



**UNIVERSITY SYSTEM
OF GEORGIA**

Board of Regents' May 10, 2022 Agenda

9:30 AM	Intercollegiate Athletics Committee Regent C. Everett Kennedy, III Dr. John Fuchko, Vice Chancellor for Organizational Effectiveness Administration / Organizational Effectiveness Ms. Sabrina Thompson, Director of Accreditation and Athletics Support	Room 7007
10:00 AM	Call to Order Chairman Harold Reynolds Invocation/Pledge Chairman Harold Reynolds Ms. Jaci Martin, SGA President, ABAC Safety Briefing Chief of Police Mike Coverson Approval of Minutes Secretary Christopher McGraw April 12th/13th Minutes April 18th Minutes April 26th Minutes May 3rd Minutes May 4th Minutes Special Recognition Chairman Harold Reynolds eCampus Presentation Chairman Harold Reynolds Dr. Melanie N. Clay, Executive Director of Extended Learning and Dean of USG eCore - University of West Georgia Dr. Jason B. Huett, Associate Dean & Associate Professor USG eCampus, University of West Georgia Committee of the Whole: Finance and Business Operations - Fiscal Year 2023 Operating and Capital Budget Regent Neil L. Pruitt, Jr. Ms. Tracey Cook, Executive Vice Chancellor for Strategy and Fiscal Affairs Three Minute Thesis – Georgia Institute of Technology – Rhythms to the Rescue: Sensory Flicker as a Potential Therapeutic for Alzheimer's Disease Mr. Lance Wallace, Associate Vice Chancellor for Communications Ms. Abigail Paulson, Ph.D. student in biomedical engineering, Georgia Institute of Technology	Room 8003
10:50 AM	Track I Committee Meetings: Academic Affairs Regent Jose R. Perez	Room 7007
	Track I Committee Meetings: Organization & Law Regent Don L. Waters	Room 7007

10:50 AM	Track II Committee Meetings: Personnel & Benefits Regent Lowery Houston May	Room 8003
	Track II Committee Meetings: Finance & Business Operations Regent Neil L. Pruitt, Jr.	Room 8003
	Track II Committee Meetings: Internal Audit, Risk and Compliance Regent Sarah-Elizabeth Langford	Room 8003
	Track II Committee Meeting: Real Estate & Facilities Regent T. Dallas Smith	Room 8003
12:05 PM	Lunch	
1:05 PM	Reconvene Chairman Harold Reynolds	Room 8003
	Campus Spotlight – College of Coastal Georgia – The Power of Partnership Chairman Harold Reynolds Dr. Michelle R. Johnston, President Dr. Lydia Watkins, DNP, MSN, RN, CPNP, CNE, Southeast Georgia Health System Distinguished Dean of Nursing; Associate Professor of Nursing Mr. Joey Lane, BSN student, Spring 2022 cohort Ms. Courtney Dibble, 2019 BSN alumna, Southeast Georgia Health System registered nurse, CCGA clinical instructor Mr. Scott Raynes, MBA, MA, President and CEO, Southeast Georgia Health System	
	ITS Update Chairman Harold Reynolds Mr. Jonathan Piersol, Vice Chancellor for ITS and Chief Information Officer	
	USG Space Utilization Ms. Sandra Neuse, Vice Chancellor for Real Estate and Facilities Mr. Alan Travis, Assistant Vice Chancellor for Planning and Management Ms. Maggie Dolan, Director of Planning	
	Momentum Year Awards Chairman Harold Reynolds Dr. Stuart Rayfield, Interim Executive Vice Chancellor for Academic Affairs	
	Chancellor's Report Chancellor Sonny Perdue	
	Committee Reports A. Academic Affairs - Regent Jose R. Perez B. Finance & Business Operations - Regent Neil L. Pruitt, Jr. C. Internal Audit, Risk, and Compliance - Regent Sarah-Elizabeth Langford D. Intercollegiate Athletics - Regent C. Everett Kennedy, III, E. Organization & Law - Regent Don L. Waters F. Personnel & Benefits - Regent Lowery Houston May G. Real Estate & Facilities - Regent Regent T. Dallas Smith	
	Unfinished Business Chairman Harold Reynolds	
	New Business Chairman Harold Reynolds Delegation of Authority	
	Petitions and Communications	

Secretary Christopher McGraw

Executive Session
Chairman Harold Reynolds

Reconvene
Chairman Harold Reynolds

Adjournment
Chairman Harold Reynolds

AGENDA
COMMITTEE ON INTERCOLLEGIATE ATHLETICS

May 10, 2022

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INFORMATION ITEM

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| 1. Athletics Presentation - Fiscal Year 2021 Annual Report | 1 |
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AGENDA

COMMITTEE ON INTERCOLLEGIATE ATHLETICS

May 10, 2022

1. Information Item: Athletics Presentation

Dr. John M. Fuchko, III, Vice Chancellor for Organizational Effectiveness and Sabrina Thompson, Director of Accreditation and Athletics Support, will present the Fiscal Year 2021 annual athletics report as required by Board Policy 4.5.6 Monitoring. This report will highlight institutional compliance with the athletics subsidy requirements and annual expense growth limits implemented as a part of the changes to the Athletics Policy approved at the May 2016 Board meeting as well as the financial impacts on athletics associated with the COVID-19 pandemic.

**MINUTES OF THE MEETING OF THE
SPECIAL COMMITTEE ON THE ABAC PRESIDENTIAL SEARCH
Atlanta, Georgia
April 18, 2022**

CALL TO ORDER

The Board of Regents of the University System of Georgia's Special Committee on the Abraham Baldwin Agricultural College Presidential Search met at 8:17 a.m. on Monday, April 18, 2022, in Room 8026 of the Board's offices, 270 Washington St., SW, Atlanta, Georgia. Committee Chair Bárbara Rivera Holmes called the meeting to order. Present, in addition to Committee Chair Rivera Holmes, were Board Chair Harold Reynolds; and Regents W. Allen Gudenrath; Cade Joiner; and Lowery Houston May. Chancellor Sonny Perdue was also present.

EXECUTIVE SESSION

Upon a motion made by Board Chair Reynolds and seconded by Regent Joiner, the Committee unanimously voted to enter executive session at 8:18 a.m. to discuss personnel matters related to the Abraham Baldwin Agricultural College presidential search. An affidavit regarding this executive session is on file in the Office of the Secretary to the Board.

RECONVENE

Following the executive session, Committee Chair Rivera Holmes reconvened the Board in its regular session at 12:18 p.m. and announced that no action had been taken.

ADJOURNMENT

Upon a motion made by Regent Houston May and seconded by Regent Joiner, the Committee unanimously voted to adjourn at 12:19 p.m.

Harold Reynolds
Chairman, Board of Regents
University System of Georgia

Christopher A. McGraw
Secretary, Board of Regents
University System of Georgia

**MINUTES OF THE MEETING OF
THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
Atlanta, Georgia
April 26, 2022**

CALL TO ORDER

The Board of Regents of the University System of Georgia met telephonically at 10:00 a.m. on Tuesday, April 26, 2022, and accessible in Room 8026 of the Board's offices, 270 Washington St., SW, Atlanta, Georgia. Board Chair Harold Reynolds called the meeting to order. Present, in addition to Chair Reynolds, were Vice Chair Erin Hames; Regents Doug Aldridge; Tom Bradbury; W. Allen Gudenrath; Bárbara Rivera Holmes; Samuel D. Holmes; James M. Hull; Cade Joiner; C. Everett Kennedy III; Lowery Houston May; Jose R. Perez; Neil L. Pruitt, Jr.; T. Dallas Smith; and Don L. Waters. Regents Richard T. Evans; C. Thomas Hopkins, Jr.; Sarah-Elizabeth Langford; and James K. Syfan were excused. Chancellor Sonny Perdue was also present.

EXECUTIVE SESSION

Upon a motion made by Regent Kennedy and seconded by Regent Perez, the Board members present unanimously voted to enter executive session at 10:03 a.m. to discuss personnel matters related to the Abraham Baldwin Agricultural College presidential search. An affidavit regarding this executive session is on file in the Office of the Secretary to the Board.

RECONVENE

Following the executive session, Chair Reynolds reconvened the Board in its regular session at 10:09 a.m. and announced that no action had been taken.

ABRAHAM BALDWIN AGRICULTURAL COLLEGE PRESIDENTIAL FINALIST

Regent Rivera Holmes made a motion to name Dr. Tracy Brundage as the finalist for the position of President of Abraham Baldwin Agricultural College, and the motion was seconded by Regent Waters. The motion was approved unanimously by the Board members present.

ADJOURNMENT

Upon a motion made by Regent Waters and seconded by Regent Pruitt, the Board members present unanimously voted to adjourn at 10:09 a.m.

Harold Reynolds
Chairman, Board of Regents
University System of Georgia

Christopher A. McGraw
Secretary, Board of Regents
University System of Georgia

**MINUTES OF THE MEETING OF
THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
Atlanta, Georgia
May 3, 2022**

CALL TO ORDER

The Board of Regents of the University System of Georgia met telephonically at 10:00 a.m. on Tuesday, April 26, 2022, and accessible in Room 8026 of the Board's offices, 270 Washington St., SW, Atlanta, Georgia. Board Chair Harold Reynolds called the meeting to order. Present, in addition to Chair Reynolds, were Vice Chair Erin Hames; Regents Doug Aldridge; Tom Bradbury; Richard T. Evans; W. Allen Gudenrath; Bárbara Rivera Holmes; Samuel D. Holmes; C. Thomas Hopkins, Jr.; James M. Hull; Cade Joiner; C. Everett Kennedy III; Sarah-Elizabeth Langford; Lowery Houston May; Jose R. Perez; Neil L. Pruitt, Jr.; T. Dallas Smith; and Don L. Waters. Regent James K. Syfan was excused. Chancellor Sonny Perdue was also present.

EXECUTIVE SESSION

Upon a motion made by Regent Rivera Holmes and seconded by Regent Perez, the Board members present unanimously voted to enter executive session at 10:03 a.m. to discuss personnel matters related to the Abraham Baldwin Agricultural College presidential search. An affidavit regarding this executive session is on file in the Office of the Secretary to the Board.

RECONVENE

Following the executive session, Chair Reynolds reconvened the Board in its regular session at 10:05 a.m. and announced that no action had been taken.

ABRAHAM BALDWIN AGRICULTURAL COLLEGE PRESIDENT

Regent Evans made a motion to appoint Dr. Tracy Brundage as the President of Abraham Baldwin Agricultural College effective August 1, 2022, and the motion was seconded by Regent Gudenrath. The motion was approved unanimously by the Board members present.

ADJOURNMENT

Upon a motion made by Regent Rivera Holmes and seconded by Regent Houston May, the Board members present unanimously voted to adjourn at 10:09 a.m.

Harold Reynolds
Chairman, Board of Regents
University System of Georgia

Christopher A. McGraw
Secretary, Board of Regents
University System of Georgia

**MINUTES OF THE MEETING OF THE
SPECIAL COMMITTEE ON THE GEORGIA HIGHLANDS COLLEGE
PRESIDENTIAL SEARCH**

Atlanta, Georgia

May 4, 2022

CALL TO ORDER

The Board of Regents of the University System of Georgia's Special Committee on the Georgia Highlands College Presidential Search met at 8:15 a.m. on Wednesday, May 4, 2022, in Room 8026 of the Board's offices, 270 Washington St., SW, Atlanta, Georgia. Committee Chair Lowery Houston May called the meeting to order. Present, in addition to Committee Chair Houston May, were Board Chair Harold Reynolds; and Regents C. Thomas Hopkins, Jr.; Cade Joiner; and T. Dallas Smith. Chancellor Sonny Perdue was also present.

EXECUTIVE SESSION

Upon a motion made by Regent Hopkins and seconded by Regent Smith, the Committee unanimously voted to enter executive session at 8:16 a.m. to discuss personnel matters related to the Georgia Highlands College presidential search. An affidavit regarding this executive session is on file in the Office of the Secretary to the Board.

RECONVENE

Following the executive session, Committee Chair Houston May reconvened the Board in its regular session at 12:25 p.m. and announced that no action had been taken.

ADJOURNMENT

Upon a motion made by Regent Joiner and seconded by Regent Smith, the Committee unanimously voted to adjourn at 12:26 p.m.

Harold Reynolds
Chairman, Board of Regents
University System of Georgia

Christopher A. McGraw
Secretary, Board of Regents
University System of Georgia

**MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
Albany, Georgia
April 12 and 13, 2022**

The Board of Regents of the University System of Georgia met on Tuesday, April 12 and Wednesday, April 13, 2022, in Room 266 of the Student Center on the West Campus of Albany State University in Albany, Georgia, and simultaneously accessible by BOR Webcast. Vice Chair Erin Hames called the meeting to order at 1:30 p.m. on April 12. Present, in addition to Vice Chair Hames, on both days were Regents Tom Bradbury; Richard T. Evans; W. Allen Gudenrath; Bárbara Rivera Holmes; James M. Hull; Cade Joiner; C. Everett Kennedy III; Lowery Houston May (remotely); Jose R. Perez (remotely); Neil L. Pruitt, Jr.; T. Dallas Smith; and Don L. Waters. Regents Samuel D. Holmes; C. Thomas Hopkins, Jr.; and Sarah-Elizabeth Langford (remotely) were also present on April 12. Board Chair Harold Reynolds and Regents Doug Aldridge and James K. Syfan III were also present on April 13. Chancellor Sonny Perdue was also present on both days.

PRESENTATION OF COLORS

The meeting began on April 12 with the presentation of the colors by the Albany State University Army ROTC.

INVOCATION AND PLEDGE

TyJa Barnes-Jones, Albany State University's Student Government Association president, gave the invocation and led the Pledge of Allegiance.

SAFETY BRIEFING

Albany State University Police Chief Anita Allen gave the safety briefing.

APPROVAL OF MINUTES

With motion properly made and variously seconded, the Regents present voted unanimously to approve the minutes of the Board meetings of February 8, 11, 15, 16 (AU Health Committee), and 17 (AU Health Committee) and March 1, 2 (Kennesaw State Presidential Search Committee), 8, 15, 15/16, 16 (AU Health Committee), and 23.

PRESIDENTIAL PRESENTATION AND CAMPUS SPOTLIGHT – ALBANY STATE UNIVERSITY

Vice Chair Erin Hames introduced Albany State University President Dr. Marion Ross Fedrick to discuss Albany State's support of students who face challenges as they work to earn their college degrees. President Fedrick also offered a success story of a student who is now a faculty member. Incoming Albany State University student Taliyah Austin, representing the Boys and Girls Club of Albany, spoke of the help she has received to stay on track toward college. Albany State University honors student Taylia Griffin, Angelnique Jordan, associate dean for student support, and Ronda Arline, assistant professor of nursing, spoke of experiences on campus that have empowered students toward success.

FISCAL YEAR 2023 TUITION, FEES, AND ALLOCATIONS

Following a presentation by Executive Vice Chancellor for Strategy and Fiscal Affairs Tracey Cook regarding Fiscal Year 2023 tuition, fees, and budget allocations, upon motions properly made and seconded, the Board members present unanimously approved the following items:

1. The Board approved the allocation of state appropriations for the Fiscal Year 2022 Amended Budget among 26 institutions and operating units of the University System of Georgia.
2. The Board approved the undergraduate, graduate, and online tuition rates to be flat for Fiscal Year 2023 (same as for Fiscal Year 2022), with two exceptions:
 - + Tuition to be increased at Middle Georgia State University by \$17.33 per credit hour for undergraduate in-state tuition and \$64.20 per credit hour for undergraduate out-of-state tuition. The plan is to increase the tuition incrementally over a 3-year period to bring tuition in-line with other institutions in the state university sector; and
 - + Reduce tuition by \$50 per credit hour for the Georgia Institute of Technology's Master of Science in Biomedical Innovation and Development degree.
3. The Board approved the Fiscal Year 2023 mandatory fee rates, which include the elimination of the Special Institutional Fee for all 26 institutions. This results in savings to students ranging from \$170 to \$544 per semester, effective Fall 2022. The Board also approved changes to eleven other mandatory fees at six institutions.
4. The Board approved the Fiscal Year 2023 elective fees and special charges as outlined in the meeting materials (at Appendix IIIB), which include the discontinuation of five fees at three institutions.
5. The Board approved the allocation of \$3.119 billion in state appropriations for Fiscal Year 2023 among 26 institutions and operating units of the University System of Georgia. The Board also approved the Fiscal Year 2023 capital budget allocations, totaling \$184,580,000.

COMMITTEE OF THE WHOLE: ACADEMIC AFFAIRS

The Committee on Academic Affairs met as a committee of the whole at approximately 2:17 p.m. During its meeting led by Committee Vice Chair Samuel D. Holmes, the Board members present first unanimously approved the following action items (Agenda Items 1-10) upon motions properly and variously made and seconded.

Action Items

- 1) The Committee approved a request to offer a Bachelor of Science in Management Information Systems at Georgia Gwinnett College.
- 2) The Committee approved a request to offer a Master of Science in Global Development at Georgia Institute of Technology.
- 3) The Committee approved a request to offer a Master of Science with a Major in Digital Financial Technologies at Kennesaw State University.
- 4) The Committee approved a request to offer a Bachelor of Science with a Major in Learning, Design & Technology at Kennesaw State University.
- 5) The Committee approved a request to offer a Master of Science in Integrative Health and Wellness at the University of West Georgia.

- 6) The Committee approved a request to offer an Associate of Science in Financial Technology as an eMajor Collaborative at Atlanta Metropolitan State College and East Georgia State College.
- 7) The Committee approved the termination of four programs across Gordon State College, the University of Georgia, and Valdosta State University.
- 8) The Committee approved a request from Chancellor Sonny Perdue to renew the Border State Resident Out-of-State Tuition Differential Waivers at 17 institutions.
- 9) The Committee approved a request from Chancellor Sonny Perdue to expand the Border State Resident Out-of-State Tuition Differential Waivers at six institutions.
- 10) The Committee approved a request to award Dr. Mark Becker the distinction and title of President Emeritus at Georgia State University.

Consent Items

The Board members present then unanimously approved the following consent items (Agenda Items 11-19).

- 11) The Committee approved the establishment of the Barbara C. and Clifford J. Swift III Director of the Schwob School of Music at Columbus State University.
- 12) The Committee approved the establishment of the Bonnie W. and Charles W. Moorman IV Professorship at the Georgia Institute of Technology.
- 13) The Committee approved the establishment of the Dwight H. Evans Professorship at the Georgia Institute of Technology.
- 14) The Committee approved the establishment of the Elwood P. “Doc” Blanchard Early Career Professorship at the Georgia Institute of Technology.
- 15) The Committee approved the establishment of the Arnett C. Mace, Jr. Distinguished Professorship in Forestry and Natural Resources at the University of Georgia.
- 16) The Committee approved the establishment of the Georgia Power E-Mobility Distinguished Professorship at the University of Georgia.
- 17) The Committee approved the revision of the established William B. Strong Chair in Pediatric Cardiology Distinguished Chair at Augusta University.
- 18) The Committee approved the revision of the established Jere W. Morehead Distinguished Professorship for the Director of the Honors Program at the University of Georgia.
- 19) The Committee approved the appointment of several endowed faculty positions at Columbus State University, the Georgia Institute of Technology, Georgia State University, Georgia Southern University, and the University of Georgia.

Finally, the committee received an update regarding the Post-Tenure Review policy as an information item. The committee adjourned at approximately 2:38 p.m.

COMMITTEE OF THE WHOLE: ECONOMIC DEVELOPMENT

The Committee on Economic Development met as a committee of the whole at approximately 2:40 p.m. During the meeting led by Committee Chair Cade Joiner, Albany State University President Dr. Marion Fedrick led a presentation that included Albany State faculty and staff and provided an overview and shared examples of how various Albany State programs contribute to

economic development in Southwest Georgia and around the world. The committee adjourned at approximately 3:10 p.m.

COMMITTEE OF THE WHOLE: INTERNAL AUDIT, RISK, AND COMPLIANCE

The Committee on Internal Audit, Risk, and Compliance met as a committee of the whole at approximately 3:15 p.m. During its meeting led by Board Vice Chair Erin Hames, the Board members present heard informational items from Dr. John Fuchko, III, Vice Chancellor for Organizational Effectiveness, and Wesley Horne, Director of Ethics and Compliance, regarding the University System's Ethics and Compliance Hotline and annual Ethics Awareness Week. Upon a motion made by Regent Samuel Holmes and seconded by Regent James M. Hull, the Board members present unanimously voted to enter into executive session at approximately 3:31 p.m. to discuss personnel matters and investigations. The committee reconvened at approximately 3:50 p.m. Vice Chair Hames reported that no action was taken during the executive session.

RECESS

The Board recessed for the day at approximately 3:51 p.m.

RECONVENE

Board Chair Harold Reynolds called the meeting back into session at approximately 9:35 a.m. on April 13.

PRESENTATION OF COLORS

The Albany State University Army ROTC again began the meeting with the presentation of the colors.

INVOCATION AND PLEDGE

Joy Robinson, an Honors Program Scholar at Albany State University, gave the invocation and led the Pledge of Allegiance.

SAFETY BRIEFING

Albany State University Police Chief Anita Allen again gave the safety briefing.

COMMITTEE OF THE WHOLE: FINANCE AND BUSINESS OPERATIONS

The Committee on Finance and Business Operations met as a committee of the whole at approximately 9:39 a.m. During the meeting led by Committee Chair Neil L. Pruitt, Jr., the Board received an information item on the USG Capital Liability Management Plan from Associate Vice Chancellor for Finance Cynthia Alexander. Upon a motion variously made and seconded, the Board members present and voting unanimously approved the request for Multi-Year Leasing Contract Value Authority. Regent W. Allen Gudenrath recused himself from that vote. The committee adjourned at approximately 10:01 a.m.

COMMITTEE OF THE WHOLE: PERSONNEL AND BENEFITS

The Committee on Personnel and Benefits met as a committee of the whole at approximately 10:02 a.m. During its meeting led by Committee Vice Chair Richard T. Evans, the Board members present unanimously approved a revision to Board Policy 8.26, Holidays, upon a

motion made by Regent Don L. Waters and variously seconded. The committee adjourned at approximately 10:04 a.m.

COMMITTEE OF THE WHOLE: REAL ESTATE AND FACILITIES

The Committee on Real Estate and Facilities met as a committee of the whole at approximately 10:04 a.m. During its meeting led by Committee Chair T. Dallas Smith, the Board first received an information item (Agenda Item 1) regarding then-Acting Chancellor Teresa MacCartney's approval of the ranking of the construction management firms for project number BR-10-2203, Holmes-Hunter Academic Building Renovation, for the University of Georgia.

Consent Items

The Board next heard the following consent items (Agenda Items 2-13), all of which were approved unanimously by the Board members present and voting, upon a motion made by Regent Neil L. Pruitt, Jr., and seconded by Board Vice Chair Erin Hames. Regent James M. Hull recused himself from the vote in regard to Agenda Item 3.

2. The Committee approved the ranking of the program management and design-build firms for project number PPV-40-2201, 15th Street Parking Deck, for Augusta University. The ranked program management firms were:

1. Comprehensive Program Services, Inc. (Atlanta)
2. Jones Lang LaSalle Americas Inc. (Atlanta)
3. BDR Partners, LLC (Atlanta)
4. Skanska (Atlanta)

The ranked design-build firms were:

1. Gilbane Building Company (Atlanta)
2. New South Construction Company (Atlanta)
3. RW Allen Construction, LLC (Augusta)
4. The Beck Group (Atlanta)

3. The Committee approved the ranking of the program management, design professional, and construction management firms for project number BR-82-2001, Coastal Community Center for the Arts, for the College of Coastal Georgia. Regent James M. Hull recused himself from voting on this item. The ranked program management firms were:

1. PDC Solutions, LLC (Atlanta)
2. CBRE, Inc. (Atlanta)
3. Cumming Management Group, Inc. (Atlanta)

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The ranked design professional firms were:

1. Hussey, Gay, Bell & DeYoung International, Inc. (Savannah)
2. Goodwyn Mills Cawood, LLC. (Savannah)
3. Southern A&E, LLC (Austell)

The ranked construction management firms were:

1. McKnight Construction Company, Inc. (Augusta)
2. JE Dunn Construction Company (Savannah)
3. Ajax Building Company, LLC (Alpharetta)
4. Piedmont Construction Group, Inc. (Statesboro)

4. The Committee authorized project number BR-40-2202, Student Welcome Center, for Augusta University.

5. The Committee authorized project number BR-72-2201, Parking Lot A Paving, for Georgia Gwinnett College.

6. The Committee authorized project number BR-30-2204, Van Leer Infrastructure and Resiliency Project, for the Georgia Institute of Technology.

