morehead Award, which is given to an exceptional alumnus of the Honors Program each year.

11. Renaming of Existing Establishment

Connally Family Distinguished Professorship in Literacy Education

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia be authorized to change the designation of the previously established Connally Family Professorship in Reading Education to the Connally Family Distinguished Professorship in Literacy Education effective October 13, 2021.

Abstract: The university of Georgia Foundation has confirmed sufficient funds available as required by Board of Regents Policy 8.2.2 to support the elevation of the endowment from a professorship to a distinguished professorship. Funds on hand are $612, 515.05.

BIO: The Connally Family Professorship in Reading Education was established in 2019 by a 1960 graduate of the College of Education who wishes to remain anonymous. The donor's name and biographical sketch of the honoree are provided in the original endowment. This endowment was created as part of the UGA Foundation's matching gift program with the donor contributing $125,000 and the University of Georgia Foundation matching with an additional $125,000, creating a $250,000 endowment. This summer, the donor gave an additional $250,000, bringing the endowment total to $500,000, which elevates the professorship to a Distinguished Professorship.

12. Named Faculty Positions

<u>Georgia Institute of Technology</u>

Institution: Georgia Institute of Technology
University Faculty's Name: Jaydev Desai, Ph.D.
Named Position: G.P. "Bud" Peterson and Valerie H. Peterson Faculty Professorships in Pediatric Research

Institution: Georgia Institute of Technology
University Faculty's Name: Nicoleta Serban, Ph.D.
Named Position: G.P. "Bud" Peterson and Valerie H. Peterson Faculty Professorships in Pediatric Research

Institution: Georgia Institute of Technology
University Faculty's Name: Raquel Lieberman, Ph.D.
Named Position: Kelly Sepcic Pfeil Chair

<u>University of Georgia</u>

Institution: University of Georgia
University Faculty's Name: Mira Kallio-Tavin, Doctor of Arts
Named Position: Winnie G. Chandler Distinguished Professor in the Lamar Dodd School of Art

Institution: University of Georgia
University Faculty's Name: Harold Melton, JD
Named Position: Carl E. Sanders Chair in Political Leadership

AGENDA

COMMITTEE ON ORGANIZATION & LAW

October 12-13, 2021

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EXECUTIVE SESSION

1. **<u>Executive Session</u>**

The Committee will enter executive session to discuss pending applications for review. These are made to the Board of Regents Office of Legal Affairs pursuant to Policy 6.26. Applications for Discretionary Review and are typically personnel matters and issues of academic status.

AGENDA

PERSONNEL AND BENEFITS

October 12, 2021

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INFORMATION ITEM

AGENDA

PERSONNEL AND BENEFITS

October 12, 2021

1.　　**Information Item: Retirement Waiver Approval Report**

Vice Chancellor for Human Resources, Dr. Juanita Hicks, will present the Retirement Waiver Approval Report.

AGENDA

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

October 12, 2021

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INFORMATION ITEM

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COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

October 12, 2021

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1.   <u>**Information Item: Fiscal Year 2021 Financial Update**</u>

Associate Vice Chancellor for Accounting & Reporting, Amanda Bibby, will present information on the Fiscal Year 2021 Budgetary Compliance Report (BCR) for the University System of Georgia.

AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

October 12 – 13, 2021

AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

October 12 – 13, 2021

1.   <u>**Capital Project Update**</u>

Sandra Lynn Neuse, Vice Chancellor for Real Estate and Facilities, will provide a brief update on the impact of current construction industry challenges on the design and construction of major capital projects for the University System of Georgia.

2.   Ranking of Design Professional Firms, Project No. BR-50-2201, 25-27 Auburn Avenue Building Renovation for Student Success Center, Georgia State University

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

A qualifications-based selection process was held in accordance with Board of Regents procedures to identify and rank firms. The following recommendation is made:

Project No. BR-50-2201, 25-27 Auburn Avenue Building Renovation for Student Success Center, Georgia State University

Project Description: This project was authorized by the Board in August 2021 and will involve the full renovation of two buildings located at 25-27 Auburn Avenue in Atlanta (the "Project") to house GSU's National Institute for Student Success ("NISS"). Led by a team of practitioners with hands-on experience successfully designing, implementing, and scaling transformative student-support systems, NISS helps colleges and universities identify and resolve institutional barriers to equity and college completion by increasing their capacity to implement student-success systems and data-driven interventions and enact systemic change to institutional processes and structures. GSU estimates that the new home for NISS will host 90,000 visits from its students in its first year of operation.

Highlights of the newly renovated space will include a student financial management center, scholarship resource services, retention and student success offices, a career development center and student financial offices. In addition, the Project will have a variety of meeting rooms, staff offices, and classrooms interspersed throughout the buildings.

The Project will be funded from $12,429,000 in institutional funds and $18,000,000 in private donations.

Total Project Cost: $30,429,000
Construction Cost (Stated Cost Limitation): $22,200,000

Number of firms that applied for this commission: 19

Recommended firms in rank order:
1)
2)
3)

Georgia State University

25-27 Auburn Avenue Building Renovation for Student Success Center

❌ 25 – 27 Auburn Ave.

3.   Authorization of Project No. BR-68-2201, Parking Expansion and Circulation Improvements, Oconee Campus, University of North Georgia

Recommended: That the Board authorize Project No. BR-68-2201 Parking Expansion and Circulation Improvements, University of North Georgia ("UNG"), with a total project budget of $2,450,000 to be funded from institutional funds.
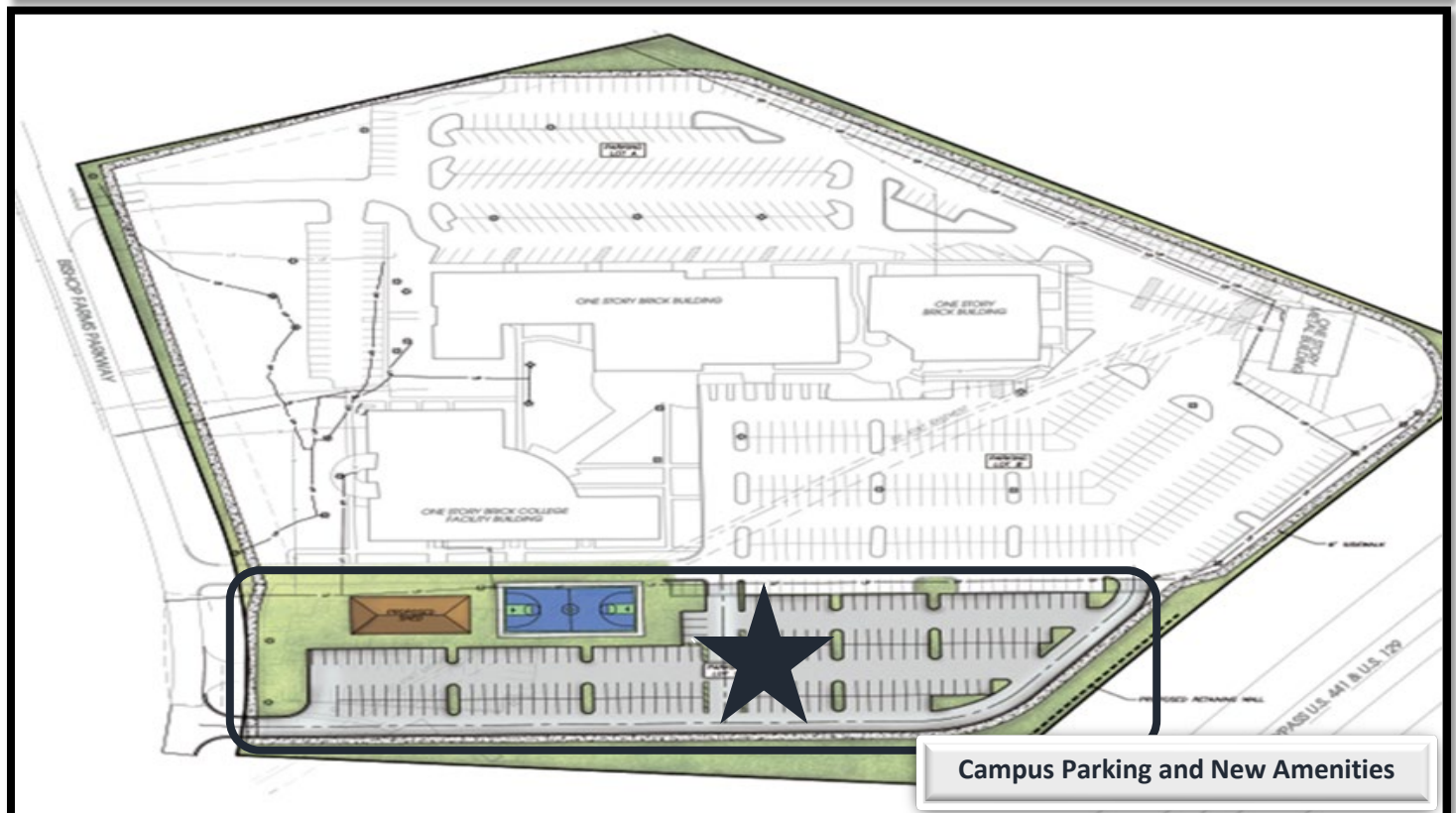
Understandings: Enrollment at UNG's Oconee Campus increased nearly 15% in the three-year period from Fall 2017 to Fall 2020. While this growth is a positive trend for the overall success of the campus, it has unfortunately led to significant parking issues, access concerns, and complaints from students and parents. UNG has attempted a variety of commuting alternatives including shuttle services and ridesharing promotions, but the efforts have largely proved unsuccessful.