7. The Committee authorized project number BR-30-2207, Aerospace Engineering Aircraft Hangar, for the Georgia Institute of Technology.

8. The Committee authorized project number BR-10-2207, Soil Science Headhouse and Soil Storage Building Renovation, for the University of Georgia.

9. The Committee authorized project number BR-10-2208, Butts-Mehre Heritage Hall 1st Floor Renovation for Track & Field, for the University of Georgia.

10. The Committee approved a sub-rental agreement for Suite 300, 817 West Peachtree Street NW, for the Georgia Institute of Technology.

11. The Committee approved a sub-rental agreement for Suite 500, 817 West Peachtree Street NW, for the Georgia Institute of Technology.

12. The Committee approved a sub-rental agreement for Suite 770, 817 West Peachtree Street NW, for the Georgia Institute of Technology.

13. The Committee approved a sub-rental agreement for space at Falcon Hill Aerospace Research Park, Building 1578, located on Hill Air Force Base in Clearfield, Utah, for the Georgia Institute of Technology.

Approval Items

The Board members present finally approved the following approval items (Agenda Items 14-25) unanimously.

14. The Committee approved a budget modification for project number J-362, Nursing Health Science Simulation Lab, for Albany State University. The motion was made by Board Vice Chair Erin Hames and seconded by Regent Richard T. Evans, Sr.

15. The Committee approved a budget modification for project number BR-40-2101, 4th Floor Research Space Build-Out, College of Science and Math, for Augusta University. The motion was made by Regent James M. Hull and seconded by Regent W. Allen Gudenrath.
16. The Committee approved a budget modification for project number J-376, Gateway Building and Infrastructure, for Georgia Gwinnett College. The motion was made by Committee Vice Chair C. Everett Kennedy, III and seconded by Regent Richard T. Evans, Sr.
17. The Committee approved a budget modification for project number J-375, Convocation Center, for Georgia Southern University. The motion was made by Regent James M. Hull and seconded by Regent Don L. Waters.
18. The Committee authorized project number BR-30-2206, Ferst Drive Corridor Realignment, for the Georgia Institute of Technology. The Committee also delegated authority to the Chancellor to approve the ranking of the design-build firms for the project. The motion was made by Regent Bárbara Rivera Holmes and seconded by Board Vice Chair Erin Hames.
19. The Committee authorized project number BR-30-2205, East Campus Streetscapes, for the Georgia Institute of Technology. The Committee also delegated authority to the Chancellor to approve the ranking of the design-build firms for the project. The motion was made by Committee Vice Chair C. Everett Kennedy, III, and seconded by Regent Richard T. Evans, Sr.
20. The Committee authorized project number BR-30-2208, Athletics Infrastructure Enabling Project, for the Georgia Institute of Technology. The motion was made by Regent Neil L. Pruitt, Jr., and seconded by Committee Vice Chair C. Everett Kennedy, III.
21. The Committee authorized project number BR-30-2209, Student-Athlete Performance Center, for the Georgia Institute of Technology. The motion was made by Board Chair Harold Reynolds and seconded by Regent Richard T. Evans.
22. The Committee authorized project number BR-50-2202, Fulton Street Parking Deck, for Georgia State University. The motion was made by Board Vice Chair Erin Hames and seconded by Regent Bárbara Rivera Holmes.
23. The Committee approved a rental agreement for athletic facilities at the University of Georgia. The motion was made by Regent Don L. Waters and seconded by Regent Lowery Houston May.
24. The Committee approved a rental agreement for athletic facilities at the Georgia Institute of Technology. The motion was made by Regent James K. Syfan, III, and seconded by Board Vice Chair Erin Hames.
25. The Committee approved the naming of Truist Plaza at the University of Georgia. The motion was made by Board Vice Chair Erin Hames and seconded by Regent Doug Aldridge.

The committee adjourned at approximately 10:27 a.m.

COMMITTEE OF THE WHOLE: ORGANIZATION AND LAW

The Committee on Organization and Law met as a committee of the whole at approximately 10:28 a.m. During its meeting led by Committee Chair Don L. Waters, the Board members present unanimously approved five honorary degrees at the request of the respective institution presidents, on the recommendation of the Chancellor. The honorary degrees were awarded to:

Richard Bergmark – Georgia Institute of Technology (upon a motion by Regent James M. Hull and second by various Regents)

Raphael Bostick – Georgia Institute of Technology (upon a motion by Regent Bárbara Rivera Holmes and seconded by various Regents)

Chris Bridges (“Ludacris”) – Georgia State University (upon a motion by Neil L. Pruitt, Jr., and seconded by various Regents)

Lynn Cottrell – University of North Georgia (upon a motion that was made and seconded by various Regents)

Curtis Jones – Gordon State College (upon a motion that was made and seconded by various Regents)

The committee adjourned at approximately 10:40 a.m., pending its subsequent executive session to address student and personnel matters in conjunction with the full Board’s executive session.

DATA COLLECTION AND USE TO SUPPORT USG DECISION MAKING AND STRATEGY

Dr. Angela Bell, Vice Chancellor for Research and Policy Analysis, gave the Board an overview of data the University System collects from campuses and how it is used, along with a demonstration of analytical tools that the System Office, in conjunction with the Carl Vinson Institute of Government, provides to campuses regarding student recruitment, progress, and outcomes.

CHANCELLOR’S REPORT

Chancellor Sonny Perdue gave his first report to the Board as Chancellor of the University System of Georgia. He started by thanking President Marion Ross Fedrick and Albany State University for hosting this month’s Board meeting as well as thanking the Board, faculty, staff, and students for welcoming him to the University System.

Chancellor Perdue noted that when he was Governor, the State had to deal with twin recessions which meant state funding cuts to agencies including USG. Now, he said he had come full circle in recognizing one of the best budgets for higher education, which was supported this year by Governor Kemp and the General Assembly. This includes funds to help the Board eliminate the Special Institutional Fee – a significant savings to students.

Chancellor Perdue also applauded the Board’s decision not to raise tuition rates at most institutions for the fifth time in seven years, saying affordability was critical for continued support of students toward their degrees. Chancellor Perdue said he is strongly committed to USG’s teaching, research, and service mission, and noted some of the campus visits he had already made.

Chancellor Perdue said that people should have high expectations of the System, which if it does its job right empowers students to learn the skills they need to get good jobs. Georgia succeeds when the system's students succeed, he said, because their success in a highly skilled workforce powers the economic development that has allowed this state to thrive. He said he looked forward to working with the Board and getting to work on behalf of the System and the State.

UNFINISHED BUSINESS

There was no unfinished business to come before the Board.

NEW BUSINESS

Regent Neil L. Pruitt, Jr., gave the Board an update on the planning for the 2022 USG Foundation Gala.

PETITIONS AND COMMUNICATIONS

Secretary to the Board Christopher McGraw reported that there were no formal petitions or communications to be reviewed by the Board and that the next regularly scheduled meeting of the Board will be on May 10, 2022, in the Board room in Atlanta.

EXECUTIVE SESSION

Board Chair Reynolds called for an executive session at approximately 11:30 a.m. to discuss personnel matters and real estate-related issues. With motion made by Regent Neil L. Pruitt, Jr., and seconded by Regent Bárbara Rivera Holmes, the Regents present voted unanimously to go into executive session. The executive session of the Committee on Organization and Law took place approximately from 11:40 to 11:51 a.m. Affidavits regarding the executive sessions are on file with the Office of the Secretary to the Board.

RECONVENE

The Board reconvened at approximately 12:53 p.m., and Board Chair Harold Reynolds reported that no action was taken during the executive session.

Upon a motion by Regent Cade Joiner that was seconded by Regent Don L. Waters, the Board members present unanimously voted, upon recommendation of the Chancellor, to waive the provisions of Board Policy 8.2.3, Employment of Relatives, on a one-time basis in regard to the coaches of softball and men's basketball at Georgia State University.

ADJOURNMENT

There being no further business to come before the Board, the meeting adjourned at 12:54 p.m. upon motion made by Regent T. Dallas Smith and seconded by Regent James K. Syfan III, which was unanimously approved.

Harold Reynolds
Chairman, Board of Regents
University System of Georgia

Christopher A. McGraw
Secretary, Board of Regents
University System of Georgia

AGENDA
eCAMPUS UPDATE

May 10, 2022

Agenda Item	Page No.
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INFORMATION ITEM

- | | |
|-------------------|---|
| 1. eCampus Update | 1 |
|-------------------|---|

1. Information Item: eCampus Update

USG eCampus is the shared services unit and collaborative program manager for the USG. eCampus (eCore/eMajor) serves 25 campuses and more than 40,000 students annually. Dr. Melanie Clay, Dean of USG eCampus, and Dr. Jason Huett, Associate Dean of USG eCampus will provide an update on the eCampus program.

AGENDA

FINANCE AND BUSINESS OPERATIONS

May 10, 2022

Agenda Item

Page No.

APPROVAL ITEM

- | | | |
|----|---|---|
| 1. | Fiscal Year 2023 Operating and Capital Budget | 1 |
|----|---|---|

AGENDA

FINANCE AND BUSINESS OPERATIONS

May 10, 2022

1. **Fiscal Year 2023 Operating and Capital Budget**

Recommended: That the Board approve the fiscal year (“FY”) 2023 operating and capital budget for the University System of Georgia, as shown in Appendix I.

Summary: The total FY 2023 original budget for the University System of Georgia is approximately \$10.33 billion, which includes funding from all unrestricted and restricted sources. The FY 2023 budget includes the allocation of state funds as approved by the Board in April 2022. The budget also reflects enrollment and revenue projections made by each institution, which incorporate the tuition and fee rates approved by the Board in April 2022.

The FY 2023 budget includes the following major categories:

Educational and General Funds: Educational and General Funds serve the primary mission of the University System: teaching, research, and public service, as well as academic support, student services, institutional support, and plant operations. It includes restricted funds, such as sponsored research funding from federal, state, and private sources, and unrestricted funds, such as state funds, tuition, and other general funds. The total educational and general budget for the University System for FY 2023 is \$8.996 billion, \$449 million more than the original budget for FY 2022. The FY 2023 Major Repair and Rehabilitation (MRR) funds totaling \$65.9 million in the operating budget will be allocated to the institutions at a future scheduled Board meeting.

Capital: The capital budget includes maintenance and repair projects and other capital projects that are managed by the institutions. The FY 2023 capital budget is \$153.51 million. All bond projects funded by the state are recorded and accounted for in the budget for the Georgia State Financing and Investment Commission (GSFIC), unless the institution has responsibility for managing the project.

Auxiliary Enterprises: Auxiliary Enterprises include student housing, parking, food services, bookstore operations, transportation, athletics, health clinics, and other functions that primarily serve the students, faculty, and staff at the institutions. The FY 2023 auxiliary enterprises budget is \$1.054 billion as compared with \$1.015 billion in the original budget for FY 2022.

Student Activities: Student Activities include a range of activities funded by student fees, such as student government activities, campus newspaper, radio/television, and other extracurricular activities. Also included are costs associated with student recreation centers and other facilities for student programming. The FY 2023 student activities budget is \$128.92 million, as compared with \$127.92 million in the original budget for FY 2022. The student activities budget reflects changes in enrollment, mandatory fee revenues, and the use of prior-year reserves for specific purposes.

Exhibit 1
UNIVERSITY SYSTEM OF GEORGIA
ALL BUDGETS FOR FISCAL YEAR 2023

	EDUCATIONAL AND GENERAL	CAPITAL	AUXILIARY ENTERPRISES	STUDENT ACTIVITIES	TOTAL BUDGET
Research Universities					
Augusta University	\$ 872,609,715	\$ 1,648,491	\$ 23,370,864	\$ 1,997,494	\$ 899,626,564
Georgia Institute of Technology	\$ 1,538,574,174	\$ 90,000,000	\$ 166,495,346	\$ 22,596,944	\$ 1,817,666,464
Georgia State University	\$ 1,100,861,451	\$ -	\$ 85,324,099	\$ 19,939,519	\$ 1,206,125,069
University of Georgia	\$ 1,372,019,783	\$ 48,963,150	\$ 242,411,449	\$ 12,001,874	\$ 1,675,396,256
Regional Universities					
Georgia Southern University	\$ 365,894,155	\$ 53,115	\$ 99,542,516	\$ 12,423,596	\$ 477,913,382
Kennesaw State University	\$ 536,784,875	\$ 3,039,898	\$ 111,097,496	\$ 17,270,648	\$ 668,192,917
University of West Georgia	\$ 193,297,748	\$ -	\$ 37,286,425	\$ 3,356,395	\$ 233,940,568
Valdosta State University	\$ 155,835,167	\$ 75,000	\$ 38,393,228	\$ 4,813,422	\$ 199,116,817
State Universities					
Albany State University	\$ 132,228,193	\$ 50,000	\$ 24,791,082	\$ 4,151,517	\$ 161,220,792
Clayton State University	\$ 89,297,213	\$ 320,858	\$ 13,162,860	\$ 2,295,935	\$ 105,076,866
Columbus State University	\$ 116,791,371	\$ 20,000	\$ 13,355,685	\$ 3,732,317	\$ 133,899,373
Fort Valley State University	\$ 87,695,907	\$ -	\$ 16,446,167	\$ 423,197	\$ 104,565,271
Georgia College & State University	\$ 115,006,536	\$ 75,000	\$ 28,085,042	\$ 4,508,997	\$ 147,675,575
Georgia Southwestern State University	\$ 40,101,976	\$ 5,000	\$ 8,495,636	\$ 465,750	\$ 49,068,362
Middle Georgia State University	\$ 102,685,782	\$ 125,000	\$ 17,426,834	\$ 2,450,649	\$ 122,688,265
Savannah State University	\$ 64,450,193	\$ -	\$ 23,946,277	\$ 1,475,741	\$ 89,872,211
University of North Georgia	\$ 235,680,786	\$ -	\$ 35,657,760	\$ 3,222,941	\$ 274,561,487
State Colleges					
Abraham Baldwin Agricultural College	\$ 49,411,526	\$ 860,000	\$ 9,831,800	\$ 352,000	\$ 60,455,326
Atlanta Metropolitan State College	\$ 25,620,138	\$ 15,000	\$ 106,000	\$ 725,740	\$ 26,466,878
College of Coastal Georgia	\$ 36,950,033	\$ 2,810,000	\$ 5,211,500	\$ 620,000	\$ 45,591,533
Dalton State College	\$ 54,325,593	\$ 15,000	\$ 3,767,632	\$ 486,070	\$ 58,594,295
East Georgia State College	\$ 25,783,042	\$ 1,500	\$ 1,947,268	\$ 52,159	\$ 27,783,969
Georgia Gwinnett College	\$ 144,589,546	\$ 12,000	\$ 15,616,929	\$ 5,909,843	\$ 166,128,318
Georgia Highlands College	\$ 46,554,955	\$ -	\$ 1,312,380	\$ 1,696,812	\$ 49,564,147
Gordon State College	\$ 32,334,208	\$ -	\$ 7,661,710	\$ 1,462,277	\$ 41,458,195
South Georgia State College	\$ 24,110,008	\$ 5,418,529	\$ 3,869,961	\$ 495,967	\$ 33,894,465

Exhibit 1
UNIVERSITY SYSTEM OF GEORGIA
ALL BUDGETS FOR FISCAL YEAR 2023

	EDUCATIONAL AND GENERAL	CAPITAL	AUXILIARY ENTERPRISES	STUDENT ACTIVITIES	TOTAL BUDGET
Other Units					
University System Office	\$ 143,659,838	\$ -	\$ 19,636,815	\$ -	\$ 163,296,653
System Sevices & Initiatives	\$ 73,587,851	\$ -	\$ -	\$ -	\$ 73,587,851
Total Resident Instruction	\$ 7,776,741,763	\$ 153,507,541	\$ 1,054,250,761	\$ 128,927,804	\$ 9,113,427,869
Line Items					
AU Georgia Cyber Innovation & Training Center	\$ 6,269,008	\$ -	\$ -	\$ -	\$ 6,269,008
Georgia Archives	\$ 5,331,914	\$ -	\$ -	\$ -	\$ 5,331,914
Georgia Commission on the Holocaust	\$ 337,955	\$ -	\$ -	\$ -	\$ 337,955
Georgia Military College	\$ 8,437,962	\$ -	\$ -	\$ -	\$ 8,437,962
Georgia Public Libraries	\$ 49,738,018	\$ -	\$ -	\$ -	\$ 49,738,018
Georgia Public Telecommunication Commission	\$ 14,164,216	\$ -	\$ -	\$ -	\$ 14,164,216
Georgia Research Alliance	\$ 6,887,760	\$ -	\$ -	\$ -	\$ 6,887,760
GIT Enterprise Innovation Institute (EII)	\$ 29,563,065	\$ -	\$ -	\$ -	\$ 29,563,065
GIT Georgia Tech Research Institute	\$ 789,312,192	\$ -	\$ -	\$ -	\$ 789,312,192
MCG Hospitals & Clinics	\$ 43,437,882	\$ -	\$ -	\$ -	\$ 43,437,882
Regents Central Office-B	\$ 11,334,861	\$ -	\$ -	\$ -	\$ 11,334,861
UGA Agricultural Experiment Station	\$ 100,133,881	\$ -	\$ -	\$ -	\$ 100,133,881
UGA Athens/Tifton Vet Lab	\$ 8,247,766	\$ -	\$ -	\$ -	\$ 8,247,766
UGA Cooperative Extension Service	\$ 81,867,153	\$ -	\$ -	\$ -	\$ 81,867,153
UGA Forestry Cooperative Extension	\$ 1,850,993	\$ -	\$ -	\$ -	\$ 1,850,993
UGA Forestry Research	\$ 15,603,731	\$ -	\$ -	\$ -	\$ 15,603,731
UGA Marine Resources Extension Service	\$ 3,218,172	\$ -	\$ -	\$ -	\$ 3,218,172
UGA Marine Institute	\$ 1,589,088	\$ -	\$ -	\$ -	\$ 1,589,088
UGA Skidaway Institute of Oceanography	\$ 7,402,956	\$ -	\$ -	\$ -	\$ 7,402,956
UGA Vet Medicine Experiment Station	\$ 5,155,845	\$ -	\$ -	\$ -	\$ 5,155,845
UGA Vet Medicine Teaching Hospital	\$ 29,529,313	\$ -	\$ -	\$ -	\$ 29,529,313
Total Line Items	\$ 1,219,413,731	\$ -	\$ -	\$ -	\$ 1,219,413,731
GRAND TOTAL	\$ 8,996,155,494	\$ 153,507,541	\$ 1,054,250,761	\$ 128,927,804	\$ 10,332,841,600

Exhibit 2
UNIVERSITY SYSTEM OF GEORGIA
EDUCATIONAL AND GENERAL - REVENUE
BUDGET FOR FISCAL YEAR 2023

	GENERAL - UNRESTRICTED				RESTRICTED			
	STATE APPROPRIATION	TUITION	OTHER GENERAL	TOTAL GENERAL FUNDS	SPONSORED	DEPT SALES AND SERVICES	(State Funds) SPECIAL FUNDING INITIATIVE	TOTAL
Research Universities								
Augusta University	\$ 276,970,917	\$ 95,469,286	\$ 34,187,541	\$ 406,627,744	\$ 437,006,124	\$ 13,849,183	\$ 15,126,664	\$ 872,609,715
Georgia Institute of Technology	\$ 456,703,174	\$ 486,541,000	\$ 117,505,000	\$ 1,060,749,174	\$ 437,825,000	\$ 40,000,000	\$ -	\$ 1,538,574,174
Georgia State University	\$ 337,146,634	\$ 304,464,830	\$ 56,749,987	\$ 698,361,451	\$ 350,000,000	\$ 52,500,000	\$ -	\$ 1,100,861,451
University of Georgia	\$ 482,930,500	\$ 441,250,000	\$ 68,366,241	\$ 992,546,741	\$ 280,000,000	\$ 96,873,042	\$ 2,600,000	\$ 1,372,019,783
Regional Universities								
Georgia Southern University	\$ 156,932,830	\$ 132,511,943	\$ 11,333,739	\$ 300,778,512	\$ 57,420,380	\$ 7,695,263	\$ -	\$ 365,894,155
Kennesaw State University	\$ 228,731,323	\$ 204,438,974	\$ 11,268,624	\$ 444,438,921	\$ 74,979,871	\$ 16,447,442	\$ 918,641	\$ 536,784,875
University of West Georgia	\$ 81,715,143	\$ 73,284,254	\$ 11,339,043	\$ 166,338,440	\$ 26,052,340	\$ 906,968	\$ -	\$ 193,297,748
Valdosta State University	\$ 66,111,699	\$ 50,910,320	\$ 4,407,443	\$ 121,429,462	\$ 32,633,500	\$ 1,772,205	\$ -	\$ 155,835,167
State Universities								
Albany State University	\$ 33,666,253	\$ 23,074,440	\$ 2,270,000	\$ 59,010,693	\$ 72,550,000	\$ 667,500	\$ -	\$ 132,228,193
Clayton State University	\$ 34,816,866	\$ 29,568,665	\$ 1,665,706	\$ 66,051,237	\$ 21,489,224	\$ 1,756,752	\$ -	\$ 89,297,213
Columbus State University	\$ 49,892,387	\$ 34,597,337	\$ 3,565,630	\$ 88,055,354	\$ 26,030,044	\$ 2,705,973	\$ -	\$ 116,791,371
Fort Valley State University	\$ 27,231,888	\$ 12,091,014	\$ 2,420,904	\$ 41,743,806	\$ 45,508,069	\$ 444,032	\$ -	\$ 87,695,907
Georgia College & State University	\$ 47,727,963	\$ 49,441,641	\$ 2,243,209	\$ 99,412,813	\$ 10,439,003	\$ 2,628,863	\$ 2,525,857	\$ 115,006,536
Georgia Southwestern State University	\$ 18,548,132	\$ 12,836,000	\$ 768,700	\$ 32,152,832	\$ 7,854,144	\$ 95,000	\$ -	\$ 40,101,976
Middle Georgia State University	\$ 50,534,148	\$ 25,104,525	\$ 6,473,857	\$ 82,112,530	\$ 17,632,187	\$ 665,250	\$ 2,275,815	\$ 102,685,782
Savannah State University	\$ 22,830,033	\$ 13,772,252	\$ 869,090	\$ 37,471,375	\$ 25,837,751	\$ 1,141,067	\$ -	\$ 64,450,193
University of North Georgia	\$ 102,841,935	\$ 75,292,496	\$ 4,920,809	\$ 183,055,240	\$ 50,599,967	\$ 2,025,579	\$ -	\$ 235,680,786
State Colleges								
Abraham Baldwin Agricultural College	\$ 22,911,329	\$ 10,026,925	\$ 1,464,140	\$ 34,402,394	\$ 13,041,806	\$ 382,000	\$ 1,585,326	\$ 49,411,526
Atlanta Metropolitan State College	\$ 8,403,451	\$ 3,842,689	\$ 457,118	\$ 12,703,258	\$ 12,761,880	\$ 155,000	\$ -	\$ 25,620,138
College of Coastal Georgia	\$ 18,754,409	\$ 7,810,000	\$ 963,500	\$ 27,527,909	\$ 9,389,124	\$ 33,000	\$ -	\$ 36,950,033
Dalton State College	\$ 19,756,372	\$ 10,488,372	\$ 1,069,167	\$ 31,313,911	\$ 22,896,682	\$ 115,000	\$ -	\$ 54,325,593
East Georgia State College	\$ 9,945,701	\$ 4,000,000	\$ 591,628	\$ 14,537,329	\$ 11,117,000	\$ 128,713	\$ -	\$ 25,783,042
Georgia Gwinnett College	\$ 65,745,783	\$ 36,272,732	\$ 2,682,861	\$ 104,701,376	\$ 39,432,921	\$ 455,249	\$ -	\$ 144,589,546
Georgia Highlands College	\$ 23,875,470	\$ 9,222,000	\$ 1,065,685	\$ 34,163,155	\$ 12,175,013	\$ 216,787	\$ -	\$ 46,554,955
Gordon State College	\$ 13,548,238	\$ 6,731,470	\$ 828,800	\$ 21,108,508	\$ 11,140,700	\$ 85,000	\$ -	\$ 32,334,208
South Georgia State College	\$ 12,173,996	\$ 3,967,046	\$ 563,421	\$ 16,704,463	\$ 7,387,223	\$ 18,322	\$ -	\$ 24,110,008