To help alleviate these problems while maximizing the use of campus property, UNG proposes to convert a storm water retention pond to an underground retention system that would be covered with a paved parking lot containing approximately 113 new spaces (the "Project"). The Project would also improve vehicular and pedestrian circulation for the benefit of students, staff, and visitors to campus. Additional amenities included in the scope of the Project include a relocated covered pavilion and a multi-use recreational court.
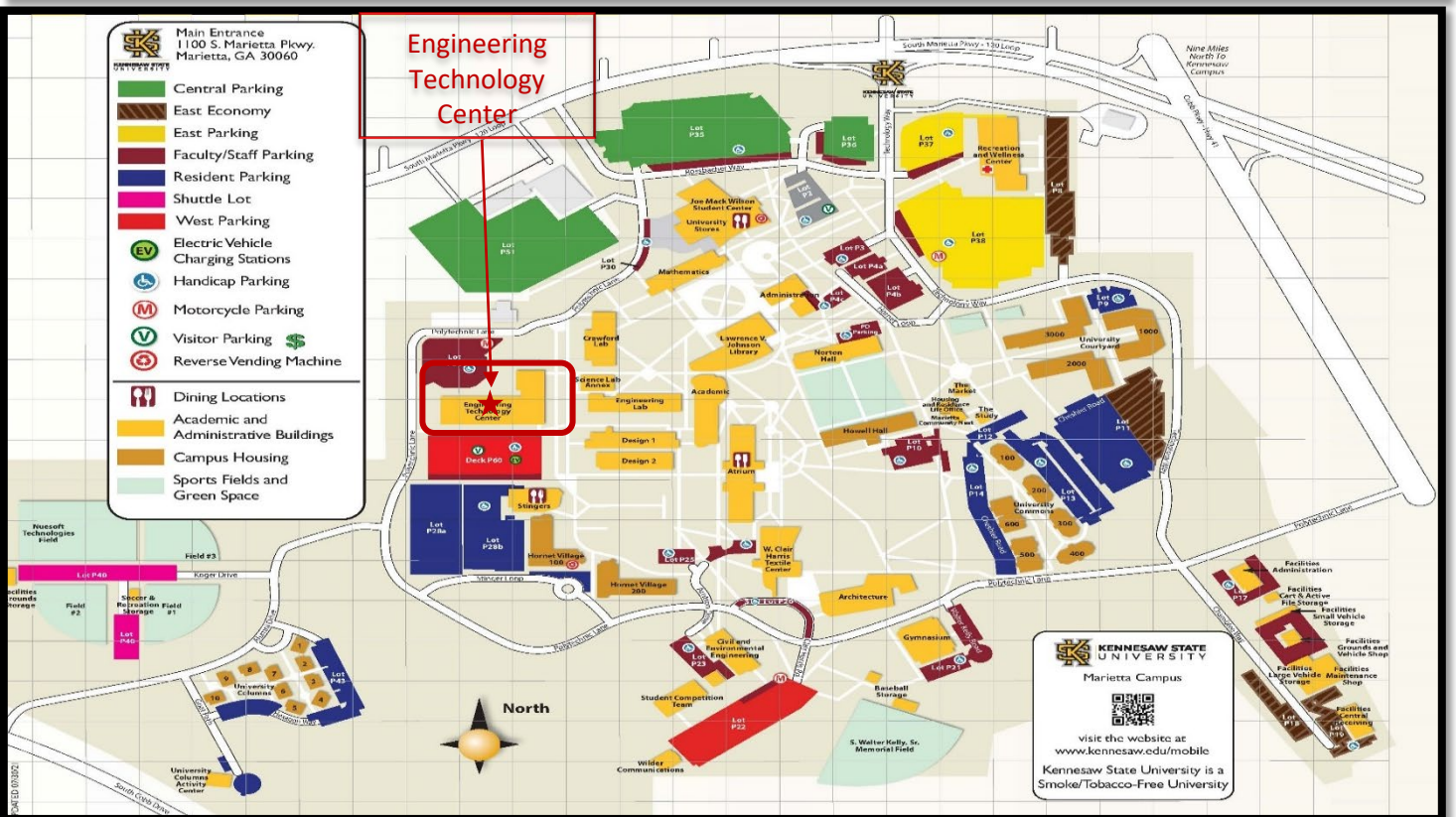
The estimated construction cost for the Project is $2,075,000. The Project is consistent with UNG's master plan.

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

Parking Expansion and Circulation Improvements - Oconee Campus

Expansion Site

Updated 9/2/2021

Campus Parking and New Amenities

4.   Authorization of Project No. BR-90-2201, Data Center Upgrades, Marietta Campus, Kennesaw State University

Recommended: That the Board authorize Project No. BR-90-2201, Data Center Upgrades, Marietta Campus, Kennesaw State University ("KSU"), with a total project budget of $1,500,000 to be funded from institutional funds.

Understandings: KSU proposes to renovate and upgrade its data center in the Engineering Technology Center on the Marietta Campus for the purposes of improving the security of its computer network systems and preventing future data loss or damage to KSU records and equipment (the "Project"). The Project would include upgrades to the existing racks, ceiling and lighting, general and emergency power, and the fire suppression system, and the installation of new equipment to improve heating, ventilation and air conditioning within the space.

The estimated construction cost for this Project is $1,350,000. The Project is consistent with KSU's master plan.

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

KENNESAW STATE UNIVERSITY

Data Center Upgrades - Marietta Campus

5.   Authorization of Project Budget Modification, Project No. BR-90-2102, Marietta Campus Recreation Center Renovation, Kennesaw State University

Recommended: That the Board modify the budget of Project No. BR-90-2102, Marietta Campus Recreation Center Renovation, Kennesaw State University ("KSU"), to increase the total project budget from $5,400,000 to $7,400,000.