Exhibit 2
UNIVERSITY SYSTEM OF GEORGIA
EDUCATIONAL AND GENERAL - REVENUE
BUDGET FOR FISCAL YEAR 2023

	GENERAL - UNRESTRICTED				RESTRICTED			
	STATE APPROPRIATION	TUITION	OTHER GENERAL	TOTAL GENERAL FUNDS	SPONSORED	DEPT SALES AND SERVICES	(State Funds) SPECIAL FUNDING INITIATIVE	TOTAL
<i>Other Units</i>								
University System Office	\$ 69,821,976	\$ 954,000	\$ 1,383,237	\$ 72,159,213	\$ 6,982,617	\$ 58,054,604	\$ 6,463,404	\$ 143,659,838
System Sevices & Initiatives	\$ 73,587,851	\$ -	\$ -	\$ 73,587,851	\$ -	\$ -	\$ -	\$ 73,587,851
Total Resident Instruction	\$ 2,813,856,401	\$ 2,157,964,211	\$ 351,425,080	\$ 5,323,245,692	\$ 2,120,182,570	\$ 301,817,794	\$ 31,495,707	\$ 7,776,741,763
<i>Line Items</i>								
AU Georgia Cyber Innovation & Training Cent	\$ 5,456,745	\$ -	\$ -	\$ 5,456,745	\$ 223,397	\$ 588,866	\$ -	\$ 6,269,008
Georgia Archives	\$ 4,413,435	\$ -	\$ -	\$ 4,413,435	\$ 159,479	\$ 759,000	\$ -	\$ 5,331,914
Georgia Commission on the Holocaust	\$ 337,955	\$ -	\$ -	\$ 337,955	\$ -	\$ -	\$ -	\$ 337,955
Georgia Military College	\$ 8,437,962	\$ -	\$ -	\$ 8,437,962	\$ -	\$ -	\$ -	\$ 8,437,962
Georgia Public Libraries	\$ 44,849,956	\$ -	\$ -	\$ 44,849,956	\$ 4,888,062	\$ -	\$ -	\$ 49,738,018
Georgia Public Telecommunication Commissio	\$ 14,164,216	\$ -	\$ -	\$ 14,164,216	\$ -	\$ -	\$ -	\$ 14,164,216
Georgia Research Alliance	\$ 6,887,760	\$ -	\$ -	\$ 6,887,760	\$ -	\$ -	\$ -	\$ 6,887,760
GIT Enterprise Innovation Institute (EII)	\$ 12,563,065	\$ -	\$ 1,500,000	\$ 14,063,065	\$ 11,000,000	\$ 4,500,000	\$ -	\$ 29,563,065
GIT Georgia Tech Research Institute	\$ 7,434,092	\$ -	\$ 264,589,264	\$ 272,023,356	\$ 508,689,501	\$ 8,599,335	\$ -	\$ 789,312,192
MCG Hospitals & Clinics	\$ 43,437,882	\$ -	\$ -	\$ 43,437,882	\$ -	\$ -	\$ -	\$ 43,437,882
Regents Central Office-B	\$ 10,984,861	\$ -	\$ -	\$ 10,984,861	\$ 350,000	\$ -	\$ -	\$ 11,334,861
UGA Agricultural Experiment Station	\$ 52,021,648	\$ -	\$ 11,166,779	\$ 63,188,427	\$ 31,500,000	\$ 5,445,454	\$ -	\$ 100,133,881
UGA Athens/Tifton Vet Lab	\$ -	\$ -	\$ -	\$ -	\$ 495,000	\$ 7,752,766	\$ -	\$ 8,247,766
UGA Cooperative Extension Service	\$ 47,208,819	\$ -	\$ 11,453,093	\$ 58,661,912	\$ 10,000,000	\$ 13,205,241	\$ -	\$ 81,867,153
UGA Forestry Cooperative Extension	\$ 1,054,005	\$ -	\$ 46,000	\$ 1,100,005	\$ 525,988	\$ 225,000	\$ -	\$ 1,850,993
UGA Forestry Research	\$ 3,124,488	\$ -	\$ 2,479,243	\$ 5,603,731	\$ 10,000,000	\$ -	\$ -	\$ 15,603,731
UGA Marine Resources Extension Service	\$ 1,678,172	\$ -	\$ 90,000	\$ 1,768,172	\$ 800,000	\$ 650,000	\$ -	\$ 3,218,172
UGA Marine Institute	\$ 1,093,107	\$ -	\$ 128,333	\$ 1,221,440	\$ 367,648	\$ -	\$ -	\$ 1,589,088
UGA Skidaway Institute of Oceanography	\$ 3,105,234	\$ -	\$ 545,487	\$ 3,650,721	\$ 2,750,620	\$ 1,001,615	\$ -	\$ 7,402,956
UGA Vet Medicine Experiment Station	\$ 5,065,845	\$ -	\$ -	\$ 5,065,845	\$ 90,000	\$ -	\$ -	\$ 5,155,845
UGA Vet Medicine Teaching Hospital	\$ 529,313	\$ -	\$ -	\$ 529,313	\$ -	\$ 29,000,000	\$ -	\$ 29,529,313
Total Line Items	\$ 273,848,560	\$ -	\$ 291,998,199	\$ 565,846,759	\$ 581,839,695	\$ 71,727,277	\$ -	\$ 1,219,413,731
GRAND TOTAL	\$ 3,087,704,961	\$ 2,157,964,211	\$ 643,423,279	\$ 5,889,092,451	\$ 2,702,022,265	\$ 373,545,071	\$ 31,495,707	\$ 8,996,155,494

Exhibit 3
UNIVERSITY SYSTEM OF GEORGIA
EDUCATIONAL AND GENERAL - EXPENDITURES
BUDGET FOR FISCAL YEAR 2023

	PERSONAL SERVICES	OPERATING EXPENSES	TRAVEL	EQUIPMENT	TOTAL
<i>Research Universities</i>					
Augusta University	\$ 729,787,938	\$ 136,667,929	\$ 2,856,261	\$ 3,297,587	\$ 872,609,715
Georgia Institute of Technology	\$ 949,640,840	\$ 489,125,564	\$ 8,243,191	\$ 91,564,579	\$ 1,538,574,174
Georgia State University	\$ 703,241,145	\$ 377,152,605	\$ 5,596,679	\$ 14,871,022	\$ 1,100,861,451
University of Georgia	\$ 930,818,649	\$ 404,006,196	\$ 6,861,619	\$ 30,333,319	\$ 1,372,019,783
<i>Regional Universities</i>					
Georgia Southern University	\$ 269,610,133	\$ 92,547,086	\$ 2,910,530	\$ 826,406	\$ 365,894,155
Kennesaw State University	\$ 376,480,861	\$ 154,630,911	\$ 2,460,427	\$ 3,212,676	\$ 536,784,875
University of West Georgia	\$ 134,433,118	\$ 57,312,143	\$ 874,969	\$ 677,518	\$ 193,297,748
Valdosta State University	\$ 100,731,238	\$ 53,677,279	\$ 687,799	\$ 738,851	\$ 155,835,167
<i>State Universities</i>					
Albany State University	\$ 60,189,191	\$ 70,670,428	\$ 922,954	\$ 445,620	\$ 132,228,193
Clayton State University	\$ 60,221,188	\$ 28,522,123	\$ 434,293	\$ 119,609	\$ 89,297,213
Columbus State University	\$ 75,991,271	\$ 38,738,187	\$ 356,802	\$ 1,705,111	\$ 116,791,371
Fort Valley State University	\$ 48,771,098	\$ 35,203,309	\$ 1,624,346	\$ 2,097,154	\$ 87,695,907
Georgia College & State University	\$ 89,014,871	\$ 24,606,853	\$ 1,137,634	\$ 247,178	\$ 115,006,536
Georgia Southwestern State University	\$ 27,755,031	\$ 12,014,336	\$ 238,974	\$ 93,635	\$ 40,101,976
Middle Georgia State University	\$ 72,103,716	\$ 30,017,941	\$ 441,125	\$ 123,000	\$ 102,685,782
Savannah State University	\$ 34,327,175	\$ 28,567,067	\$ 1,228,063	\$ 327,888	\$ 64,450,193
University of North Georgia	\$ 166,935,856	\$ 65,035,987	\$ 1,602,339	\$ 2,106,604	\$ 235,680,786
<i>State Colleges</i>					
Abraham Baldwin Agricultural College	\$ 28,574,806	\$ 20,373,922	\$ 414,378	\$ 48,420	\$ 49,411,526
Atlanta Metropolitan State College	\$ 11,322,041	\$ 14,130,303	\$ 166,294	\$ 1,500	\$ 25,620,138
College of Coastal Georgia	\$ 24,069,501	\$ 12,460,555	\$ 314,477	\$ 105,500	\$ 36,950,033
Dalton State College	\$ 27,739,625	\$ 26,319,986	\$ 221,957	\$ 44,025	\$ 54,325,593
East Georgia State College	\$ 13,644,229	\$ 12,049,977	\$ 85,666	\$ 3,170	\$ 25,783,042
Georgia Gwinnett College	\$ 93,018,740	\$ 50,626,382	\$ 236,867	\$ 707,557	\$ 144,589,546
Georgia Highlands College	\$ 27,500,692	\$ 18,715,818	\$ 214,611	\$ 123,834	\$ 46,554,955
Gordon State College	\$ 17,036,203	\$ 15,116,432	\$ 181,573	\$ -	\$ 32,334,208
South Georgia State College	\$ 15,976,268	\$ 8,054,378	\$ 79,362	\$ -	\$ 24,110,008

Exhibit 3
UNIVERSITY SYSTEM OF GEORGIA
EDUCATIONAL AND GENERAL - EXPENDITURES
BUDGET FOR FISCAL YEAR 2023

	PERSONAL SERVICES	OPERATING EXPENSES	TRAVEL	EQUIPMENT	TOTAL
Other Units					
University System Office	\$ 58,476,086	\$ 82,791,371	\$ 618,902	\$ 1,773,479	\$ 143,659,838
System Sevcies & Initiatives	\$ -	\$ 7,687,851	\$ -	\$ 65,900,000	\$ 73,587,851
Total Resident Instruction	\$ 5,147,411,510	\$ 2,366,822,919	\$ 41,012,092	\$ 221,495,242	\$ 7,776,741,763
Line Items					
AU Georgia Cyber Innovation & Training Center	\$ 3,437,692	\$ 2,821,316	\$ 10,000	\$ -	\$ 6,269,008
Georgia Archives	\$ 1,770,365	\$ 961,949	\$ 17,500	\$ 2,582,100	\$ 5,331,914
Georgia Commission on the Holocaust	\$ -	\$ 337,955	\$ -	\$ -	\$ 337,955
Georgia Military College	\$ -	\$ 8,437,962	\$ -	\$ -	\$ 8,437,962
Georgia Public Libraries	\$ 4,697,915	\$ 44,915,253	\$ 124,850	\$ -	\$ 49,738,018
Georgia Public Telecommunication Commission	\$ -	\$ 14,164,216	\$ -	\$ -	\$ 14,164,216
Georgia Research Alliance	\$ -	\$ 6,887,760	\$ -	\$ -	\$ 6,887,760
GIT Enterprise Innovation Institute (EII)	\$ 21,135,161	\$ 7,524,504	\$ 903,400	\$ -	\$ 29,563,065
GIT Georgia Tech Research Institute	\$ 406,629,259	\$ 311,109,724	\$ 7,922,108	\$ 63,651,101	\$ 789,312,192
MCG Hospitals & Clinics	\$ -	\$ 43,437,882	\$ -	\$ -	\$ 43,437,882
Regents Central Office-B	\$ 4,331,834	\$ 6,915,347	\$ 87,680	\$ -	\$ 11,334,861
UGA Agricultural Experiment Station	\$ 71,985,876	\$ 27,794,502	\$ 221,964	\$ 131,539	\$ 100,133,881
UGA Athens/Tifton Vet Lab	\$ 4,796,066	\$ 3,448,301	\$ -	\$ 3,399	\$ 8,247,766
UGA Cooperative Extension Service	\$ 64,033,562	\$ 17,395,078	\$ 434,966	\$ 3,547	\$ 81,867,153
UGA Forestry Cooperative Extension	\$ 1,587,643	\$ 234,364	\$ 28,986	\$ -	\$ 1,850,993
UGA Forestry Research	\$ 10,996,191	\$ 4,308,581	\$ 240,267	\$ 58,692	\$ 15,603,731
UGA Marine Resources Extension Service	\$ 2,749,734	\$ 447,583	\$ 20,855	\$ -	\$ 3,218,172
UGA Marine Institute	\$ 1,093,035	\$ 493,553	\$ 2,500	\$ -	\$ 1,589,088
UGA Skidaway Institute of Oceanography	\$ 4,391,145	\$ 2,697,843	\$ 198,722	\$ 115,246	\$ 7,402,956
UGA Vet Medicine Experiment Station	\$ 3,349,810	\$ 1,785,797	\$ 20,238	\$ -	\$ 5,155,845
UGA Vet Medicine Teaching Hospital	\$ 12,892,633	\$ 16,636,680	\$ -	\$ -	\$ 29,529,313
Total Line Items	\$ 619,877,921	\$ 522,756,150	\$ 10,234,036	\$ 66,545,624	\$ 1,219,413,731
GRAND TOTAL	\$ 5,767,289,431	\$ 2,889,579,069	\$ 51,246,128	\$ 288,040,866	\$ 8,996,155,494

Exhibit 4
UNIVERSITY SYSTEM OF GEORGIA
EDUCATIONAL AND GENERAL
SUMMARY OF FUNCTIONS BY FUND SOURCE
FOR FISCAL YEAR 2023

	<u>General Funds</u>	<u>Sponsored</u>	<u>Dept. Sales and Services</u>	<u>Special Funding Initiative</u>	<u>Total By Function</u>
<i>Summary of Functions by Fund Source</i>					
Instruction	\$ 2,175,627,287	\$ 120,201,021	\$ 94,045,365	\$ 6,446,937	\$ 2,396,320,610
Research	\$ 803,179,572	\$ 1,244,931,971	\$ 37,173,255	\$ 9,149,779	\$ 2,094,434,577
Public Service	\$ 277,018,701	\$ 429,187,998	\$ 78,565,469	\$ 4,003,519	\$ 788,775,687
Academic Support	\$ 725,255,295	\$ 32,286,410	\$ 63,650,456	\$ 2,832,068	\$ 824,024,229
Student Services	\$ 297,617,022	\$ 10,962,066	\$ 10,792,714	\$ -	\$ 319,371,802
Institutional Support	\$ 847,107,869	\$ 132,626,064	\$ 77,407,514	\$ 9,063,404	\$ 1,066,204,851
Operation and Maintenance of Plant	\$ 762,930,387	\$ 48,790,790	\$ 11,910,298	\$ -	\$ 823,631,475
Scholarships and Fellowships	\$ 356,318	\$ 683,035,945	\$ -	\$ -	\$ 683,392,263
TOTAL BY FUND SOURCE	\$ 5,889,092,451	\$ 2,702,022,265	\$ 373,545,071	\$ 31,495,707	\$ 8,996,155,494

AGENDA
COMMITTEE ON ACADEMIC AFFAIRS
MAY 10, 2022

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1. **Establishment of a Specialist in Education with a major in Teacher Leadership, Columbus State University**

Recommended: That the Board approve the request from President Chris Markwood that Columbus State University ("CSU") be authorized to establish a Education Specialist (Ed.S.) degree with a major in Teacher Leadership, effective May 10, 2022.

Degree Name/CIP Definition

Education Specialist in Teacher Leadership (13.0401): A program that focuses on the general principles and techniques of administering a wide variety of schools and other educational organizations and facilities, supervising educational personnel at the school or staff level, and that may prepare individuals as general administrators and supervisors.

System and Institutional Context

System Wide/Strategic Plan Context (within mission fit):

The Ed.S. in Teacher Leadership at Columbus State University will benefit teachers in the region as they seek to develop knowledge and skills in areas such as designing and implementing professional development, developing the school culture, analyzing data, and fostering and influencing change. The focus on developing leadership abilities in teachers is consistent and aligned with state and nationally accepted standards and trends in education (InTASC, NBPTS, Georgia BOR and PSC).

Institutional Mission Fit:

It is the goal of Columbus State University to “continue to build mutually beneficial partnerships that support local, state, regional, national and international communities” (CSU Strategic Plan, Initiative One), and to provide “students with opportunities and resources to develop leadership skills that support their current and future roles” (CSU Strategic Plan, Initiative Five). The proposed program accomplishes this goal by assisting those throughout the region by “creat[ing] a more educated Georgia; . . . providing first-rate undergraduate and graduate education, leading-edge research, and committed public service” (from the USG vision statement); “increas[ing] district, leader, and teacher effectiveness” (Georgia DOE Strategic Plan Goal Six); assisting the Muscogee County School District in meeting their goal of an increased focus on “ongoing, job-embedded professional learning for all” (MCSD Strategic Plan Focus Area Five – High-Quality Staff); and assisting Harris County Schools in its commitment to “utilize and maximize available resources to support student achievement and organizational effectiveness” (Strategic Plan Focus Area III).

Need/Workforce Context

The Teacher Leadership Ed.S. program will aid in the retention of highly qualified educators across the defined service area. The continued employment of veteran educators will aid in stemming the widening employment gap discussed below.

Carl Vinson Institute of Government, University of Georgia (CVIOG)

In the state of Georgia, there were over 527,000 individuals employed in educational, training and library services with an average growth of 2.04% annually. Within the state of Georgia, there are

over 58,000 annual job openings in these areas. The projected growth expected in 2028 is over 612,000 jobs for education, training and library services.

In the local workforce development area including counties Chattahoochee, Clay, Harris, Muscogee, Quitman, Randolph, Stewart, and Talbot, there are over 900 individuals employed in educational, training and library services employed in P-12 public schools with an average growth of 1.32% annually. Within these counties, there are over 1,200 annual job openings for individuals employed in educational, training and library services. The projected growth expected in 2026 is over 1,300 jobs in this industry.

Sample Occupations:

- Education, Training and Library
- Teacher Mentors
- Teacher Coaches

Labor Market/Career Placement Outlook/Salary:

Teacher leadership, coaching, and mentoring are new areas that show growth due to the critical teacher shortage. States and districts are beginning to supplement salaries for teachers who take on leadership roles. However, data has not yet caught on to the new career paths. The numbers below reflect the Georgia State Salary Schedule for a T-6 certification which is at the Education Specialist degree level. Disaggregated data is unavailable for those in teacher leadership positions as contrasted with those in teaching positions at this time due to new career paths. However, the information above provided by CVIOG shows an increase in employment growth.

Occupation	O*Net ²	Current Employment	% Growth	Median	Experienced
Education, Training and Library	Bright Outlook	-	-	\$56,260	\$60,492

¹ JobsEQ

² Georgia State Salary Schedule and National Center for O*Net Development. *O*Net Online*. Retrieved April 18, 2022.

Curriculum

Learning Outcomes, Program Specific Competencies and Knowledge, Skills, and Abilities:

Graduates of the Ed.S. in Teacher Leadership program will demonstrate proficiency in understanding and applying knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced, through:

- Applications of data literacy
- Use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies
- Employment of data analysis and evidence to develop supportive school environments
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents

- Supporting appropriate applications of technology for their field of specialization
- Application of professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to their field of specialization

Career Competencies:

- Active Listening
- Active Learning
- Complex Problem Solving
- Critical Thinking
- Education and Training
- Instructing
- Learning Strategies
- Monitoring
- Oral Comprehension
- Oral Expression
- Written Comprehension
- Written Expression

Experiential Opportunities (High Impact Practices):

- Collaborative Assignments and Projects – In EDTL 7157, which takes place during the second semester of the TL program, all candidates are required to complete an assignment called the Assessment Case Study, the purpose of which is to assist and advance the professional skills of 3 or more of the candidate's colleagues in the areas of research, assessment, and data use. Candidates take the beginning steps toward building a professional learning community with a group of teachers, with the purpose of addressing a curriculum-based issue via the use of research and assessment. In addition to this assignment, candidates are required to complete collaborative projects in lieu of discussion board posts in many courses in the program (e.g., EDTL 7156, EDTL 7155, etc.). Finally, the Internship, which spans the final two semesters of the program, requires candidates to collaborate with staff, administrators, and other relevant stakeholders in their local school settings to implement six professional development opportunities for educators.
- ePortfolios – The TL Program Portfolio (required) serves as a repository of student work throughout the program but also requires candidates to reflect on that work in relation to the TL Standards during the last semester of program enrollment. In addition to these reflections, candidates also compose and upload their personal philosophy of teacher leadership, their vita, and an overall statement of their perceived growth as a teacher leader as a result of their participation in the TL EdS program. These entries are the basis of bidirectional conversation with his/her university supervisor during the Internship around the TL Standards and each candidate's progress and growth.
- Internships – The most impactful component of the Teacher Leadership EdS program is the Internship (required) which takes place during the final two semesters of the TL EdS program. During this experience, candidates are asked to design, implement, and assess the effectiveness of six professional development experiences for P-12 educators.

Completing this task requires candidates to engage in researching best practices as well as the needs of the adult learners who will participate in the activities. It also requires them to be creative in how they design the activities, including how they will engage participants, incorporate standing initiatives at their schools into their designs, and work around other challenges that present themselves along the way. The Internship is differentiated to meet the needs of each program candidate as well as the needs of the educators who work in each candidate's local school setting.

Assessment Plan:

Graduates of the Ed.S. in Teacher Leadership program will demonstrate proficiency in understanding and applying knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced, through:

- Applications of data literacy
- Use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies
- Employment of data analysis and evidence to develop supportive school environments
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents
- Supporting appropriate applications of technology for their field of specialization
- Application of professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to their field of specialization

Implementation

Enrollment Forecast:

Ed.S. Program	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	30
Lost to Attrition (Should be negative)			-2	-2
New to the institution		25	30	35
Shifted from Other programs within your institution		0	0	0
Total Enrollment		25	53	63
Graduates		0	23	28
Carry forward base enrollment for next year		25	30	35

Pipeline:

Governor’s Office of Student Achievement (GOSA) - For many years CSU has partnered with GOSA to maximize the reach and impact on P-12 education and educators in Georgia. CSU has an MOU in the final stages of development that will allow completers to count their participation in the Teacher Leader Academy (hosted by GOSA) for up to six hours of transfer credit upon entry into either the M.Ed. or Ed.S. in Teacher Leadership at CSU, given participants meet CSU’s admissions criteria for the program of their choice. A parallel agreement within the same MOU between GOSA and CSU’s Educational Leadership programs may also contribute positively in retaining candidates for multiple degrees at CSU, therefore increasing enrollment in Ed Leadership degree programs as well.

Employers - CSU has a longstanding relationship with school systems local to the Columbus area, the most prominent of which is the Muscogee County School District (MCSD). MCSD is also actively involved with GOSA and their program offerings and plans to offer a district-centric cohort of the Teacher Leader Academy in the near future. When this program is opened, the same offer will be extended to its completers as has been offered to the GOSA completers regarding “transfer” credits into CSU’s TL programs.

Internal Pipeline – Completers of either the M.Ed. or Ed.S. in Teacher Leadership will be incentivized to continue their graduate education with subsequent degrees. Per institutional policy, candidates who complete the M.Ed. will be eligible to apply up to six credit hours completed in that degree program toward an in-house Ed.S., while Ed.S. program completers will be able to apply up to 12 credit hours toward an in-house EdD. Plans are also in place to create a combined Ed.S./Ed.D. TL program in the future, should the EdS be approved, which would provide an additional pathway for student retention in the future.