Understandings: Approved by the Board in August 2020, KSU's Marietta Campus Recreation Center Renovation (the "Project") is currently in the programming phase. A recently completed facility condition assessment of the existing improvements revealed significant concerns that were previously unidentified. The conclusions of this assessment support an expansion of the Project's scope to include replacement of all existing mechanical systems, as well as a major restoration of the building envelope to prevent further water intrusion into the building. In addition to the costs associated with the recommended upgrades, the requested budget modification also reflects a substantial increase in construction costs attributed to disruption in the supply chain and other impacts of the Covid-19 pandemic.

If approved, the modified budget will increase the stated construction limitation of the Project from $3,950,000 to $5,750,000. Funding of the total budget increase of $2,000,000 would be funded from KSU's Sports and Recreation departmental funds.

	Board Approved	Now
Total Project Cost:	$5,400,000	$7,400,000
Construction Cost (Stated Cost Limitation):	$3,950,000	$5,750,000

KENNESAW STATE UNIVERSITY

Marietta Campus Recreation Center Renovation

Recreation & Wellness Center
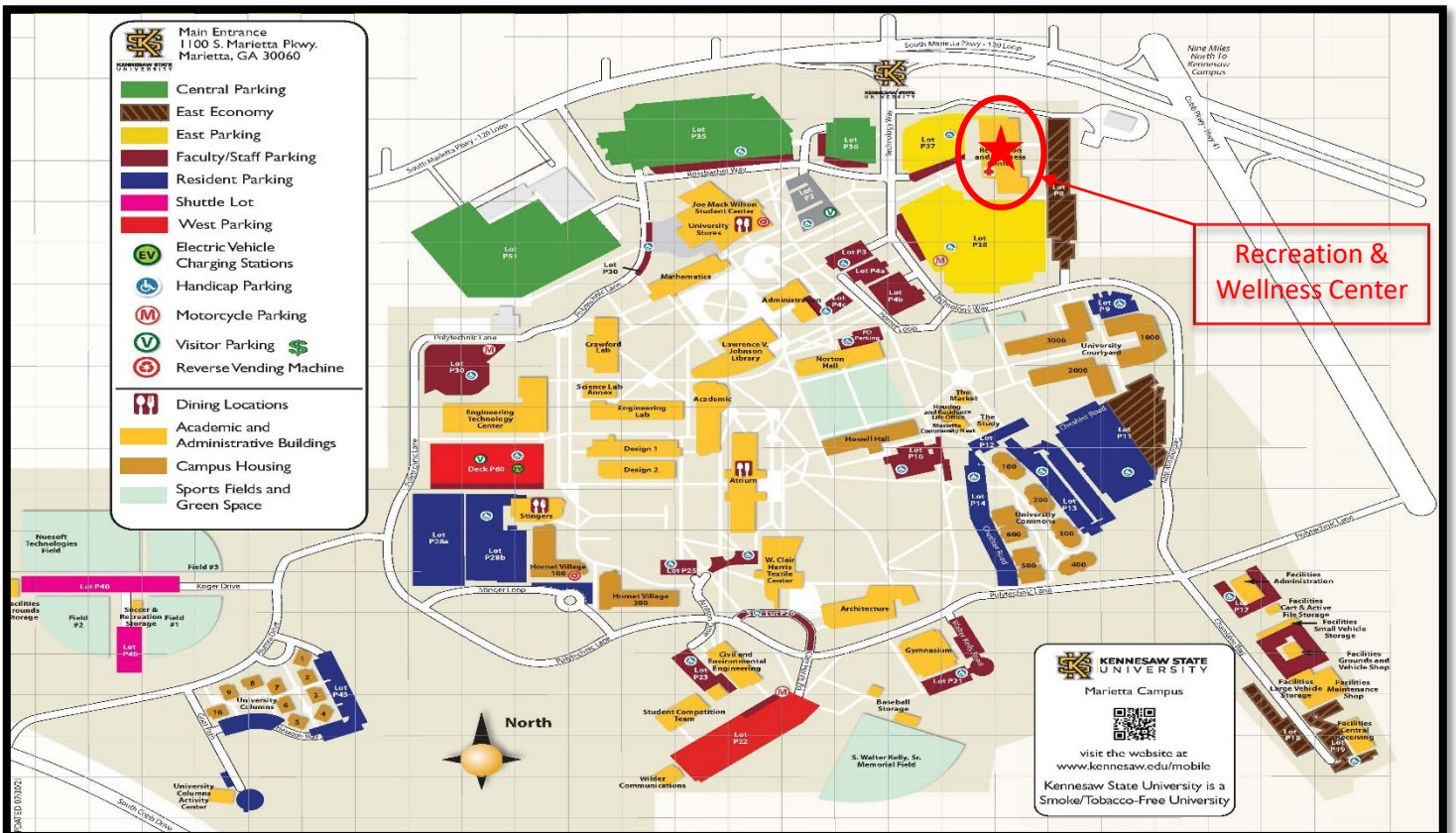
6.   Authorization of Project Budget Modification, Project No. J-375, Convocation Center, Georgia Southern University

Recommended: That the Board modify the budget of Project No. J-375 Convocation Center, Georgia Southern University ("GSOU"), to increase the total project budget from $56,000,000 to $58,663,000.

Understandings: Approved as part of the fiscal year 2021 capital outlay request, GSOU's Convocation Center (the "Center") is currently in the design phase. Totaling approximately 100,000 square feet, this venue will host speakers, concerts and other university and community assemblies such as large-scale emergency simulations and sporting events. The Center will also be available for use as a regional evacuation or staging site during hurricanes or other emergencies. In February 2021, the Board approved the naming of the facility as the Jack and Ruth Ann Hill Convocation Center.

In response to cost estimates that were higher than anticipated, the design team performed a value analysis in hopes of reducing the overall cost of the Center. Despite this exhaustive effort, it was determined that GSOU should combine the funding from their planned South Campus Development Phase II project with funding for the Center to benefit from the design and construction team already under contract. Accordingly, the design team coordinated with USG facilities staff to recommend a budget increase of $2,663,000 and a stated cost limitation increase of $2,423,000.
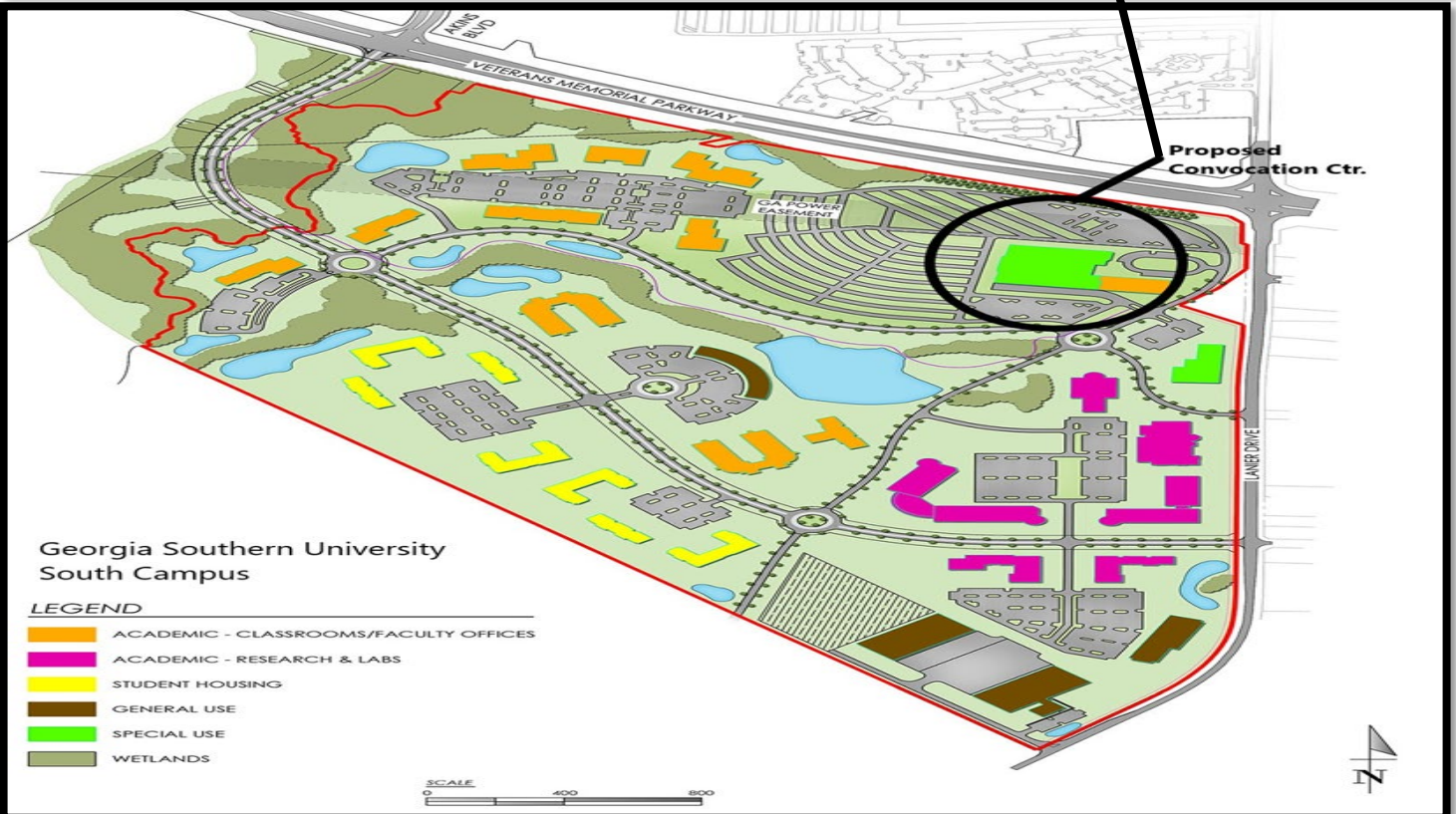