System Picture:

Similar or Related Programs	CIP Code	Supply ¹	USG Institutions
Education Specialist in Teacher Leadership	13.0401	3	University of North Georgia
Education Specialist in Teacher Leadership	13.0401	11	Albany State University

¹Supply = Number of program graduates in AY2019 within the study area

Marketing Plan: The institution is committed to recruiting, admitting, and supporting a diverse pool of candidates reflective of the needs and demographic makeup of local and state populations in terms of gender, race/ethnicity, and socioeconomic status. Targeted efforts will be made to recruit Black/African American candidates to the program, including distribution of program information both locally and in the Atlanta area via school system contacts, college fairs, and other opportunities as appropriate. Recruitment efforts for the Teacher Leadership EdS program will also include Graduate Open Houses hosted at CSU each semester, visits to local schools to discuss CSU’s offerings with potential students, and the creation of strategic partnerships such as a CSU-centric cohort of the GSLA Teacher Leader Academy in cooperation with the Governor’s Office of Student Achievement and the Chattahoochee/Flint RESA.

Financial Impacts: No new faculty or staff are needed to deliver this program. Eight new courses have already been developed as part of the regular duties of faculty.

Facility Impacts: No facility impact indicated.

Technology Impacts: No technology impact indicated.

2. Establishment of a Master of Social Work, Fort Valley State University

Recommended: That the Board approve the request from President Paul A. Jones that Fort Valley State University ("FVSU") be authorized to establish a Master of Social Work, effective May 10, 2022.

Degree Name/CIP Definition

Master of Social Work (44.0701): A program that prepares individuals for the professional practice of social welfare administration and counseling, and that focus on the study of organized means of providing basic support services for vulnerable individuals and groups. Includes instruction in social welfare policy; case work planning; social counseling and intervention strategies; administrative procedures and regulations; and specific applications in areas such as child welfare and family services, probation, employment services, and disability counseling.

System and Institutional Context

System Wide/Strategic Plan Context (within mission fit):

The University System of Georgia strategically supports academic programming aimed at improving the health and wellbeing of our state and local communities. The Fort Valley State University Social Work program will prepare graduates who will possess the knowledge, values and skills required to work with individuals, families, and groups to improve social conditions in Middle Georgia, state-wide and nationally. This degree builds upon the institutions fully accredited BSW program.

Institutional Mission Fit: The mission of the Fort Valley State University Social Work program is to prepare students for social work practice and leadership at the advanced generalist level. Graduates possess the knowledge, values, and skills required to work with individuals, families, groups, organizations, and communities using best practices competently and ethically. The Department is committed to improving social conditions in the Middle Georgia area, state-wide, and nationally by promoting culturally responsive practice, social justice, and life-long learning.

Social workers have long been in extremely high demand. Social work is an excellent career choice for students looking to serve in the public arena as therapists, counselors, social program administrators/managers, researchers, etc. The Bureau of Labor Statistics indicated the following: Overall employment of social workers is projected to grow 11 percent from 2018 to 2028, much faster than the average for all occupations. Employment growth will be driven by increased demand for healthcare and social services but will vary by specialization.

Additionally, the Governor's High Demand Career Initiative Report of Georgia for 2019 listed licensed clinical social workers as a career path in healthcare that will continue to see phenomenal growth.

Need/Workforce Context

The U.S. Bureau of Labor Statistics (<https://www.bls.gov/ooh/community-and-social-service/social-workers.htm#tab-1>) projects that employment of social workers grows 12% from

2020-2030, faster than average for all occupations. About 78,300 openings for social workers are projected each year, on average over the decade.

Sample Occupations:

- Child, Family & School Social workers
- Community Health workers
- Community and Social Service Specialists
- Mental Health & Substance Abuse Social Workers
- Healthcare Social Workers

Labor Market/Career Placement Outlook/Salary:

Occupation	O*Net ²	Current Employment	% Growth	Median	Experienced
Child, Family & School Social Workers	Bright Outlook	9,320	12%	\$40,120	\$62,920
Community Health Workers	Bright Outlook	980	27%	\$41,880	\$73,220
Community & Social Service Specialists	Bright Outlook	1,980	11%	\$37,540	\$63,070
Mental Health & Substance Abuse social Workers	Bright Outlook	1,500	10%	\$40,700	\$69,330
Healthcare Social Workers	Bright Outlook	4,260	17%	\$48,720	\$73,930

¹JobsEQ

²National Center for O*NET Development. *O*NET OnLine*. Retrieved February 21, 2022, from <https://www.onetonline.org/>

Curriculum

Learning Outcomes, Program Specific Competencies and Knowledge, Skills, and Abilities:

Graduates of this program will be able to:

- To prepare graduates to continue their professional growth and development throughout their careers.
- To prepare students for leadership roles in an inter-professional environment within the community.
- To prepare advanced generalist social workers who are competent to engage in independent practice within the context of multiple systems and diverse environments, using a multidimensional perspective applicable across the lifespan.
- To prepare advanced generalist social workers who use research knowledge and skills to evaluate their social work practice.
- To prepare advanced generalist social workers to advocate for human rights and social and economic justice in the broader social environment.

Career Competencies:

- Computer based training software
- Personal & Customer Service
- Problem Sensitivity
- Active Listening & Monitoring
- Knowledge of human behavior and performance; individual differences in ability, personality, and interests
- Learning and motivation
- Psychological Research
- Ability to work with groups
- Deductive reasoning
- Develop, implement, and evaluate programs

Experiential Opportunities (High Impact Practices)

The following High Impact Practices (HIPs) will be incorporated into the MSW degree program:

1. Service Learning, Community-Based Learning: Inclusion of service learning in the Master of Social Work core courses to increase students' perceived self-efficacy related to mezzo and macro-level skills. FVSU incorporates a field-based experience as a portion of the MSW courses requirement. Experiential learning with community partners as an instructional strategy, and often a required part of the many MSW courses. Specifically, research-based service-learning pedagogy has demonstrated growth in students' social responsibility related to policy advocacy and civic awareness. See SOWK 5102; SOWK 5103; SOWK 5105.
2. Diversity, Global Learning, & Study Abroad: The graduate MSW program will help students to explore cultures, life experiences, and worldviews different from their own. These studies—which may address US diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad. See SOWK 5102; SOWK 6202; SOWK 6203.
3. Project-Based Learning (PBL): This is an active-learning pedagogy in which students gain knowledge and skills by investigating and responding to a complex question, problem, or challenge by creating and implementing a final product. Project-based learning (PBL) activities such as projects, discussions, and presentations help students to achieve the learning outcomes for the course. See SOWK 5115; SOWK 6210; SOWK 6211.
4. Internship/Practicum: Internships are another increasingly common form of experiential learning, or the concept “learn by doing.” The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member. See SOWK 6212.
5. Collaborative Assignments and Projects: Collaborative learning combines two key goals: learning to work and solve problems in the company of others and sharpening one's own understanding by listening seriously to the insights of others, especially those with different

backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research. See SOWK 5104; SOWK 6201.

6. Writing Intensive Courses: These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry. See SOWK 5106; SOWK 5115; SOWK 6201.

Assessment Plan:

Student learning outcomes will be measured through course assignments, case diagnostics, exams, and student performance during actual client interviewing experiences and research projects. The program will pursue CSWE Commission on Accreditation and the Department of Social work Accreditation. Program outcomes will be assessed using graduate and alumni surveys. A Comprehensive Program Review report of the degree will be completed every seven years or as mandated by the Board of Regents of the University System of Georgia. 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)	2023-24	2024-25	2025-26	2026-27
Base enrollment ¹		25	44	45
Lost to Attrition (Should be negative)		-3	-3	-3
New to the institution	15	12	12	15
Shifted from Other programs within your institution	10	10	10	10
Total Enrollment	25	44	63	67
Graduates	0	0	18	20
Carry forward base enrollment for next year	25	44	45	47

Pipeline:

Fort Valley State University strongly believes that the MSW program can be one of the fastest-growing graduate programs in the institution. This is due to the demand for MSW and the need for minority licensed social workers; furthermore, potential students have expressed interest during the graduate recruitment fairs. Thus, the University believes it could sustain a program that outpaces the institution's rate of 7.7 % enrollment growth overall in 2024.

System Picture:

Fort Valley State University MSW program would introduce an affordable and competitive degree program that can increase enrollment and meet the needs of the nation's workplaces. There is a continuing need to train mental health and social service professionals. There are no institutions of higher education in proximity that offer a similar MSW program. Only six universities in The University System of Georgia (2 research universities, two comprehensive universities, and two state universities) offer MSW programs. State Universities produced only 40 out of the 381 MSW graduates in 2021, as shown in the table below. Thus, a great need for minority licensed social workers (who require an MSW degree), given the racial/ethnic disparities in healthcare, clients services, families problems and groups, advocacy, community services, education attainments, administration, and policy implementation practice.

Similar or Related Programs	CIP Code	Supply ¹	Competitor Institutions ²
Social Work	44.07	10	Albany University
Social Work	44.07	42	Valdosta State University
Social Work	44.07	30	Savannah State University
Social Work	44.07	62	Georgia State University
Social Work	44.07	189	University of Georgia
Social Work	44.07	42	Kennesaw State University

¹ Supply = Number of programs graduates last year within the study area

Competitors = List other institutions that offer this program or a similar program in the area

Marketing Plan:

FVSU will aggressively market the MSW program on and off-campus. The recruiting efforts will require a coordinated effort with the MSW faculty, the marketing department, and the recruitment department. A systemized strategy will be planned and executed. The plan will emphasize the program accolades, the needs for the professional field in the community, region, and nation, and the career paths and benefits to the individual that engages in the work at various levels. The initial target would be 25 students. In keeping with the Council on Social Work Education requirement of a 12:1 student/faculty ratio, the overall mark would be 60 students with four faculty members. Aggressive recruiting would continue to expand faculty hiring to meet and exceed the CSWE standards.

Financial Impacts: There are currently six (6) Social Work faculty. It is planned that adjunct faculty will be hired as the enrollment grows to provide teaching in the undergraduate program. Additional faculty will be hired based upon enrollment growth. Faculty to student ratios are required at 1:12 by CSWE accreditation standards. Current faculty will be reimbursed for their work in course development sponsored through Title III funding.

Facility Impacts: No financial impact noted.

Technology Impacts: No technology impact noted.

3. Establishment of a Bachelor of Science in Finance, Georgia College and State University

Recommended: That the Board approve the request from President Cathy Cox that Georgia College and State University ("GCSU") be authorized to establish a Bachelor of Science in Finance, effective May 10, 2022.

Degree Name/CIP Definition

Bachelor of Science in Finance (52.0801): A program that generally prepares individuals to plan, manage, and analyze the financial and monetary aspects and performance of business enterprises, banking institutions, or other organizations. Includes instruction in principles of accounting, financial instruments, capital planning, funds acquisition, asset and debt management, budgeting, financial analysis, investments, and portfolio management.

System and Institutional Context

System Wide/Strategic Plan Context (within mission fit):

The University System of Georgia strategically supports programs that incorporate interdisciplinary approaches and flexible course offerings informed by industry employers to enable graduates to maximize career possibilities, while leveraging existing collaboratives like the Fin Tech Academy to provide a unique academic experience for students. The Bachelor of Science in Finance will ground these goals in a liberal arts setting, offering a unique experience for students in Georgia.

Institutional Mission Fit:

Georgia College & State University is the state's designated, public liberal arts university and is committed to providing quality undergraduate education and preparing graduates for professional advancement, life-long intellectual pursuits and informed participation in today's complex society. A multi- and interdisciplinary lens inherent to a public liberal arts education is critical to identifying, understanding, analyzing, and solving complex problems. The proposed finance degree will be a true Bachelor of Science degree with many courses coming from outside the business curriculum, including economics, mathematics, and computer science. Students will be exposed to multiple disciplines across both the core degree courses and chosen emphasis areas. Such a diverse array of coursework and embedded practice-based learning will prepare students for the rapidly changing nature of financial markets here and abroad.

Need/Workforce Context

Sample Occupations:

- Brokerage Clerks
- Budget Analysis
- Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists
- Financial Examiners
- Financial Managers
- Personal Financial Managers
- Securities, Commodities, and Financial Services Sales Agents

Labor Market/Career Placement Outlook/Salary:

Occupation	O*Net ²	Current Employment	% Growth	Median	Experienced
Brokerage Clerks	Bright Outlook	850	4.7	\$51,580	\$79,450
Budget Analysis	Bright Outlook	1,910	2.6	\$66,320	\$105,740
Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists	Bright Outlook	14,360	4.5	\$76,620	\$4,148,220
Financial Examiners	Bright Outlook	960	3.1	\$75,920	\$170,450
Financial Managers	Bright Outlook	18,640	5.9	\$124,760	\$208,000+
Personal Financial Managers	Bright Outlook	5,920	4.2	\$76,680	\$208,000+
Securities, Commodities, and Financial Services Sales Agents	Bright Outlook	11,010	3.3	\$54,100	173,570

¹JobsEQ

²National Center for O*NET Development. *O*NET OnLine*. Retrieved March 1, 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:

- Structure steps to solve a problem at hand. Then, they gather information and analyze the problem based on sound judgement.
- Analyze, assimilate, and present a body of information in both oral and written formats.
- Work and collaborate with others. Students will learn how to manage conflict and interact with other properly during the conflict.
- Understand the current technology for general working purpose and for specific field of interest. Students will also learn the future trend of new technology.
- Motivate others to achieve group goals. Students will also be able to lead, manage, and complete projects.
- Demonstrate work ethic and professionalism behaviors such as respecting others, attention to detail, high level of dedication, etc.
- Assess themselves for development of their strengths and weaknesses. Students will have an ability to develop a plan for future career.

Career Competencies:

- Knowledge of financial institutions, regulatory authorities, and the financial markets. The student can apply financial concepts and models to solve financial problems.
- Understands and can explain the main current issues in financial technology. The student can apply their programming skills to solve problems related the forecasting, financial

- analysis, and modeling.
- Understands and applies key concepts in investments, portfolio management, and personal finance.

Experiential Opportunities (High Impact Practices):

- First Year Experience: All students are required to take a semester-long onboarding seminar for first-year students that introduces students to the core curriculum, major exploration, strategies for academic success, and the history, culture, resources, and traditions of Georgia College. The university is conducting a pilot program where students who declare a major will connect with faculty members in their discipline as part of this course.
- Undergraduate Research: Students will have an option to complete a research project with a faculty member. Students will start to execute the research with a faculty member in their junior year and finish in their senior year. The goal of the research project is to improve students' skills in analytical thinking, communication, problem solving, and collaboration.
- ePortfolios: Students will be required to complete and update ePortfolios throughout the program to demonstrate skills developed in the discipline. Students can share ePortfolios with prospective employers to reflect upon student performance.
- Service Learning, Community Based Learning: Students will have an option to complete service/community-based learning projects at least once. The project will integrate the knowledge learned in class to address a need in the community. Serving community members will help improve their interpersonal skills and give them an opportunity to apply their knowledge in a real-world setting.
- Internships: Students will have an option to complete an internship after their first year of the program. Faculty members will serve as an advisor during the internship process by assisting them with searching and identifying the appropriate internship opportunity, to preparing for an interview. Internships can help students understand themselves better and result in less time moving from position to position to find their best career path.
- Capstone Course: The capstone experience will be embedded in FINC 4101: Investment Analysis. The main component will be a project that will go into the ePortfolio.

Assessment Plan:

Individual course objectives will be mapped to the program level objectives and the college and university level objectives. Course objectives and student learning outcomes are mapped to program, college, and university level objectives through Georgia College's comprehensive assessment system Taskstream/Watermark. The learning outcomes will be assessed directly by analyzing a subset of questions from student exams, assignments, and projects in selected courses. In addition, all seniors will be required to complete an exit survey as part of their capstone course (FINC 4101). The department will track the number of students employed and entering graduate and professional programs. The Department of Economics & Finance currently tracks the

employment history of most of the Economics majors for several years. We intend to do the same for Finance majors.

Each program has an assessment coordinator who is responsible for the coordination of and the data entry for each objective, assessment measure, target level, and in the next year, results, and interpretation of these results. The program faculty meet annually to discuss the assessments and the results. The faculty make annual modifications for continuous improvement purposes with the goal of improving the students' level of achievement.

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		18	20	23
Lost to Attrition (should be negative)		-3	-3	-3
New to the institution	7	2	3	4
Shifted from Other programs within your institution	11	3	3	4
Total Enrollment	18	20	23	28
Graduates	0	0	0	2
Carry forward base enrollment for next year	18	20	23	26

Pipeline: The department identifies incoming prospective students and transitioning of current students as the two primary pipelines for enrollment in the program. In partnership with the Admissions Office, the proposed program will be promoted to prospective and admitted students during the admission and enrollment process. The proposed program will also be promoted to current students who are pursuing the Finance minor and the financial economics certificate.

System Picture:

Similar or Related Programs	CIP Code	Supply ¹	USG Institutions
Bachelor of Business Administration in Finance	52.0801	28	Columbus State University
Bachelor of Business Administration in Finance	52.0801	120	Georgia Southern University
Bachelor of Business Administration in Finance	52.0801	260	Georgia State University
Bachelor of Business Administration in Finance	52.0801	206	Kennesaw State University
Bachelor of Business Administration in Finance	52.0801	519	University of Georgia
Bachelor of Business Administration in Finance	52.0801	58	University of North Georgia
Bachelor of Business Administration in Finance	52.0801	56	University of West Georgia
Bachelor of Business Administration in Finance	52.0801	20	Valdosta State University
Bachelor of Business Administration in Finance and Applied Economics	45.0602	10	Dalton State College
Bachelor of Business Administration in Financial Services	52.0804	5	Augusta University
Bachelor of Science in Business Administration with a concentration in Finance	52.0899	114	Georgia Institute of Technology

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

Marketing Plan:

The department will conduct an open house for the program. Students can get to know the program and faculty members who will promote the benefits of the program to increase the students' motivation towards selecting the program. The department will collaborate with Admissions to develop and target promotional materials to special populations of students. The Slate CRM will be utilized to organize communication to prospective students. The existing budget will be used, and no extra funding is needed. The proposed program will be highlighted in the GC Viewbook that is given to all prospective students who express interest in or visit Georgia College. The GC admission application will be updated to include the proposed program.

Financial Impacts: Recent faculty hires and cross listed courses will be sufficient to offer the additional courses associated with this program. The institution expects no change to teaching load. Two new courses will be developed though the cost of development will be minimal due to these courses being previously taught as Special Topics courses.

Facility Impacts: No facilities impact noted.

Technology Impacts: Bloomberg Terminal software system is needed for the program and requires \$25,000 in ongoing costs. This amount is reflected in the budget.

4. Establishment of a Master of Business in Professional Leadership, Middle Georgia State University

Recommended: That the Board approve the request from President Christopher Blake that Middle Georgia State University ("MGA") be authorized to establish a Master of Business in Professional Leadership, effective May 10, 2022.

Degree Name/CIP Definition

Master of Business in Professional Leadership (52.0213): A program that focuses on leadership skills that can be applied to a business, government, non-profit, or educational setting. Includes instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication, and other management skills.

System and Institutional Context

System Wide/Strategic Plan Context (within mission fit):

The University System of Georgia strategically supports academic programs throughout Georgia to ensure regional accessibility and stewardship. The proposed program will be a fully online, professionally focused graduate degree to serve a growing need across Middle Georgia's public and private sectors by preparing students to effectively lead people and organizations in achieving individual and organizational goals and objectives in pursuit of an established vision.

Institutional Mission Fit:

The proposed program supports the mission of Middle Georgia State University to educate and graduate inspired, lifelong learners in the region who will enhance their community through professional leadership. The program additionally supports the Mission of MGA's Office of Graduate Studies to develop and offer graduate degrees suitable for working adults that address the needs of the region and anticipate a growing knowledge economy. This degree acknowledges that among multiple functional definitions of leadership is the concept that leadership is focused on people and provides influence, inspiration, and motivation to achieve goals in support of a vision. Leadership education at MGA would not only draw from values of stewardship, engagement, adaptability, and learning but would contribute to them within the university and beyond to the communities of our region. This program was identified from emerging demand for leadership education focusing on the ability to motivate and inspire people rather than available programs focused on managing processes, policies, and resources associated with traditional business and quantitative-centric degrees.

Need/Workforce Context

Input from local government and business leaders has identified an unaddressed demand for more people-centric leadership in the community and workplace focusing on the human dynamic of management. Both short- and long- term occupational projections by the Georgia Department of Labor indicate growth in occupational fields for which graduates of the Master of Business in Professional Leadership are prepared.

This MB in Professional Leadership curriculum will provide practical education experience combining impactful talents, significant skill sets, and real-world scenarios that go beyond

business basics, preparing both experienced and aspiring business leaders in the vital elements of management, strategy, integrity, and leadership. The Master of Business in Professional Leadership addresses MGA's institutional imperative to grow enrollment with purpose and its strategic focus on developing academic pipelines and expanding degrees. As part of MGA's highly successful MGA Direct online academic portfolio, the Professional Leadership program will also support the University's institutional strategy to expand and enrich online instruction into new markets.

Sample Occupations:

- Chief Executives
- General Operations Managers
- Marketing Managers
- Sales Managers
- Administrative Service Managers
- Transportation, Storage, and Distribution Managers
- HR Managers
- Training and Development Managers
- Social and Community Service Managers

Labor Market/Career Placement Outlook/Salary:

Occupation	O*Net ²	Current Employment	% Growth	Median	Experienced
Chief Executive	Bright Outlook	15,390	-0.42	\$185,950	\$208,000+
General Operations Managers	Bright Outlook	84,820	13.1	\$92,220	\$208,000+
Marketing Managers	Bright Outlook	7,790	13.9	\$129,880	\$208,000+
Sales Managers	Bright Outlook	15,070	12.9	\$131,990	\$208,000+
Administrative Service Managers	Bright Outlook	8,750	14.6	\$93,600	\$187,640
Transportation, Storage, and Distribution Managers	Bright Outlook	3,780	13.7	\$94,830	\$175,380
Human Resources Managers	Bright Outlook	5,400	15.4	\$112,570	\$187,640
Training and Development Managers	Bright Outlook	1,330	12.7	\$108,210	\$170,940
Social and Community Service Managers	Bright Outlook	4,340	11.2	\$56,690	\$116,100

¹JobsEQ

²National Center for O*NET Development. *O*NET OnLine*. Retrieved February 28, 2022, 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 and develop a solution to a real-world business problem
- Analyze and develop an understanding of a theory of leadership based on a case study
- Develop a leadership plan in consultation with a client

Career Competencies:

- Administration and management skills
- Judgement and decision making
- Oral comprehension and expression
- Sales and marketing,
- Persuasion
- Customer and personal service
- Active listening
- Analytical software
- Critical thinking
- Education and training
- Learning strategies
- Service orientation

Experiential Opportunities (High Impact Practices):

- Collaborative Assignments and Projects: will be required to collaborate on group projects with local community businesses to create a leadership development plan for the business.
- Diversity/Global Learning
- Capstone Courses and Projects

Assessment Plan:

Outcomes will be assessed by evaluating employment rates of graduates. Students will be followed for three years to determine employment changes, progression in positions and promotions through surveys. Further, the program will seek to develop strategic partnerships with large, local employers to create a feedback program on the performance of graduates.

Additionally, all academic programs at Middle Georgia State University undergo Comprehensive Program Review (CPR) every five years. In coordination with the Office of Institutional Research and Data Strategy, the Chair of the department in which a given academic program is housed is responsible for collecting data to document and evaluate the quality, productivity, and viability of the program under review. The Dean of the school or college reviews and approves the CPR report and submits it to the MGA Institutional Effectiveness Board for evaluation. The Institutional Effectiveness Board evaluates and scores the program under review using a standardized rubric and submits a report to the provost. The provost then decides if the program needs adjustments of any sort, which may include enhancement, maintenance at the current level, reduction in scope, or consolidation and termination.

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		14	21	33
Lost to Attrition (Should be negative)		-1	-4	-6
New to the institution	12	16	32	38
Shifted from Other programs within your institution	2	0	0	0
Total Enrollment	14	29	49	65
Graduates	0	8	16	24
Carry forward base enrollment for next year	14	21	33	41

Pipeline:

The idea to formally establish this degree program has grown from experience going back to the fall of 2018, when the Robins Air Force Base (RAFB) workforce development office, serving the largest employer in the Middle Georgia Region, approached MGA about establishing a continuing education program on leadership for their emerging managers to grow and improve their leadership abilities. Having now completed seven iterations of 28 students per section, the program became a highly sought after and competitive opportunity among the workforce at RAFB. This type of program is often a driver in promotions and raises as civilian government employees. Many expressed an interest in a qualitative leadership program more so than a traditionally business-focused graduate degree, as well as the opportunity to take the course for college credit, rather than continuing education credit. Most students in this program already hold undergraduate degrees.

Experience with the popularity of this program led to the development of an undergraduate Special Topics Elective in the School of Business. Begun in the spring of 2021 and now in its third semester, the elective remains popular among upper class students soon to graduate. Common comments on course evaluations reflect high regard for the value of the course and what is seen as the immediate applicability of material covered. MGA graduate opportunities are marketed to these students as well, with common feedback from them demonstrating a desire for more courses similar to the leadership elective.

Projections are based on recent starting numbers for new graduate programs at MGA and by comparing other similar program enrollments across the USG. Note: Graduate number accounts for some students who may not take a full-time course load.

System Picture:

Similar or Related Programs	CIP Code	Supply ¹	USG Institutions
Master in Strategic Leadership Development	52.0213	15	Clayton State University

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

Marketing Plan:

MGA's Office of Graduate Studies has well-established marketing and recruitment systems utilized by the School of Business, in collaboration with the Schools of Arts and Letters, Aviation, and Computing. Strategies include outreach to MGA baccalaureate students, alumni, and staff; social media advertising on Twitter and Facebook; print advertisement and billboards; and recruitment via graduate fairs throughout the region. As a program within the MGA Online academic program portfolio, the proposed program will also immediately benefit from the existing marketing campaign that extends throughout the Middle Georgia region. Program launch funding for marketing is included in the budget request.

Financial Impacts: The MB in Professional Leadership will require the use of existing funds in year one (\$41,582). MGA will use general institutional funds to cover these balances. As the program grows, credit hours will increase, producing more tuition revenue and increasing state appropriations. Two new courses will be added to the curriculum and two existing faculty members will each add one new course. Course consolidation will appropriately distribute the remaining course load. No additional faculty are needed to deliver the program.

Facility Impacts: No facility impacts noted.

Technology Impacts: No new technology impacts noted.

5. Establishment of a Bachelor of Science in Data Analytics, Savannah State University

Recommended: That the Board approve the request from President Kimberly Ballard Washington that Savannah State University ("SSU") be authorized to establish a Bachelor of Science in Data Analytics, effective May 10, 2022.

Degree Name/CIP Definition

Bachelor of Science in Data Analytics (CIP 30.7101): A program that prepares individuals to apply data science to generate insights from data and identify and predict trends. Includes instruction in computer databases, computer programming, inference, machine learning, optimization, probability and stochastic models, statistics, strategy, uncertainty quantification, and visual analytics.

System and Institutional Context

System Wide/Strategic Plan Context (within mission fit):

Data analytics is an emerging technology and science, and it will be a dominant knowledge area in the 21st century. The USG is committed to preparing the talent workforce in emerging fields. There is demand for occupations that require a bachelor's degree associated with analyzing data and information and such occupations will require competencies reflective of interdisciplinary and liberal arts training.

Institutional Mission Fit:

This program aligns with institutional strategic priorities by bringing together expertise from departments in three of the institution's colleges to form an interdisciplinary approach to data analytics. The Bachelor of Science in Data Analytics concentrates on equipping graduates with the hybridization of programming, information systems, applied statistics, management and business, data analysis and decision support. This program also provides access to high demand career field for diverse populations.

Need/Workforce Context

People who fully understand and can communicate underlying principles and outcomes of data science (mathematics, artificial intelligence, machine learning) in ways others can comprehend are in high demand in many different professional fields. Employers seek employees who can act as connectors, interpreters, and translators – people who know the business unit and know the data science and are able to improve communication between the two.

Sample Occupations:

- Computer occupations, all other
- Computer and mathematical occupations

Labor Market/Career Placement Outlook/Salary:

Occupation	O*Net ²	Current Employment	% Growth	Median	Experienced
Computer occupations, all other		20,940	14%	\$86,960	\$150,480
Computer and mathematical occupations	Bright Outlook	63,200 (US) (GA not available)	31%	\$85,600	\$139,990

¹JobsEQ²National Center for O*NET Development. *O*NET OnLine*. Retrieved from <https://www.onetonline.org/>**Curriculum****Learning Outcomes, Program Specific Competencies and Knowledge, Skills, and Abilities:**

Graduates of this program will be able to:

- Leverage existing software platforms to analyze structured and unstructured data, extract actionable insights, identify trends and insightful patterns, and draw inferences from data based on the outcomes of statistical analyses, and infer conclusions based on analyzed data.
- Import and integrate data from multiple sources (using cloud-based datasets, cloud computing, and data analytics software) and manage integrated data under proper data management platforms for analysis and visualization.
- Differentiate between and model the four fundamental areas of Data Analytics consisting of Descriptive Analytics, Diagnostic Analytics, Predictive Analytics, and Prescriptive Analytics.
- Demonstrate statistical, mathematical, computer programming, and problem-solving techniques in data analysis.
- Conduct basic statistical procedures to analyze structured and unstructured data, extract actionable insights, identify trends and insightful patterns, and draw inferences from data based on the outcomes of statistical analyses, and infer conclusions based on analyzed data.
- Recognize and apply ethical practices related to intellectual property, data security, integrity, and privacy in data analytics and governance.
- Describe the varied types of data used across industry and society from a domestic and international perspective.
- Communicate findings concisely and persuasively through varied mediums and across varied audiences.

Career Competencies: produce graduates with experience with real world data and skills to work collaboratively to solve real world problems. Competencies include:

- Database user interface and query software
- Business intelligence and data analysis software
- Spreadsheet software
- Statistics
- Advanced Cognitive Capability / Critical Thinking
- Essential Skills

Experiential Opportunities (High Impact Practices):

- **Internships:** students will be required to enroll in an internship in their final year where they will work collaboratively on projects using real data.
- **Learning community:** peer-run community with faculty oversight where participants will learn and share ideas about scripting in various programming languages and developing diverse skills essential for landing industry job or for pursuing graduate studies in Data related courses.
- **ePortfolio:** throughout a student's career at SSU, samples of their academic work will be uploaded to their Data Analytics Portfolio. This collection of work will provide evidence of data analytics skills developed in the program and can be provided to employers in data-related industry jobs.

Assessment Plan:

The learning outcomes will be assessed through two different measures. The first measure is the annual academic program institutional effectiveness assessment plan. The second measure is the Comprehensive Program Review process. Both processes are in place and operational for all degree programs at the university. The Data Analytics degree program will utilize the institutional effectiveness assessment plan and be included in the Comprehensive Program Review process. Each individual outcome is measured by a set of courses in the program through tests, quizzes, home assignments, reports, and senior capstone projects. This plan is documented at the beginning of the fall semester. The program coordinator in collaboration with the faculty collects the data, analyzes it, makes suggestions for continuous improvements, and uploads the final annual report.

Outcomes for graduates will be assessed through the graduating senior survey, employer surveys, and alumni surveys.

Implementation

Enrollment Forecast: The assumptions informing our enrollment estimates consist of a conservative starting point for the degree program of 15 new students to the university and four existing students from within the university. This projection reflects the enrollment pattern for the institution.

	Year 1	Year 2	Year 3	Year 4
Fiscal Year (Fall to Summer)	2022-23	2023-24	2024-25	2025-26
Base enrollment ¹		19	33	46
Lost to Attrition (should be negative)		-2	-3	-4
New to the institution	15	15	16	17
Shifted from Other programs within your institution	4	1	0	0
Total Enrollment	19	33	46	59
Graduates	0	0	0	15
Carry forward base enrollment for next year	19	33	46	44

Pipeline:

An aggressive recruitment campaign will be conducted to inform high school teachers and students about the Data Analytics program. Although the focus is on high school students, veterans, active military, and other nontraditional students will also be part of our recruitment plan, as they comprise a portion of our existing student base.

SSU anticipates a few students shifting from programs such as Computer Science Technology and Computer Information Systems, however we believe most of the enrollment will come from new first year students. During AY 2022-2023, we will work with the Admissions Office to target STEM high schools to promote the B.S. in Data Science and its career potential.

System Picture:

Similar or Related Program	CIP Code	Supply	USG Institution
BS in Information Technology	11.0401	128	Georgia Southern University
BS in Computer Science	11.0701	268	University of Georgia
BS in Information Technology	11.0103	145	Kennesaw State University
BS in Computer Science	11.0701	219	Kennesaw State University

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

Marketing Plan:

A recruitment campaign will be conducted to inform high school teachers, counselors, and students about the Data Analytics program. SSU will market the program on various social media platforms. Brochures and flyers will be developed and shared with the Admission Office, school districts, and local industry. The Savannah State University radio station will also be utilized to publicize the program, and the office of admissions to promote the Data Analytics degree program. We will actively participate in Open Campus Day in which high school students from different parts of Georgia are invited to attend and gain awareness and opportunities about the academic programs at SSU. Although the focus is on high school students, veterans, active military, and other nontraditional students will also be part of our recruitment plan, as they comprise a portion of our existing student base.

Financial Impacts: Existing funds are not being reallocated. The institution will plan for, and fund increased indirect costs associated with the growth in students with additional tuition revenue generated and indirect cost recovery funds from grant funded programs. Six new courses are needed for the program, but no additional cost will be incurred. One new full time faculty member and three part-time faculty members are indicated and budgeted for in the budget.

Facility Impacts: No facilities impact noted.

Technology Impacts: No technology impact noted.

6. Establishment of a Doctor of Philosophy with a major in Biochemical Engineering, University of Georgia

Recommended: That the Board approve the request from President Jere W. Morehead that the University of Georgia ("UGA") be authorized to establish a Doctor of Philosophy with a major in Biochemical Engineering, effective May 10, 2022.

Degree Name/CIP Definition

Doctor of Philosophy with a major in Biochemical Engineering (14.4301): A program that prepares individuals to apply mathematical and scientific principles to the study of biochemical processes in living organisms, properties of biological materials, and processes using biochemical agents such as cells, enzymes, and antibodies. Includes instruction in biology, chemistry, physics, biochemistry, thermodynamics, fluid dynamics, bioprocesses, and chemical engineering.

System and Institutional Context

System Wide/Strategic Plan Context (within mission fit):

The proposed Ph.D. program in Biochemical Engineering is committed to addressing the strategic goals and critical needs of the University System of Georgia, the State of Georgia, and the United States in biochemical engineering research and education. The field of biochemical engineering contributes to the advances in a variety of technical areas including fermentation, metabolic engineering, synthetic biology, pharmaceutical production, bio-based materials, tissue engineering, food science, and bioenergy.

Institutional Mission Fit:

The Biochemical Engineering (Ph.D.) program will fit the mission of the University of Georgia as it provides the necessary expertise of graduates in the high-demand areas of pharmaceutical, biotechnology, and other industries. The field of biochemical engineering is very broad and contributes to advances in a variety of technical areas including healthcare, energy, and the environment. This program will support this mission of UGA by providing a well-trained workforce in biochemical engineering. This program will also support the mission of the newly established School of Chemical, Materials, and Biomedical Engineering, a unit of the College of Engineering that advances research with implications for public health and economic development.

Need/Workforce Context

According to Georgia Power Bioscience database, Georgia is home to over 400 biotech companies that employ over 19,000 individuals, primarily located in Atlanta, Augusta, and Athens. Georgia ranks sixth among the fastest-growing states in bio-related occupational employment between 2012 and 2017 and ranks among the top 15 states for overall bio-related occupational employment. Atlanta ranks third in research facility space among all U.S. bioscience clusters. With a highly educated workforce, renowned research institutions, cutting-edge technological resources, and global access through the Atlanta International Airport, Georgia attracts billions in federal and private dollars, creating some of the nation's leading bioresearch centers of excellence, which promotes fast and resilient growth among bio companies. To sustain such strong growth and technological innovation, local and regional employers need biochemical engineering graduates

with extensive training in both life science and engineering. The proposed Biochemical Engineering (Ph.D.) program would address these local and regional needs.

Sample Occupations:

- Architectural and Engineering Managers
- Chemical Engineers
- Engineers, all other
- Engineering Teachers, Postsecondary

Labor Market/Career Placement Outlook/Salary:

Occupation	O*Net ²	Current Employment	% Growth	Median	Experienced
Architectural and Engineering Managers		198,100	2.60	\$140,510	\$208,000
Chemical Engineers		32,600	4.40	\$96,890	\$151,260
Engineers, all other		170,100	1.30	\$98,650	\$155,490
Engineering Teachers, Postsecondary	Bright Outlook	44,600	8.60	\$103,600	\$188,980

¹JobsEQ

²National Center for O*NET Development. *O*NET OnLine*. Retrieved April 12, 2022, from <https://www.onetonline.org/>

Curriculum

Learning Outcomes, Program Specific Competencies and Knowledge, Skills, and Abilities:

Graduates of this program will be able to:

- Identify and develop research objectives through critical thinking and systematic approaches to disciplinary knowledge to address research questions related to Biochemical Engineering.
- Demonstrate written (to publish) and oral (to present) communication skills pertinent to the disciplinary field of Biochemical Engineering.
- Apply disciplinary knowledge to address research questions related to Biochemical Engineering.

Career Competencies:

- Research microbiological or chemical processes or structures.
- Supervise scientific or technical personnel.
- Develop biological research methods.
- Design research studies to obtain scientific information.
- Set up laboratory or field equipment.
- Prepare compounds or solutions for products or testing.
- Research diseases or parasites.
- Develop new or advanced products or production methods.
- Research genetic characteristics or expression.

Experiential Opportunities (High Impact Practices):

Students in this major complete a significant amount of research hours, with a minimum of 37 credit hours of doctoral research or project-focused research, in addition to completing courses such as BCHE 8210, Fermentation Engineering Laboratory, BCHE 8150, Heterogeneous Reactor Design and Bio/Catalysis, and BCHE 6550, Bioprocess Design and Simulation. These courses include direct hands-on experience, with students actively scheduling, designing, and performing simulations and experiments and analyzing the results.

Biochemical Engineering students engage with UGA faculty performing award-winning research, including work in cell metabolism, pharmaceuticals, amino acids, and plant electrons.

Assessment Plan: Direct assessment of the student learning outcomes will be performed by the Graduate Advisory Committee members during each student's dissertation defense. An assessment rubric has been developed by the College of Engineering and is currently used for assessment of students in the Engineering (Ph.D.) program. Indirect assessment of student learning outcomes will be undertaken with a student exit survey. In addition, focus groups with representatives from biochemical engineering industry and biochemical engineering alumni will be performed during the annual advisory board meeting every three years to ensure graduate outcomes are consistent with industry needs and that outcomes are being attained. The results of the focus groups are reviewed by the School Chair to determine alignment with industry needs and satisfactory attainment.

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		12	12	13
Lost to Attrition (should be negative)		0	0	0
New to the institution	2	3	5	9
Shifted from Other programs within your institution	13	0	0	0
Total Enrollment	15	15	17	22
Graduates	3	2	4	5
Carry forward base enrollment for next year	12	12	13	17

Pipeline:

Graduate faculty in the School of Chemical, Materials, and Biomedical Engineering currently advise students enrolled in two Ph.D. programs: Biological and Agricultural Engineering (BAEN) and Engineering with a Biochemical Engineering Area of Emphasis. During the past 5 years, an average of 13.8 students have been enrolled in the BAEN program and an average of 8.75 students have been advised by CMBE faculty. Given these numbers, it is anticipated that 9 students currently enrolled in the program will change their major to the Ph.D. in Biochemical Engineering. Additionally, 4 students are currently enrolled in the Engineering Ph.D. with a Biochemical

Engineering Area of Emphasis; all these students are expected to switch to the new Biochemical Engineering program. Historical data indicate that the college consistently recruits 2-4 new students to the BAEN and the Engineering Ph.D. with a Biochemical Engineering Area of Emphasis each academic year and graduate 20-25% of current students. The school fully expects to sustain a program enrollment of at least 15 students and hopes enrollment will increase in future years if the school is able to recruit additional faculty.

System Picture:

Similar or Related Programs	CIP Code	Supply ¹	USG Institutions
PhD major in Bioengineering	14.0501	14	Georgia Institute of Technology

Source: USG Qlik data

Marketing Plan:

The school will utilize several avenues to market the new program and recruit students, including the ENGINES database of prospective engineering graduate students, regional career fairs, professional meetings including the Biomedical Engineering Society (BMES), the American Institute for Chemical Engineering (AIChE) and the Applied Biomedical Research Conference for Minority Students (ABRCMS), and the Chemical Engineering department head list-serv. During the past two years, the school has worked with Hybrid News, who have published several bespoke articles about the school and its research in Study International. These articles have been read by almost 50,000 individuals worldwide and drives traffic to the school's website. The program will be prominently displayed on the school's newly developed website.

Financial Impacts:

All resources needed for the program are pre-existing. The school will utilize the current resources, such as personnel, library, equipment, laboratory, and computing, available at the school, college, and university levels. Existing and authorized faculty lines budgeted for instruction will be utilized to cover the program instructional costs. Since the required and elective courses are already offered, no reallocation of existing resources is required.

Facility Impacts: No facilities impact noted.

Technology Impacts: No technology impact noted.

7. Establishment of a Doctor of Philosophy with a major in Biomedical Engineering, University of Georgia

Recommended: That the Board approve the request from President Jere W. Morehead that the University of Georgia ("UGA") be authorized to establish a Doctor of Philosophy with a major in Biomedical Engineering, effective May 10, 2022.

Degree Name/CIP Definition

Doctor of Philosophy with a major in Biomedical Engineering (14.0501): A program that prepares individuals to apply mathematical and scientific principles to the design, development and operational evaluation of biomedical and health systems and products such as integrated biomedical systems, instrumentation, medical information systems, artificial organs and prostheses, and health management and care delivery systems.

System and Institutional Context

System Wide/Strategic Plan Context (within mission fit): The proposed Ph.D. program in Biomedical Engineering is committed to addressing the strategic goals and critical needs of the University of Georgia, the State of Georgia, and the United States in biomedical engineering research and education. The state of Georgia is becoming one of the top U.S. states in biotechnology and providing a variety of incentives to attract pharmaceutical, medical device, and biotechnology companies. Such efforts for economic development are incomplete without a concomitant level of investment in degree programs which can generate an engineering workforce in support of these biomedical industries.

Institutional Mission Fit: The Biomedical Engineering (Ph.D.) program will fit the mission of the University of Georgia, as it provides the necessary expertise of graduates in the high-demand areas of medical devices, pharmaceutical, and biotechnology industries. This program will support this mission of UGA and the newly established School of Chemical, Materials, and Biomedical Engineering by providing a well-trained workforce in biomedical engineering that is growing in the state of Georgia and contribute to the advances in a variety of technical areas including biomaterials, tissue engineering, stem cells and regenerative medicine, cell and gene therapy, medical devices, bioinstrumentation, and systems physiology. In addition, this program will enhance life and physical sciences and public health programs at UGA.

Need/Workforce Context

The Biomedical Engineering (Ph.D.) program is timely in the need to prepare professionals and experts for meeting present and emerging engineering needs for the local and regional medical device, pharmaceutical, and biotechnology industries and hospitals. The state of Georgia is becoming one of the top U.S. states in biotechnology and provides a variety of incentives to attract medical device, pharmaceutical, and biotechnology companies. According to the Georgia Power Bioscience database, Georgia is home to over 400 biotech companies that employ over 19,000 people, primarily located in Atlanta, Augusta, and Athens. Georgia ranked sixth among the fastest-growing states in bio-related occupational employment between 2012 and 2017 and ranks among the top 15 states for overall bio-related occupational employment. Atlanta ranks third in research

facility space among all U.S. bioscience clusters. With a highly educated workforce, renowned research institutions, cutting-edge technological resources, and global access through the Atlanta International airport, Georgia attracts billions in federal and private dollars, creating some of the nation's leading bio research centers of excellence, which promotes fast and resilient growth among bio companies. As a public land-grant research university in the state of Georgia, the University of Georgia with its strengths in biomedical and chemical sciences has the unique capability to implement a rigorous, broadly based biomedical engineering program to meet societal needs and become a U.S. leader in this critical discipline.

Sample Occupations:

- Architectural and Engineering Managers
- Bioengineers and Biomedical Engineers
- Engineering Teachers, Postsecondary

Labor Market/Career Placement Outlook/Salary:

Occupation	O*Net2	Current Employment	% Growth	Median	Experienced
Architectural and Engineering Managers		198,100	2.60	\$140,510	\$208,000+
Bioengineers and Biomedical Engineers		21,200	4.70	\$90,550	\$134,550
Engineering Teachers, Postsecondary	Bright Outlook	44,600	8.60	\$103,600	\$188,980

1JobsEQ

2National Center for O*NET Development. O*NET OnLine. Retrieved April 12, 2022, from <https://www.onetonline.org/>

Curriculum

Learning Outcomes, Program Specific Competencies and Knowledge, Skills, and Abilities:

Graduates of this program will be able to:

- Identify problems and develop economically feasible solutions through critical thinking, scientific knowledge, engineering tools, and systematic approaches related to advanced biomedical engineering field.
- Perform efficiently in an interdisciplinary team as a member or as a leader to create a collaborative environment, integrating concepts, and techniques to solve challenging biomedical engineering problems.
- Effectively communicate experimental results orally with a range of audiences and exhibit efficient writing skills demonstrated through scientific publications and grant proposals.

Career Competencies:

- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.
- Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.

- Working with Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- Processing Information — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

Experiential Opportunities (High Impact Practices):

Students in this major complete a significant amount of research hours, with a minimum of 42 credit hours of doctoral research or project-focused research, in addition to completing courses such as BIOE 8510, Dynamic Systems Modeling of Physiology and Pharmacology, BCHE 8150, Heterogeneous Reactor Design and Bio/Catalysis, and BIOE 8210, Multiscale Biomechanics. These courses include direct hands-on experience, with students actively performing and analyzing simulations and computational instrumentation, developing skills through use of Matlab, and constructing models.

Biomedical Engineering students engage with UGA faculty performing research, including work in medical devices, cell behavior and therapy, and regenerative medicine.

Assessment Plan:

Direct assessment of the student learning outcomes will be performed by the Graduate Advisory Committee members during each student's dissertation defense. An assessment rubric has been developed by the College of Engineering and is currently used for assessment of students in the Engineering (Ph.D.) program. Indirect assessment of student learning outcomes will be undertaken with a student exit survey. In addition, focus groups with representatives from biomedical engineering industry and biomedical engineering alumni will be performed during the annual advisory board meeting every three years to ensure graduate outcomes are consistent with industry needs and that outcomes are being attained. The results of the focus groups are reviewed by the School Chair to determine alignment with industry needs and satisfactory attainment.

Implementation**Enrollment Forecast:**

The College of Engineering at UGA currently offers a Ph.D. in Engineering with an Area of Emphasis in Biomedical Engineering. The Area of Emphasis in Biomedical Engineering was developed in 2012 as a short-term solution to allow the College of Engineering to build a critical mass of students and necessary faculty and staff infrastructure for a stand-alone graduate program. Enrollment projections include the transfer of students from this concentration to the proposed Ph.D. program.

	Year 1	Year 2	Year 3	Year 4
Fiscal Year (Fall to Summer)	2022-23	2023-24	2024-25	2025-26
Base enrollment ¹		14	15	18
Lost to Attrition (should be negative)		0	0	0
New to the institution	4	5	8	10
Shifted from Other programs within your institution	15	0	0	0
Total Enrollment	19	19	23	28
Graduates	5	4	5	5
Carry forward base enrollment for next year	14	15	18	23

Pipeline:

Graduate faculty in the School of Chemical, Materials, and Biomedical Engineering currently advise students enrolled in the Engineering (Ph.D.) program with an Area of Emphasis in Biomedical Engineering. In fall 2020, 19 students were enrolled in the Engineering (Ph.D.) with an Area of Emphasis in Biomedical Engineering; all of these students are expected to switch to the new Biomedical Engineering program.

Historical data indicate for the previous three years the college consistently recruited 4.33 new students to the Engineering program (Ph.D.) with an Area of Emphasis in Biomedical Engineering each academic year and graduate 20-25% of current students. The school fully expects to sustain a program enrollment of at least 20 students and anticipates enrollment will increase in future years as an additional four faculty members are recruited through the current Presidential Cluster Hiring Initiatives.