Funding for this cost increase of $2,663,000 would come from institutional funds.

	Board Approved	Now
Total Project Cost:	$56,000,000	$58,663,000
Construction Cost (Stated Cost Limitation):	$42,000,000	$44,423,000

GEORGIA SOUTHERN
UNIVERSITY

Convocation Center – Statesboro Campus

Proposed
Convocation Ctr.

Georgia Southern University
South Campus

LEGEND

- ACADEMIC - CLASSROOMS/FACULTY OFFICES
- ACADEMIC - RESEARCH & LABS
- STUDENT HOUSING
- GENERAL USE
- SPECIAL USE
- WETLANDS

SCALE
0   400   800

AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK, & COMPLIANCE

October 12, 2021

AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK, & COMPLIANCE

October 12, 2021

1. **Information Item: Enterprise Risk Management Key Risk - An Update on the University System of Georgia's Cybersecurity Program**

    Mr. Alfred Barker, Assistant Vice Chancellor and Chief Information Security Officer, will provide an update on the USG's Cybersecurity Program. This presentation will highlight the processes, standards, guidelines, and activities used to provide a "defense-in-depth" architecture with an emphasis on proactive risk detection. The cybersecurity program advances cybersecurity as a strategic business enabler at every level of the USG.

2. <u>Executive Session</u>

The Committee will enter executive session to discuss matters protected under O.C.G.A. 50-18-72 section (a) (25) (A).