System Picture:

Similar or Related Programs	CIP Code	Supply ¹	USG Institutions
Doctor of Philosophy in Biomedical Engineering	14.0501	51	Georgia Institute of Technology

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

Marketing Plan:

The school will utilize several avenues to market the new program and recruit students, including the ENGINES database of prospective engineering graduate students, regional career fairs, professional meetings including the Biomedical Engineering Society (BMES), the American Institute for Chemical Engineering (AIChE) and the Applied Biomedical Research Conference for Minority Students (ABRCMS), and the Biomedical Engineering Society Council of Chairs list-serv. During the past two years, the school has worked with Hybrid News who have published several bespoke articles about the school and its research in Study International. These articles have been read by almost 50,000 individuals worldwide and drive traffic to the school's website. The program will be prominently displayed on the school's newly developed website.

Financial Impacts:

All resources needed for the program are pre-existing. Since faculty and staff infrastructure has already been developed to support the Area of Emphasis in Biomedical Engineering, no additional faculty, staff, or courses are needed to deliver the proposed program.

Facility Impacts: No facilities impact noted.

Technology Impacts: No technology impact noted.

CONSENT ITEMS

II. Named/Endowed Faculty Positions

8. Establishments

University of Georgia

Dr. Harold A. Black Distinguished Professorship

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia be authorized to establish the Dr. Harold A. Black Distinguished Professorship, effective May 10, 2022.

Abstract: The UGA Foundation has verified funding sufficient to establish the endowed position as required by the Board of Regents 8.3.2.2.

Bio: As the first African American to enroll as a freshman and graduate at the Terry College of Business, Harold A. Black has had a distinguished career in business, government and academia and made an indelible mark in higher education, the study of financial institutions, and the monetary system. Now a Professor Emeritus at the University of Tennessee, Dr. Black has received numerous awards for his teaching and research, as well as honors from the Department of Treasury, National Credit Union, and the National Urban League. Through the years, he served on the faculties of American University, Howard University, the University of North Carolina, and the University of Florida. His government service includes deputy director, Department of Economic Research and Analysis, Office of the Comptroller of the Currency, and board member, National Credit Union Administration.

9. Named Faculty Appointments

Georgia State University

Institution: Georgia State University

University Faculty's Name: Balasubramaniam Ramesh, Ph.D.

Named Position: George E. Smith Eminent Scholar's Chair in Computer Information Systems

Institution: Georgia State University

University Faculty's Name: Rose Sevcik, Ph.D.

Named Position: Regents' Professor

Institution: Georgia State University

University Faculty's Name: Jenny Yang, Ph.D.

Named Position: Regents' Professor

Institution: Georgia State University

University Faculty's Name: Paul Lombardo, Ph.D.

Named Position: Regents' Professor

Institution: Georgia State University

University Faculty's Name: Xiaohun He, Ph.D.

Named Position: Regents' Professor

Institution: Georgia State University

University Faculty's Name: Pamela Longobardi, Ph.D.

Named Position: Regents' Professor

Institution: Georgia State University

University Faculty's Name: Mark Keil, Ph.D.

Named Position: Regents' Professor

Institution: Georgia State University

University Faculty's Name: Didier Merlin, Ph.D.

Named Position: Regents' Professor

INFORMATION ITEM

III. Academic Affairs Update

AGENDA
COMMITTEE ON ORGANIZATION & LAW

May 10, 2022

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APPROVAL ITEMS

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EXECUTIVE SESSION

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1. Approval Item: Revision to the *Policy Manual*: Section 2.2 – Selection of Presidents for USG Institutions**Board Policy Revisions****a. Amend Policy 2.2, Selection of Presidents for USG Institutions****Background:**

Board Policy 2.2, Selection of Presidents for USG Institutions, sets out the process for selecting new institutional presidents when vacancies occur. In its current form, it creates a process and search committee composition that is different for presidential searches at research institutions than for presidential searches at comprehensive universities, state universities, and state colleges. The proposed revisions would make the policy consistent for presidential searches at all USG institutions by adopting one process and one form of search committee for institutions from all sectors. It is recommended that the Board adopt the revised policy to be effective immediately and to apply to any searches that begin after the effective date.

Current Policy:**2.2 Selection of Presidents for USG Institutions**

When a vacancy occurs in a presidency at a University System of Georgia institution, the Chancellor shall consult with the Chair of the Board of Regents to determine whether to conduct a national search. If a search is conducted, the Chancellor, in consultation with the Chair of the Board of Regents, may appoint an institutional search committee.

The institutional search committee shall be composed of representatives of the faculty, alumni, Foundation, students, and the community with faculty composing the largest number of institutional members. For institutional search committees at comprehensive universities, state universities, and state colleges, the Chancellor shall name a faculty member to serve as the chair of the institutional search committee.

Additionally, for searches at research universities, the Chair of the Board of Regents shall serve on the institutional search committee and name six other Regents to the institutional search committee, one of whom shall be the Regent residing closest to the institution. The Chair of the Board of Regents shall name a Regent, from those appointed, to serve as chair of the institutional search committee for research universities.

For comprehensive universities, state universities, and state colleges, the institutional search committee shall submit three to five unranked names to a Regents' Special Committee for

consideration. The Chair of the Board of Regents shall appoint members to the Regents' Special Committee, one of whom shall be the Regent residing closest to the institution. In the case of presidential searches at research universities, the institutional search committee shall submit three to five unranked names to the Board of Regents for consideration. Authority to name one or more finalists for President rests exclusively with the Board of Regents.

Proposed Revision:

2.2 Selection of Presidents for USG Institutions

When a vacancy occurs in a presidency at a University System of Georgia institution, the Chancellor shall consult with the Chair of the Board of Regents to determine whether to conduct a national search. If a search is conducted, the Chancellor, in consultation with the Chair of the Board of Regents, may appoint an institutional search committee.

The institutional search committee shall be composed of representatives of the **Board of Regents, the Chancellor and/or Chancellor's designee**, faculty, alumni, **Foundation foundation**, students, and the community ~~with faculty composing the largest number of institutional members. For institutional search committees at comprehensive universities, state universities, and state colleges, the Chancellor shall name a faculty member to serve as the chair of the institutional search committee.~~

~~Additionally, for searches at research universities, the Chair of the Board of Regents shall serve on the institutional search committee and name six other Regents to the institutional search committee, one of whom shall be the Regent residing closest to the institution. The Chair of the Board of Regents shall name a Regent, from those appointed, to serve as chair of the institutional search committee for research universities.~~

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Recommended New Policy (to be effective immediately and to apply to any new searches that begin after the effective date):

2.2 Selection of Presidents for USG Institutions

When a vacancy occurs in a presidency at a University System of Georgia institution, the Chancellor shall consult with the Chair of the Board of Regents to determine whether to conduct a national search. If a search is conducted, the Chancellor, in consultation with the Chair of the Board of Regents, may appoint an institutional search committee.

The institutional search committee shall be composed of representatives of the Board of Regents, the Chancellor and/or Chancellor's designee, faculty, alumni, foundation, students, and the community.

Additionally, the Chair of the Board of Regents shall serve on the institutional search committee and name other Regents to the institutional search committee. The Chair of the Board of Regents shall name a Regent, from those appointed, to serve as chair of the institutional search committee.

The institutional search committee shall submit three to five unranked names to the Board of Regents for consideration. Authority to name one or more finalists for President rests exclusively with the Board of Regents.

2. Approval Item: Revision to the *Policy Manual*: Section 6.5 – Freedom of Expression**Board Policy Revisions****a. Amend Policy 6.5, Freedom of Expression, to align with state law****Background:**

Prior to this year's legislative session, state law (at O.C.G.A. § 20-3-48) required the Board of Regents to adopt a set of regulations and policies relevant to free speech and expression on USG campuses, which the Board has done through Policy 6.5 and corresponding policies at each institution. During this year's session, the General Assembly passed House Bill 1, which added additional requirements in O.C.G.A. § 20-3-48, including expanding the areas of campus that are deemed public forums for institutions' students, faculty, staff, and their invited guests. The proposed amendment would align Board Policy with House Bill 1's amendments to O.C.G.A. § 20-3-48. It is recommended that the Board adopt the revised policy to be effective July 1, 2022.

Current Policy:

The rights guaranteed by the First Amendment, including the right to free speech, free expression, free exercise of religion, and the right to assemble peaceably are of the utmost importance, and the University System of Georgia (USG) is committed to protecting those rights.

As public institutions of higher education, USG institutions must promote open ideas and academic freedom on their campuses. While institutions may need to enact policies to promote campus safety, to ensure the proper functioning of the academic environment and institution activities, or to further other important institution objectives, those policies should not unduly burden the free expression rights of students, faculty, and staff. Any parameters placed on the time, place, and manner of expression must not be based on the content of the expression.

To facilitate the free exchange of ideas, institutions may designate accessible, high-traffic locations on campus as public forum areas. The designation of public forum areas may not be used to prohibit individual students, faculty, or staff from engaging in communication elsewhere on campus. Reservation and use of designated public forum areas may only be required in the following limited circumstances: (1) speakers who are not enrolled at or employed by the institution; and (2) students, faculty, or staff who engage in large group demonstrations. Institutions may not consider the content or viewpoint of expression when requiring or assigning use of public forum areas.

Proposed Revision:

The rights guaranteed by the First Amendment, including the right to free speech, free expression, free exercise of religion, and the right to assemble peaceably are of the utmost importance, and the University System of Georgia (USG) is committed to protecting those rights.

As public institutions of higher education, USG institutions must promote open ideas and academic freedom on their campuses. To that end, the unrestricted outdoor areas of institutions are deemed public forums for the campus community of each institution. For purposes of this policy, the campus community means students, faculty, staff, and their invited guests. While institutions may need to enact policies to promote campus safety, to ensure the proper functioning of the academic environment and institution activities, or to further other important institution objectives, those policies should not unduly burden the free expression rights of students, faculty, and staff. Any parameters placed on the time, place, and manner of expression must not be based on the content of the expression.

Institutions may maintain and enforce reasonable time, place, and manner restrictions narrowly tailored to serve a significant institutional interest. Such restrictions must employ clear, published, content- and viewpoint-neutral criteria, and provide for ample alternative means of expression. Finally, any such restrictions may include reservation requirements, if needed, but must also allow for members of the campus community to spontaneously and contemporaneously assemble or distribute literature.

To facilitate the free exchange of ideas, institutions Institutions can designate accessible, high-traffic locations on campus as public forum areas for individuals or groups who are not members of the campus community and can require these individuals or groups to comply with reasonable time, place, and manner restrictions, including reservation requirements. The designation of public forum areas may not be used to prohibit individual students, faculty, or staff from engaging in communication elsewhere on campus. Reservation and use of designated public forum areas may only be required in the following limited circumstances: (1) speakers who are not enrolled at or employed by the institution; and (2) students, faculty, or staff who engage in large group demonstrations. Institutions may not consider the content or viewpoint of expression when requiring or assigning use of public forum areas.

USG institutions must place their student free expression policies and procedures in the student handbook and make the same publicly available online. These policies and procedures must also be incorporated into student orientation programs. Finally, institutions must develop materials, programs, and procedures to ensure that faculty and staff understand the institutional policies and duties regarding free expression on campus.

Recommended New Policy (to be effective July 1, 2022):

The rights guaranteed by the First Amendment, including the right to free speech, free expression, free exercise of religion, and the right to assemble peaceably are of the utmost importance, and the University System of Georgia (USG) is committed to protecting those rights.

As public institutions of higher education, USG institutions must promote open ideas and academic freedom on their campuses. To that end, the unrestricted outdoor areas of institutions are deemed public forums for the campus community of each institution. For purposes of this policy, the campus community means students, faculty, staff, and their invited guests. While institutions may need to enact policies to promote campus safety, to ensure the proper functioning of the academic environment and institution activities, or to further other important institution objectives, those policies should not unduly burden the free expression rights of students, faculty, and staff.

Institutions may maintain and enforce reasonable time, place, and manner restrictions narrowly tailored to serve a significant institutional interest. Such restrictions must employ clear, published, content- and viewpoint-neutral criteria, and provide for ample alternative means of expression. Finally, any such restrictions may include reservation requirements, if needed, but must also allow for members of the campus community to spontaneously and contemporaneously assemble or distribute literature.

Institutions can designate accessible, high-traffic locations on campus as public forum areas for individuals or groups who are not members of the campus community and can require these individuals or groups to comply with reasonable time, place, and manner restrictions, including reservation requirements. Institutions may not consider the content or viewpoint of expression when requiring or assigning use of public forum areas.

USG institutions must place their student free expression policies and procedures in the student handbook and make the same publicly available online. These policies and procedures must also be incorporated into student orientation programs. Finally, institutions must develop materials, programs, and procedures to ensure that faculty and staff understand the institutional policies and duties regarding free expression on campus.

3. Approval Item: Revisions to the *Policy Manual*: Section 6.11 – Weapons**Board Policy Revisions****a. Amend Policy 6.11, Weapons, to align with state law****Background:**

Prior to this year's legislative session, state law (at O.C.G.A. § 16-11-127.1) allowed (1) weapons carry license holders to carry a concealed handgun on Board of Regents property, except for in five defined areas of campus; and (2) allowed weapons carry license holders to possess weapons on Board of Regents property while under the license holder's physical control in a motor vehicle, in a locked compartment in a motor vehicle, in a locked container in a motor vehicle, or in a locked firearms rack in a motor vehicle. During this year's session, the General Assembly passed Senate Bill 319, which amended O.C.G.A. § 16-11-127.1 to change "weapons carry license holder" to "lawful weapons carrier" throughout the statute. The proposed amendment would align Board Policy with O.C.G.A. § 16-11-127.1. It is recommended that the Board adopt the revised policy to be effective May 10, 2022.

Current Policy:**6.11 Weapons**

The University System of Georgia (USG) prohibits all weapons on property owned or leased by the USG and its institutions, except as specifically provided herein or as provided in federal or state law.

6.11.1 Exceptions

Prohibited weapons do not include sporting equipment possessed for legitimate use in formal or informal athletic or exercise activities.

Law enforcement officers, active military personnel, and other similar personnel may possess weapons as authorized by federal or state law to do so.

Any person who is 18 years of age or older or currently enrolled in classes in a USG institution may possess an electroshock weapon on the campus(es) of that institution but may only make use of such electroshock weapon in defense of self or others.

Weapons carry license holders may possess weapons while under the license holder's physical control in a motor vehicle, in a locked compartment in a motor vehicle, in a locked container in a motor vehicle, or in a locked firearms rack in a motor vehicle.

A weapons carry license holder may carry a handgun in any building or on any real property owned or leased by the USG and its institutions; provided, however, that such exception shall:

- (i) Not apply to buildings or property used for athletic sporting events or student housing, including, but not limited to, fraternity and sorority houses;
- (ii) Not apply to any preschool or childcare space located within such buildings or real property;
- (iii) Not apply to any room or space being used for classes related to a college and career academy or other specialized school as provided for under Georgia Code Section 20-4-37;
- (iv) Not apply to any room or space being used for classes in which high school students are enrolled through a dual enrollment program, including, but not limited to, classes related to the “Move on When Ready Act” as provided for under Georgia Code Section 20-2-161.3;
- (v) Not apply to faculty, staff, or administrative offices or rooms where disciplinary proceedings are conducted;
- (vi) Only apply to the carrying of handguns which a licensee is licensed to carry pursuant to subsection (e) of Georgia Code Section 16-11-126 and pursuant to Georgia Code Section 16-11-129; and
- (vii) Only apply to the carrying of handguns which are concealed.

Proposed Revision:

6.11 Weapons

The University System of Georgia (USG) prohibits all weapons on property owned or leased by the USG and its institutions, except as specifically provided herein or as provided in federal or state law.

6.11.1 Exceptions

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Law enforcement officers, active military personnel, and other similar personnel may possess weapons as authorized by federal or state law to do so.

Any person who is 18 years of age or older or currently enrolled in classes in a USG institution may possess an electroshock weapon on the campus(es) of that institution but may only make use of such electroshock weapon in defense of self or others.

~~Weapons-carry license holders~~ Lawful weapons carriers may possess weapons while under the lawful weapons carrier's physical control in a motor vehicle, in a locked compartment in a motor vehicle, in a locked container in a motor vehicle, or in a locked firearms rack in a motor vehicle.

A ~~weapons-carry license holder~~ lawful weapons carrier may carry a handgun in any building or on any real property owned or leased by the USG and its institutions; provided, however, that such exception shall:

- (i) Not apply to buildings or property used for athletic sporting events or student housing, including, but not limited to, fraternity and sorority houses;
- (ii) Not apply to any preschool or childcare space located within such buildings or real property;
- (iii) Not apply to any room or space being used for classes related to a college and career academy or other specialized school as provided for under Georgia Code Section 20-4-37;
- (iv) Not apply to any room or space being used for classes in which high school students are enrolled through a dual enrollment program, including, but not limited to, classes related to the "Move on When Ready Act" as provided for under Georgia Code Section 20-2-161.3;
- (v) Not apply to faculty, staff, or administrative offices or rooms where disciplinary proceedings are conducted; and
- ~~(vi) Only apply to the carrying of handguns which a licensee is licensed to carry pursuant to subsection (e) of Georgia Code Section 16-11-126 and pursuant to Georgia Code Section 16-11-129; and~~
- ~~(vii)~~ (vi) Only apply to the carrying of handguns which are concealed.

Recommended New Policy (to be effective May 10, 2022):

6.11 Weapons

The University System of Georgia (USG) prohibits all weapons on property owned or leased by the USG and its institutions, except as specifically provided herein or as provided in federal or state law.

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Prohibited weapons do not include sporting equipment possessed for legitimate use in formal or informal athletic or exercise activities.

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Any person who is 18 years of age or older or currently enrolled in classes in a USG institution may possess an electroshock weapon on the campus(es) of that institution but may only make use of such electroshock weapon in defense of self or others.

Lawful weapons carriers may possess weapons while under the lawful weapons carrier's physical control in a motor vehicle, in a locked compartment in a motor vehicle, in a locked container in a motor vehicle, or in a locked firearms rack in a motor vehicle.

A lawful weapons carrier may carry a handgun in any building or on any real property owned or leased by the USG and its institutions; provided, however, that such exception shall:

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- (iii) Not apply to any room or space being used for classes related to a college and career academy or other specialized school as provided for under Georgia Code Section 20-4-37;
- (iv) Not apply to any room or space being used for classes in which high school students are enrolled through a dual enrollment program, including, but not limited to, classes related to the "Move on When Ready Act" as provided for under Georgia Code Section 20-2-161.3;
- (v) Not apply to faculty, staff, or administrative offices or rooms where disciplinary proceedings are conducted; and
- (vi) Only apply to the carrying of handguns which are concealed.

4. Executive Session

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

May 10, 2022

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AGENDA

PERSONNEL AND BENEFITS

May 10, 2022

1. Information Item: USG Healthcare Plan Update

Associate Vice Chancellor for Total Rewards, Karin Elliott, will provide an update on the USG Healthcare Plan.

2. Approval Item: Proposed Revision to Board of Regents Policy 8.2.8.3 Employment Beyond Retirement

Associate Vice Chancellor for Total Rewards, Karin Elliott, will present a revision to Board of Regents Policy 8.2.8.3 Employment Beyond Retirement.

As part of a recent audit, TRS provided guidance on the salary allowed to be paid to USG rehired retirees who are receiving benefits from TRS based on **O.C.G.A. § 47-3-127** which allows for the salary to be determined by either using the *last compensation earned at retirement, OR, the average compensation used to determine a retiree's benefit at retirement, whichever is deemed higher*. There can also be an allowance for any cost of living adjustments that may have occurred during this time.

Based upon this guidance and to ensure USG institutions are in compliance with this policy when rehiring USG TRS retirees, we are proposing the following changes to USG board policy 8.2.8.3 Employment Beyond Retirement

8.2.8.3 Employment Beyond Retirement

An individual who has retired from the USG and is receiving benefits from TRS, ERS, or ORP may be eligible for reemployment on a part-time basis by the USG. Reemployment of USG retirees by the USG must fall under the following conditions:

1. The reemployment of a USG retiree must be approved by the hiring institution's president. Institutions must submit a copy of their hiring and approval procedures to rehire USG retirees to the **University System** Office of Human Resources upon request.
2. A rehired retiree must have a minimum break of at least one month between the effective date of his/ or her retirement and the effective date of his/ or her reemployment.
3. The work commitment of a rehired retiree must be less than half-time, i.e., less than 49 percent.
4. The salary that is paid to a rehired retiree must be ~~either~~:

- No more than 49 percent of the last compensation earned at retirement, or, the average compensation used to determine a retiree's benefit at retirement (for TRS retirees), whichever is deemed higher; ~~annual benefit base compensation amount that he or she was earning at the time of his or her retirement with consideration for the average~~ cost of living adjustment ~~merit increases~~ s ~~percentages~~ that have been applied since the employee retired;
 - ~~No more than 49 percent of the average compensation for the position into which the retiree is being hired based on the institution's existing compensation plan or, if not applicable, the average compensation of existing or previous incumbents;~~
 - ~~No more than 49 percent of a reasonable market competitive rate for the position into which the retiree is being rehired as determined by the institutional chief human resources officer.~~
5. The salary that is paid to a rehired retiree must be consistent with his/ or her work commitment.

AGENDA

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

May 10, 2022

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| 3. | Policy Manual Revision: Section 7.3.2.1 Mandatory Student Fees | 3 |
| 4. | Policy Manual Revision: Section 7.2.2 Auxiliary Enterprises and Student Activities Revenues and Expenditures | 7 |

1. Higher Education Emergency Relief Fund (HEERF) Update

Vice Chancellor for Fiscal Affairs, Jeff Davis, will provide an update on Higher Education Emergency Relief Funds (HEERF) awarded to University System institutions. The federal government provided HEERF resources for higher education institutions to help address the immediate and urgent impacts of the COVID-19 pandemic on students and colleges.

2. FY 2022 Report on Third Quarter Revenues and Expenditures

Vice Chancellor for Fiscal Affairs, Jeff Davis, will present information on the Third Quarter Revenues and Expenditures for the University System of Georgia.

3. Approval Item: Policy Manual Revision: Section 7.3.2.1 Mandatory Student Fees

Recommended: That the Board approve the revision of Policy Section 7.3.2.1 Mandatory Student Fees, effective fall 2022.

Background: During the 2021 legislative session, Senate Resolution 300 was passed, which created the Senate University Fees Study Committee. The stated purpose of the committee was to review fees associated with the cost of postsecondary education and to make recommendations regarding potential changes. The final report of the Committee was adopted on November 18, 2021. There were five major recommendations in the Committee's final report:

1. Discontinuation of the Special Institutional Fee.
2. Broaden Student Fee Committee representation to include part-time, graduate, and other students.
3. Develop standardized approaches to fee terminology/transparency.
4. Develop more consistent approach to how fees are charged to online and part-time students.
5. Increase reporting to the General Assembly on current and future fee uses.

The recommendations of the Committee were not official legislation.

The Acting Chancellor charged a fee working group made up of representatives from the System Office and institutions to respond to these concerns and to recommend modifications to our fee strategy with a focus on student affordability and transparency.

In an effort to expand student representation on the Student Fee Committee, a revision to Board Policy is recommended. This policy revision will be augmented by changes to the Business Procedures Manual (BPM), which provides operational guidance to institutions. The BPM will be revised to require the following:

- Each institution should form a single "Student Fee Committee" to evaluate all mandatory fees assessed to students.
- Student Fee Committee must include broader representation to include graduate, part-time, and online students. Appointments of students to the Student Fee Committee are made as follows:
 - o Undergraduate Student Government Association – shall nominate at least 50% of student representatives
 - o Graduate Student Government Association (if applicable) – shall nominate at least 25% of student representatives
 - o Administration – may nominate up to 25% of student representatives
- Where possible, Student Fee Committee members should serve two-year terms.
- Institutions will document that a campus wide fee education outreach effort has taken place
- Proposals for new fees or for increasing any existing individual fee by 20% or more will require the institution to conduct a campus-wide student referendum in which a majority votes cast must be in favor of the fee increase. This requirement is waived for proposed increases required for debt service coverage

3. Approval Item: Policy Manual Revision: Section 7.3.2.1 Mandatory Student Fees (Continued)

The System Office will continue to review the overall fee strategy and bring further recommendations to the Board at a later time.

CURRENT POLICY LANGUAGE:

7.3.2.1 Mandatory Student Fees

“Mandatory student fees” are defined as fees that are assessed to all students, all undergraduate students, or all full-time undergraduate students on one or more campuses of a USG institution, including those fees due prior to registration that may be refunded later in the semester and fees for which the student receives a cash equivalent in the amount of the fee. Mandatory student fees may be required by the Board of Regents or by the institution subject to approval by the Board of Regents.

Mandatory student fees shall include, but not be limited to:

1. Intercollegiate athletic fees;
2. Student health service fees;
3. Transportation or parking fees (if the latter are charged to all students);
4. Student activity fees;
5. Technology fees;
6. Facility fees; and
7. Mandatory food service fees.

Purposes and rates for all mandatory fees shall be approved by the Board of Regents to become effective the following fall semester. All mandatory fees assessed to students enrolled in 12 credit hours or more shall be assessed at the Board-approved rate. Institutions may reduce mandatory fees on a per-credit-hour basis or on a tiered structure for students taking fewer than 12 credit hours or for students enrolled in summer courses.

All mandatory student fees collected by an institution, as well as any proposals to increase or create a mandatory student fee or to change the purpose of an existing mandatory student fee, shall be proposed and administered by the President of the institution and presented to an advisory committee composed at least 50 percent students appointed by the institution’s Student Government Association for advice, counsel, and a vote prior to the institution submitting the request to the Board of Regents. The advisory committee must include at least four students and institutions and Student Government Associations should make a concerted effort to include broad representation among the students appointed to the advisory committee. These procedures do not apply to special circumstances in which a general purpose fee is instituted system-wide by the Board of Regents.

3. Approval Item: Policy Manual Revision: Section 7.3.2.1 Mandatory Student Fees (Continued)

Mandatory student fees shall be used exclusively to support the institution's mission to enrich the educational, institutional, and cultural experience of students. All payments from funds supported by student mandatory fees shall be made according to approved business procedures and the appropriate business practices of the institution.

EDITED POLICY LANGUAGE:

7.3.2.1 Mandatory Student Fees

"Mandatory student fees" are defined as fees that are assessed to all students, all undergraduate students, or all full-time undergraduate students on one or more campuses of a USG institution, including those fees due prior to registration that may be refunded later in the semester and fees for which the student receives a cash equivalent in the amount of the fee. Mandatory student fees may be required by the Board of Regents or by the institution subject to approval by the Board of Regents.

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2. Student health service fees;
3. Transportation or parking fees (if the latter are charged to all students);
4. Student activity fees;
5. Technology fees;
6. Facility fees; and
7. Mandatory food service fees.

Purposes and rates for all mandatory fees shall be approved by the Board of Regents to become effective the following fall semester. All mandatory fees assessed to students enrolled in 12 credit hours or more shall be assessed at the Board-approved rate. Institutions may reduce mandatory fees on a per-credit-hour basis or on a tiered structure for students taking fewer than 12 credit hours or for students enrolled in summer courses.

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3. Approval Item: Policy Manual Revision: Section 7.3.2.1 Mandatory Student Fees (Continued)

Mandatory student fees shall be used exclusively to support the institution's mission to enrich the educational, institutional, and cultural experience of students. All payments from funds supported by student mandatory fees shall be made according to approved business procedures and the appropriate business practices of the institution.

4. Approval Item: Policy Manual Revision: Section 7.2.2 Auxiliary Enterprises and Student Activities Revenues and Expenditures

Recommended: That the Board approve the revisions of Policy Section 7.2.2 Auxiliary Enterprises and Student Activities Revenues and Expenditures, effective immediately.

Background: Affordability is one of the top priorities of the Board of Regents. The impact of the pandemic and enrollment challenges have added financial pressures to some auxiliary operations. The purpose of the policy revision is to provide institutions the ability to use general funds in a strategic manner to help lessen fee burdens on students.

This policy revision will be augmented by changes to the Business Procedures Manual (BPM), which provides operational guidance to institutions. The BPM will be revised to require the following:

- Requests to apply general funds to auxiliary enterprises require review by the USG Budget Office, and advance written approval by the Chancellor (or designee).
- Application of general funds to auxiliary enterprises should be supported by a specific business need as articulated in the written request to the Chancellor.
- General fund application may not contribute to increasing auxiliary carry forward reserves. Applying general funds to auxiliary enterprises should not result in an increased auxiliary carryforward at fiscal year-end.

CURRENT POLICY LANGUAGE:

Auxiliary enterprises and student activities are functions and activities that relate to the mission of the USG institution including, but not limited to:

1. Housing;
2. Food Services;
3. Student Health Services;
4. Student Activities;
5. Intercollegiate Athletics (excluding intercollegiate athletics activity which is operated under the authority of a separately incorporated athletic association);
6. Parking;
7. Transportation;
8. Stores and Shops;
9. Vending and Other Services; and,
10. Student Activities (fee-based student activities and functions).

Auxiliary enterprise operations shall operate on a self-supported basis with revenues derived from student fees and other non-state sources, except as provided below. In no instance may Fund 10000 state appropriations be used to fund athletic auxiliary operations.

4. Approval Item: Policy Manual Revision: Section 7.2.2 Auxiliary Enterprises and Student Activities Revenues and Expenditures (Continued)

Each institution shall develop and update annually a five-year plan for each auxiliary enterprise operation that defines the level and manner of service to be provided, planned expenditures, and sources of revenue, including projected fee requirements. The format and content of each plan shall be determined by the USG chief fiscal officer.

Auxiliary enterprises shall be accounted for on the accrual basis of accounting. [Section 15 of the USG Business Procedures Manual, Auxiliary Enterprise Funds](#), provides additional accounting criteria necessary for determining if auxiliary enterprises are functioning on a self-supporting basis.

Exceptions to the requirement that institutions operate their auxiliary enterprises on a self-supporting basis shall be recognized as follows:

1. Institutions may choose to operate some auxiliary enterprise activities on a loss basis, but must indicate in their five-year plans how the costs of such activities will be covered by revenues generated through other auxiliary operations and must also provide an alternative plan reflecting, rightsizing of operations, or the elimination or privatization of the auxiliary. Institutions that choose to operate auxiliary enterprise activities on a loss basis and use revenues generated through other auxiliary operations to subsidize these operations must annually reflect non-mandatory transfers to avoid auxiliary enterprise deficits. The Board of Regents may, upon recommendation of the Chancellor, direct the institution to eliminate or privatize the auxiliary.
2. Institutions may apply Education & General Fund resources (unrestricted institutional funds), excluding Fund 10000 state appropriations for athletics, to auxiliary enterprise operations where such expenditures can be justified as supporting the primary mission of the institution; however, use of general fund resources for auxiliary enterprise operations is strongly discouraged and must be approved in advance by the Chancellor under procedures established by the USG chief fiscal officer. The Board of Regents has determined that intercollegiate athletics supports the overall mission of the institution and has authorized the use of Education & General Fund resources in support of intercollegiate athletics as outlined in [Board Policies 4.5](#) and [7.2.2](#). Use of Education & General Fund resources for intercollegiate athletics, excluding Fund 10000 state appropriations, is authorized as outlined in [Board Policy 4.5](#) and as further defined in the [USG Business Procedures Manual](#). In no instance may Education & General Fund resources be used to support athletic scholarships. The use and amount of Education & General Fund resources applied to the support of auxiliary enterprise operations shall be included in the five-year plan.

4. Approval Item: Policy Manual Revision: Section 7.2.2 Auxiliary Enterprises and Student Activities Revenues and Expenditures (Continued)**EDITED POLICY LANGUAGE:**

Auxiliary enterprises and student activities are functions and activities that relate to the mission of the USG institution including, but not limited to:

1. Housing;
2. Food Services;
3. Student Health Services;
4. Student Activities;
5. Intercollegiate Athletics (excluding intercollegiate athletics activity which is operated under the authority of a separately incorporated athletic association);
6. Parking;
7. Transportation;
8. Stores and Shops;
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10. Student Activities (fee-based student activities and functions).

Auxiliary enterprise operations shall operate on a self-supported basis with revenues derived from student fees and other non-state sources, except as provided below. In no instance may Fund 10000 state appropriations be used to fund athletic auxiliary operations.

Each institution shall develop and update annually a five-year plan for each auxiliary enterprise operation that defines the level and manner of service to be provided, planned expenditures, and sources of revenue, including projected fee requirements. The format and content of each plan shall be determined by the USG chief fiscal officer.

Auxiliary enterprises shall be accounted for on the accrual basis of accounting. [Section 15 of the USG Business Procedures Manual, Auxiliary Enterprise Funds](#), provides additional accounting criteria necessary for determining if auxiliary enterprises are functioning on as self-supporting basis.

Exceptions to the requirement that institutions operate their auxiliary enterprises on a self-supporting basis shall be recognized as follows:

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4. Approval Item: Policy Manual Revision: Section 7.2.2 Auxiliary Enterprises and Student Activities Revenues and Expenditures (Continued)

deficits. The Board of Regents may, upon recommendation of the Chancellor, direct the institution to eliminate or privatize the auxiliary.

2. Institutions may apply Education & General Fund resources (unrestricted institutional funds), excluding Fund 10000 state appropriations for athletics, to auxiliary enterprise operations where such expenditures can be justified as supporting the primary mission of the institution; however, use of general fund resources for auxiliary enterprise operations ~~is strongly discouraged and~~ **should be limited and** must be approved in advance by the Chancellor under procedures established by the USG chief fiscal officer. The Board of Regents has determined that intercollegiate athletics supports the overall mission of the institution and has authorized the use of Education & General Fund resources in support of intercollegiate athletics as outlined in [Board Policies 4.5](#) and [7.2.2](#). Use of Education & General Fund resources for intercollegiate athletics, excluding Fund 10000 state appropriations, is authorized as outlined in [Board Policy 4.5](#) and as further defined in the [USG Business Procedures Manual](#). In no instance may Education & General Fund resources be used to support athletic scholarships. The use and amount of Education & General Fund resources applied to the support of auxiliary enterprise operations shall be included in the five-year plan.

AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE

May 10, 2022

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1. Information Item: Audit Update

During this session Vice Chancellor Claire Arnold will provide an update on ongoing audits/issued audit reports across the University System.

2. Approval Item: Internal Audit Plan (July 2022 – June 2023)

Internal audit professional standards require the Chief Audit Officer to establish risk-based audit plans. The University System Office of Internal Audit (OIA) audit plan includes engagements covering the 12 months within fiscal year 2023. The OIA audit plan and associated risk assessment are designed to assist management with addressing significant governance, risk management, compliance, and internal control risks through internal audit assurance and consulting engagements. The audit plan is presented to the Committee for review and approval annually with periodic updates throughout the year. The Chief Audit Officer may modify the plan as needed and will report changes to the Committee on Internal Audit, Risk, and Compliance.

On behalf of the Board of Regents Committee on Internal Audit, Risk, and Compliance, the Vice Chancellor for Internal Audit is charged with providing oversight, to the 14 institutional audit functions within the University System of Georgia. As part of this oversight process, institutional chief auditors provide their campus audit plans to the Chief Audit Officer for review and approval. The System Office audit staff reviews these plans and recommends the plan for review and approval to the Chief Audit Officer. The remaining institutions receive internal audit coverage through Office of Internal Audit engagements.

At this meeting, Vice Chancellor for Internal Audit / Chief Audit Officer Claire Arnold will update the Committee on the audit plans for the next 12 months.

AGENDA
COMMITTEE ON REAL ESTATE AND FACILITIES
May 10, 2022

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COMMITTEE ON REAL ESTATE AND FACILITIES

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COMMITTEE ON REAL ESTATE AND FACILITIES

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AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

May 10, 2022

1. Real Estate Actions Taken within Delegated Authority

The following page contains a listing of the real estate actions taken during the period beginning December 1, 2021, and ending March 31, 2022, within the authority delegated by the Board to the Vice Chancellor for Real Estate and Facilities.

**Real Estate Actions Taken within Delegated Authority
December 1, 2021 – March 31, 2022**

Acquisitions

<u>Institution</u>	<u>Location</u>	<u>Description</u>	<u>Purchase Price</u>
Georgia College State University	Baldwin	11.175 acres	\$0.00 (Gift)
University of North Georgia	Dahlonega	0.47 acres	\$625,000

Lease as Tenant

<u>Institution</u>	<u>Location</u>	<u>Square Feet/Rent</u>	<u>Use</u>
University of Georgia	Atlanta	1,613 sf \$2,550.00/month	Small Business Development Center - New Lease
University of West Georgia	Douglasville	1,936 sf \$9,035.00/Spring 2022	Douglasville Course Offerings Lease Renewal

Lease as Landlord

<u>Institution</u>	<u>Location</u>	<u>Square Feet/Rent</u>	<u>Use</u>
University of Georgia	Griffin	15,958 sf in four buildings \$0.00/year	Cooperative Research with US Department of Agriculture Lease Renewal

License Agreements and Encroachments

<u>Institution</u>	<u>Grantor/Grantee</u>	<u>Purpose</u>
Albany State University	Grantee: Board of Commissioners of Dougherty County	License agreement for Flint River Trails Project
Georgia Southern University	Grantor: Georgia Power Company Statesboro	Power line encroachment for road construction
University of Georgia	Grantee: The GSI Group, LLC	License agreement for construction of a poultry house for UGA research
University of North Georgia	Grantee: Hall County, Georgia	License Agreement for Tumbling Creek Connector Project – Phase I

2. **Ranking of Building Commissioning Firms, Project No. J-348, Expansion of Tech Square, Phase IIIA, Georgia Institute of Technology**

Recommended: That the Board approve the ranking of the building commissioning 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. J-348, Expansion of Tech Square, Phase IIIA, Georgia Institute of Technology

Project Description: Approved for construction funding as part of the fiscal year 2023 capital outlay request, the third phase of the Technology Square development will house an expansion of the Scheller College of Business, the Stewart School of Industrial and Systems Engineering, various economic and business development programs, classrooms, retail, and parking (the “Project”). Located east of Spring Street and south of Biltmore Place, the Project represents the continued innovation ecosystem between the business community in Midtown Atlanta and the technology, research, and ingenuity found on Georgia Tech’s campus. While the Project will be more prominent than the buildings in Phase I of Technology Square, it will be consistent with the scale of the neighborhood.

The Project will be funded by philanthropy, institution funds, and public-private venture bond financing.

Total Project Cost:	\$139,173,000
Construction Cost (Stated Cost Limitation):	\$116,700,000

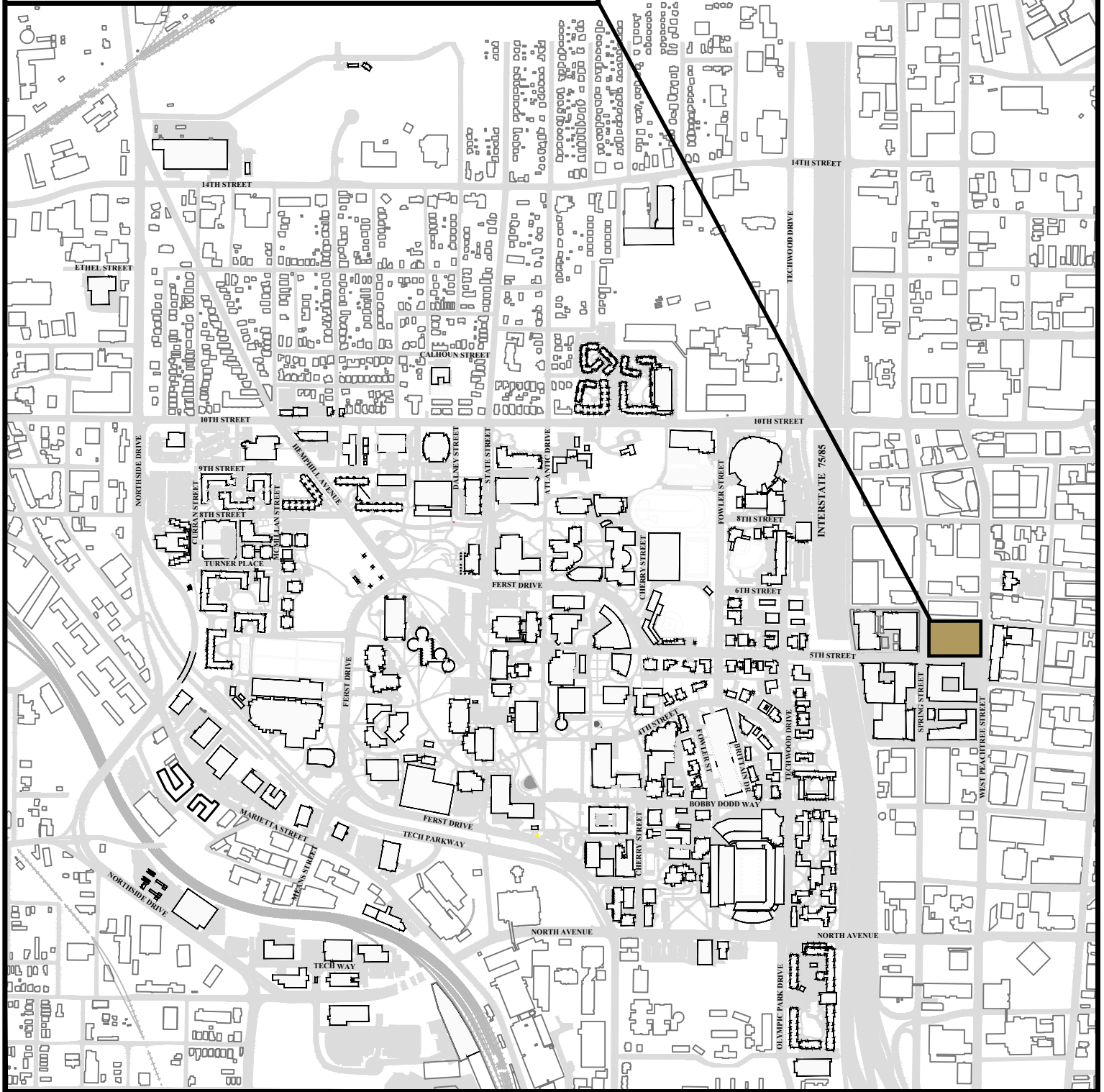
Number of firms that applied for this commission: 4

Recommended firms in rank order:

- 1)
- 2)
- 3)

Expansion of Tech Square, Phase IIIA

Georgia Institute of Technology Campus Map - May 2022



Georgia Institute
of Technology

3. **Ranking of Design Professional and Construction Management Firms, Project No. BR-30-2203, D.M. Smith Building Renewal, Georgia Institute of Technology**

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

Qualifications-based selection processes were held in accordance with Board of Regents procedures. The following recommendations are made:

Project Number BR-30-2203, D.M. Smith Building Renewal, Georgia Institute of Technology

Project Description: Authorized by the Board in February 2022, this renovation and renewal of the David M. Smith Building (“D.M. Smith”) will address major environmental and accessibility deficiencies and provide more effective spaces for teaching and learning for Georgia Institute of Technology’s (“GIT”) School of Public Policy (the “Project”). Built in 1923 as the Carnegie Physics Building, D.M. Smith is a four-story building totaling approximately 38,000 square feet located at 685 Cherry Street NW in Atlanta. Similar to renovations completed on other historic GIT buildings, the Project will create spaces within D.M. Smith that reflect the current needs of the occupants for instruction and research, while respecting the historic character of the building.

Total Project Cost:	\$26,000,000
Construction Cost (Stated Cost Limitation):	\$17,750,000

The Project will be funded from institutional funds.

Number of design professional firms that applied for this commission: 13

Recommended firms in rank order:

- 1)
- 2)
- 3)

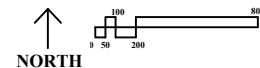
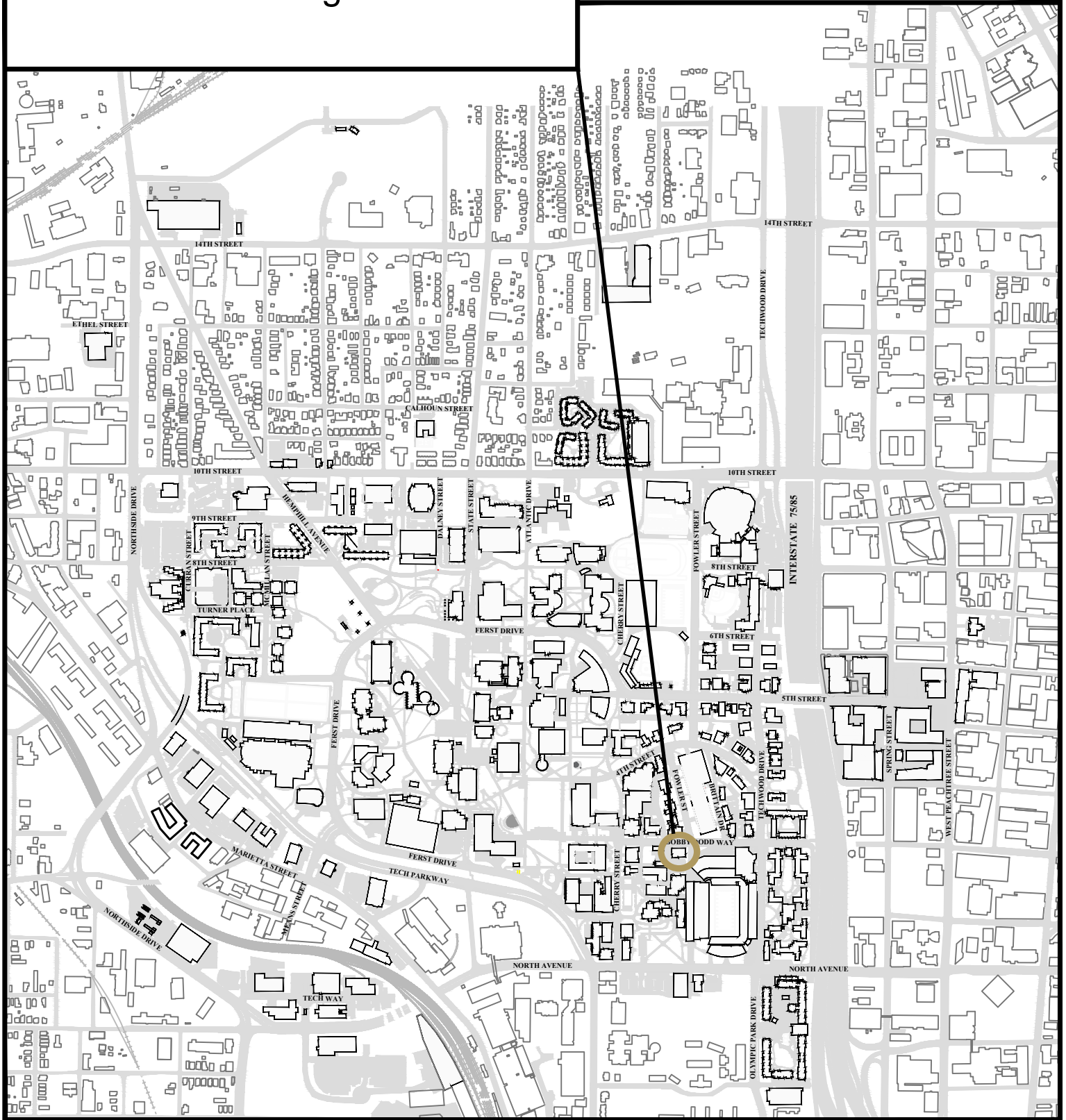
Number of construction management firms that applied for this commission: 12

Recommended firms in rank order:

- 1)
- 2)
- 3)

D.M. Smith Building Renewal

Georgia Institute of Technology Campus Map - May 2022



4. **Ranking of Design-Build Firms, Project No. BR-50-2202, Fulton Street Parking Deck, Georgia State University**

Recommended: That the Board approve the ranking of the design-build 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-50-2202, Fulton Street Parking Deck, Georgia State University

Project Description: Authorized by the Board in April 2022, this proposed parking facility will consist of a five-level structured parking deck on the existing surface parking lot at the corner of Fulton Street and Pollard Boulevard in Atlanta (the “Project”). Located directly across from the Georgia State University Convocation Center, which is currently under construction, the deck will provide 805 structured parking spaces and 205 surface lot spaces. The deck will include new lighting, security cameras, and access controls, and would contain the required amount of ADA-compliant parking spaces.

The Project will be funded from institutional funds.

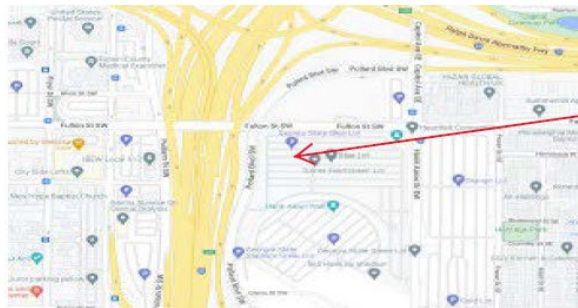
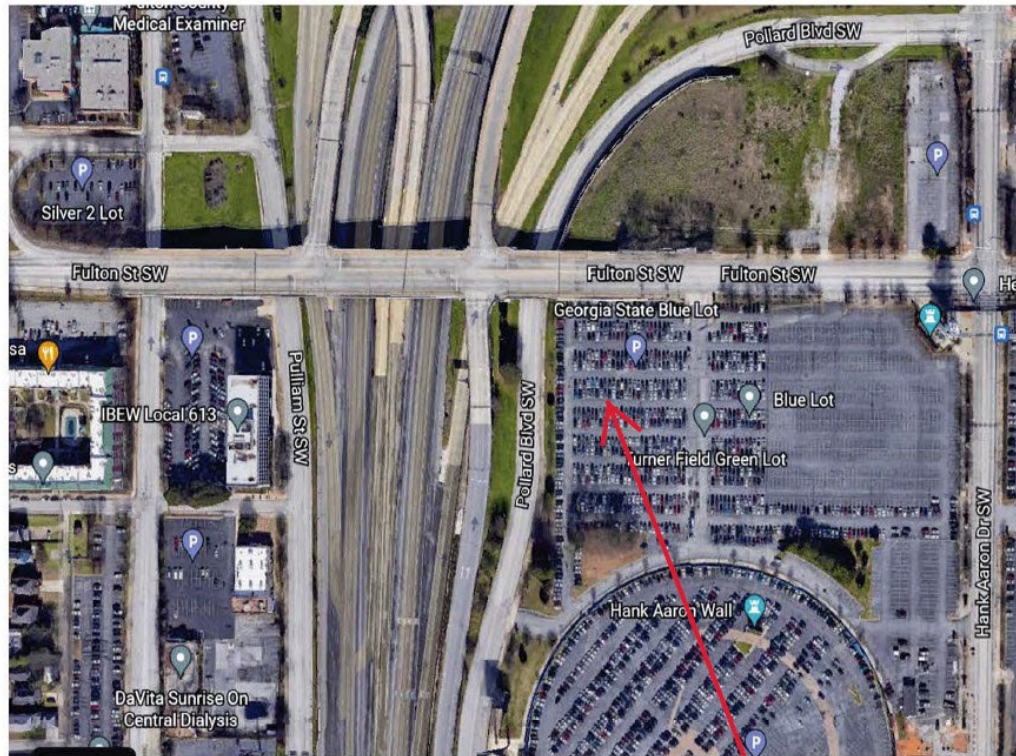
Total Project Cost:	\$28,750,000
Construction Cost (Stated Cost Limitation):	\$24,000,000

Number of firms that applied for this commission: 7

Recommended firms in rank order:

- 1)
- 2)
- 3)

Fulton Street Parking Deck



Proposed Fulton
Street Parking
Deck site

5. **Ranking of Design-Build Firms, Project No. BR-10-2205, Hull Street Parking Deck Expansion, University of Georgia**

Recommended: That the Board approve the ranking of the design-build 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-10-2205, Hull Street Parking Deck Expansion, University of Georgia

Project Description: Authorized by the Board in February 2022, the proposed expansion of the 619-space Hull Street Parking Deck on the Athens campus of the University of Georgia ("UGA") will provide approximately 419 new parking spaces, including spaces needed to meet requirements of the Americans with Disabilities Act (the "Project"). The Project will require excavation and demolition of the deck's north exterior wall and construction of new retaining walls. UGA intends to keep the deck operational during demolition and construction of the expansion.

The Project will be funded from institutional auxiliary services reserve funds.

Total Project Cost:	\$14,400,000
Construction Cost (Stated Cost Limitation):	\$12,225,000

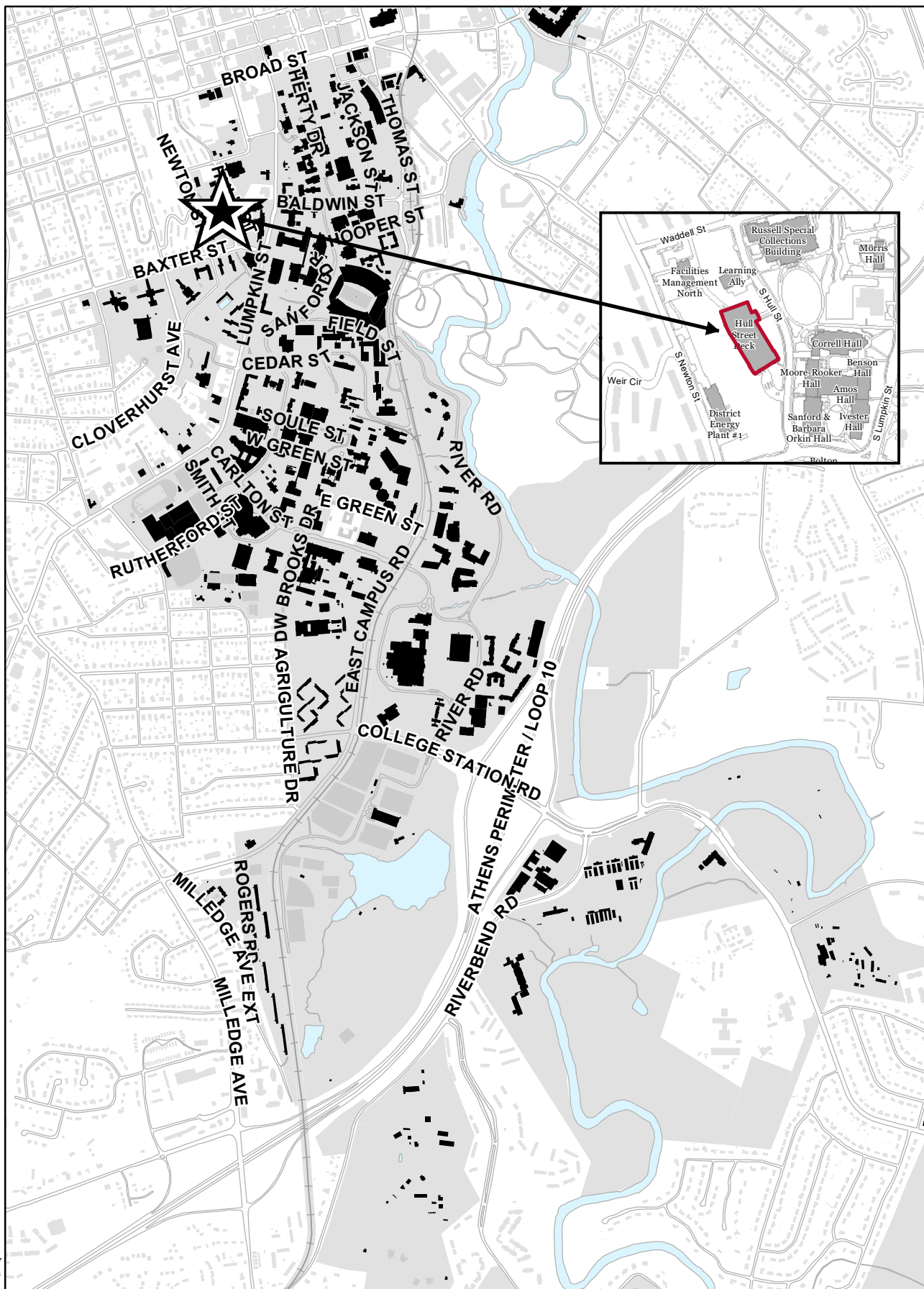
Number of firms that applied for this commission: 8

Recommended firms in rank order:

- 1)
- 2)
- 3)



Hull Street Parking Deck Expansion



6. **Ranking of Design Professional and Construction Management Firms, Project No. BR-10-2206, Hill Community Improvements, University of Georgia**

Recommended: That the Board approve the ranking of the design professional firms and construction management firms named below for the identified project and authorize contract negotiations to proceed with each 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.

Qualifications-based selection processes were held in accordance with Board of Regents procedures to identify and rank firms. The following recommendations are made:

Project No. BR-10-2206, Hill Community Improvements, University of Georgia

Project Description: Authorized by the Board in February 2022, this project will involve the reconfiguration and modernization of five residential halls located in the Hill Community on the Athens campus of the University of Georgia: Boggs, Church, Hill, Lipscomb and Mell Halls (collectively, the “Halls”). The proposed modifications to the Halls, which were constructed in 1961, would reconfigure and upgrade the main building lobbies, enhance bathroom privacy, and improve the student experience through new amenities in the student lounges, laundry areas, and community kitchens (the “Project”).

The Project will be funded from institutional housing auxiliary reserve funds.

Total Project Cost:	\$20,000,000
Construction Cost (Stated Cost Limitation):	\$15,140,000

Number of design professional firms that applied for this commission: 7

Recommended firms in rank order:

- 1)
- 2)
- 3)

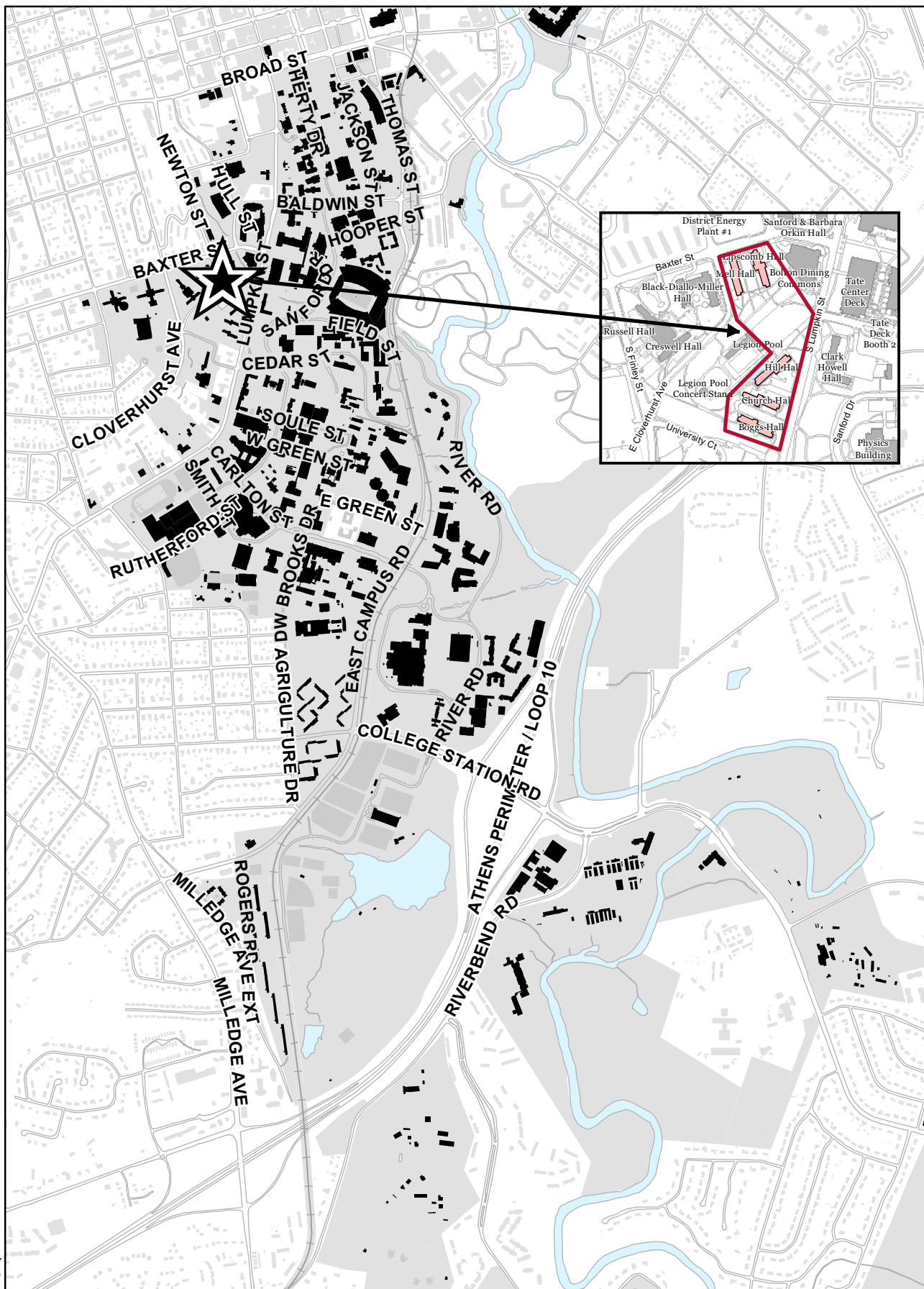
Number of construction management firms that applied for this commission: 5

Recommended firms in rank order:

- 1)
- 2)
- 3)



Hill Community Improvements



7. **Authorization of Project No. BR-50-2203, Urban Life 1st Floor Renovation for Nursing, Georgia State University**

Recommended: That the Board authorize Project No. BR-50-2203, Urban Life 1st Floor Renovation for Nursing, Georgia State University (“GSU”), with a total project budget of \$7,485,000 to be funded from \$1,485,000 in institutional funds and \$6,000,000 in private donations.

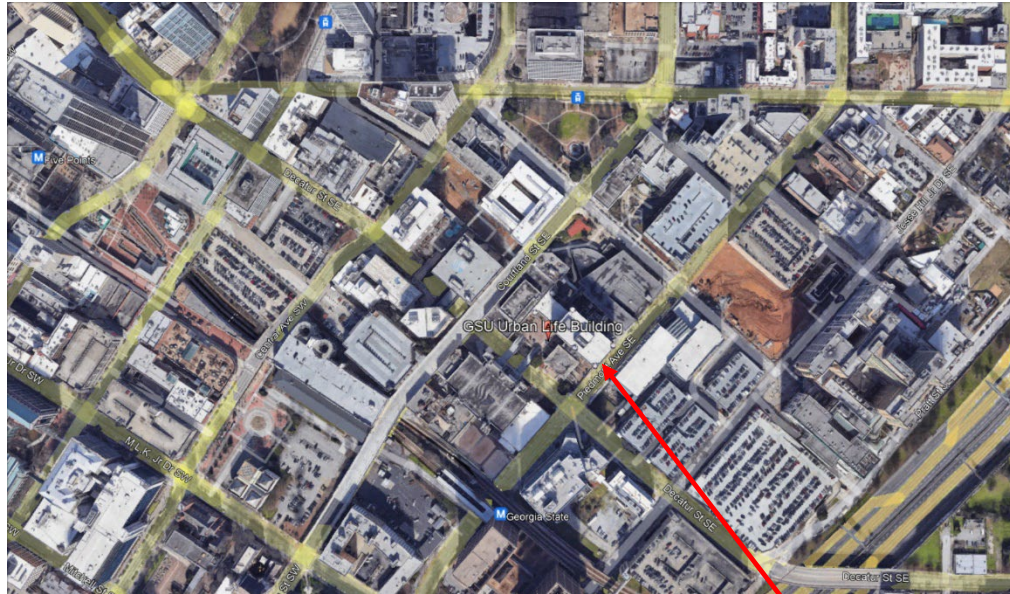
Understandings: GSU’s Byrdine F. Lewis College of Nursing and Health Professions (the “College”) is collaborating with Grady Hospital to address the nursing shortage in the state of Georgia. Through this partnership, the College plans to increase its annual admission to the baccalaureate nursing program from 170 students to 250 students over the next three years. To accomplish this goal, GSU proposes to renovate approximately 16,600 square feet of the first floor of the Urban Life Building (the “Building”) on its Atlanta campus to provide additional clinical lab and nursing simulation suite space (the “Project”).

Located contiguous to space in the Building that is currently occupied by the College, the renovated space would include clinical skills laboratories with adjacent storage, inter-professional education simulation suites with control rooms and adjacent storage, debriefing rooms, and administrative offices.

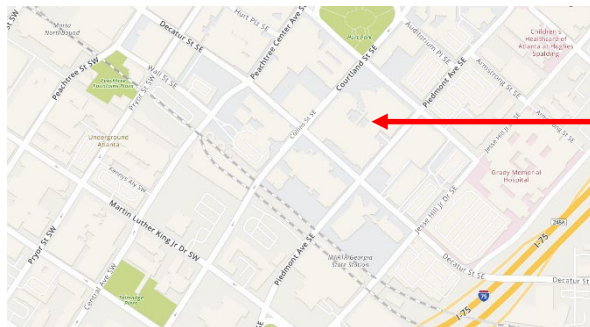
The estimated construction cost for the Project is \$4,900,000. The Project is consistent with GSU’s master plan.

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

Urban Life 1st Floor Renovation for Nursing



Urban Life Building



8. Termination of Rental Agreement and Gift of Real Property, Building A, Georgia Gwinnett College

Recommended: That the Board approve an advance rental payment in an amount not to exceed \$860,000 to TUFF Gwinnett Center, LLC (the “LLC”) for leased property located at 2005 Scholarship Place in Lawrenceville, which consists of approximately 9.74 acres of land developed with a single-story classroom/office building totaling approximately 123,918 square feet commonly known as Building A (collectively, the “Property”), for the use and benefit of Georgia Gwinnett College (“GGC”).

Recommended further: That the Board acknowledge that the advance rental payment would allow the early termination of the rental agreement (the “Early Termination”) for the Property between the LLC, as Landlord, and the Board of Regents, as Tenant, which is currently scheduled to terminate in August 2023, and the LLC’s immediate gifting of the Property to the Board of Regents.

Recommended further: That the Board approve the acquisition of the Property as a gift from the LLC (the “Gift”).

Understandings: In January 2001, the Board entered into a lease agreement with TUFF Gwinnett Center, LLC for the Property. Although the remaining rental obligation associated with the Property is \$959,250, the LLC has agreed to lower the advance rental payment amount, which would result in savings of \$100,240 to GGC. Subject to the Board’s approval of the Gift and a determination that there are no significant adverse title or environmental issues, the LLC will transfer the Property to the Board of Regents within 45 days of the Early Termination.

Acquisition of the Property is consistent with GGC’s master plan. There are no known reversions, restrictions, or adverse easements associated with the Property.

Funding for the advance rental payment would be from institutional funds.

Termination of Rental Agreement and Gift of Real Property, Building A,
Georgia Gwinnett College



Campus Map



9. **Amendment to Rental Agreement, North Avenue Dining Facility, Georgia Institute of Technology**

Recommended: That the Board approve an advance rental payment in an amount not to exceed \$6,600,000 to Georgia Tech Facilities, Inc. (“GTFI”) for leased property known as the North Avenue Dining Facility (the “NAD”), a student dining facility totaling approximately 20,000 square feet located in the North Avenue Apartments (the “Apartments”) at 120 North Avenue NW in Atlanta, for the use and benefit of Georgia Institute of Technology (“GIT”).

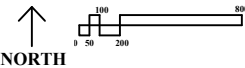
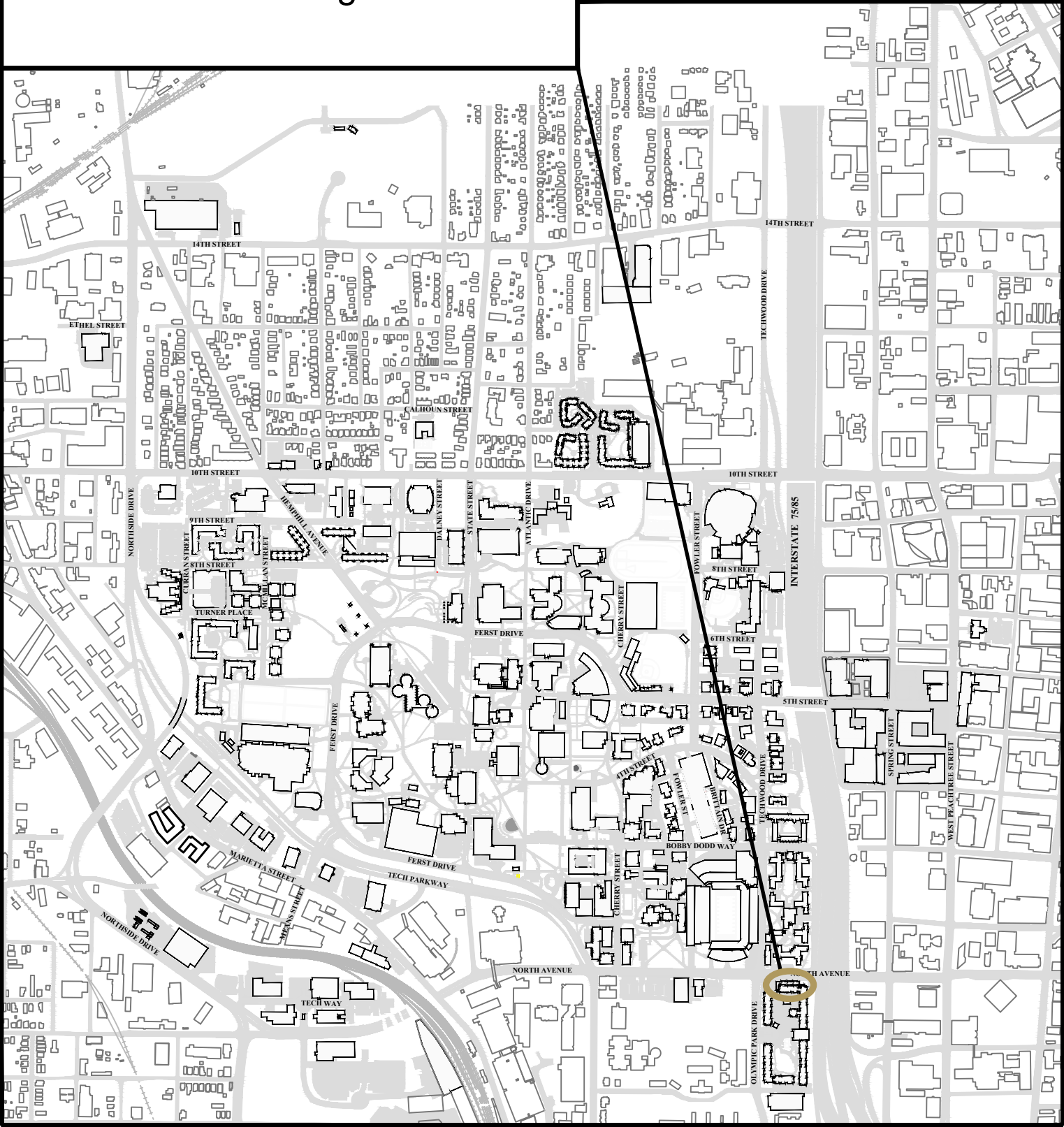
Recommended further: That the Board acknowledge that the rental agreement for the NAD between GTFI, as Landlord, and the Board of Regents, as Tenant, which is currently scheduled to terminate in 2036, would be amended to reflect the advance rental payment and rent payment savings.

Understandings: In April 2007, the Board approved a ground lease to GTFI that allowed for the renovation and construction of the Apartments, which are situated on approximately 7.97 acres of land owned by the Board of Regents. Upon completion of construction, GTFI leased the Apartments to the Board of Regents. The rental agreement was subsequently amended to provide for construction of the NAD for which GIT currently pays approximately \$590,000 in net annual rent. The advance rental payment would allow for approximately \$976,000 in gross rent payment savings to GIT.

Funding for the advance rental payment would be sourced from institutional funds.

North Avenue Dining

Georgia Institute of Technology Campus Map - May 2022



10. Termination of Ground Lease and Rental Agreement, Carbon Neutral Energy Solutions Laboratory, Georgia Institute of Technology

Recommended: That the Board approve an advance rental payment in an amount not to exceed \$11,000,000 to Georgia Tech Facilities, Inc. (“GTFI”) for leased property located at 495 Tech Way NW in Atlanta, which consists of a multi-story structure totaling approximately 45,000 square feet of laboratory and office space known as the Carbon Neutral Energy Solutions Laboratory (the “CNES Lab”), for the use and benefit of Georgia Institute of Technology (“GIT”).

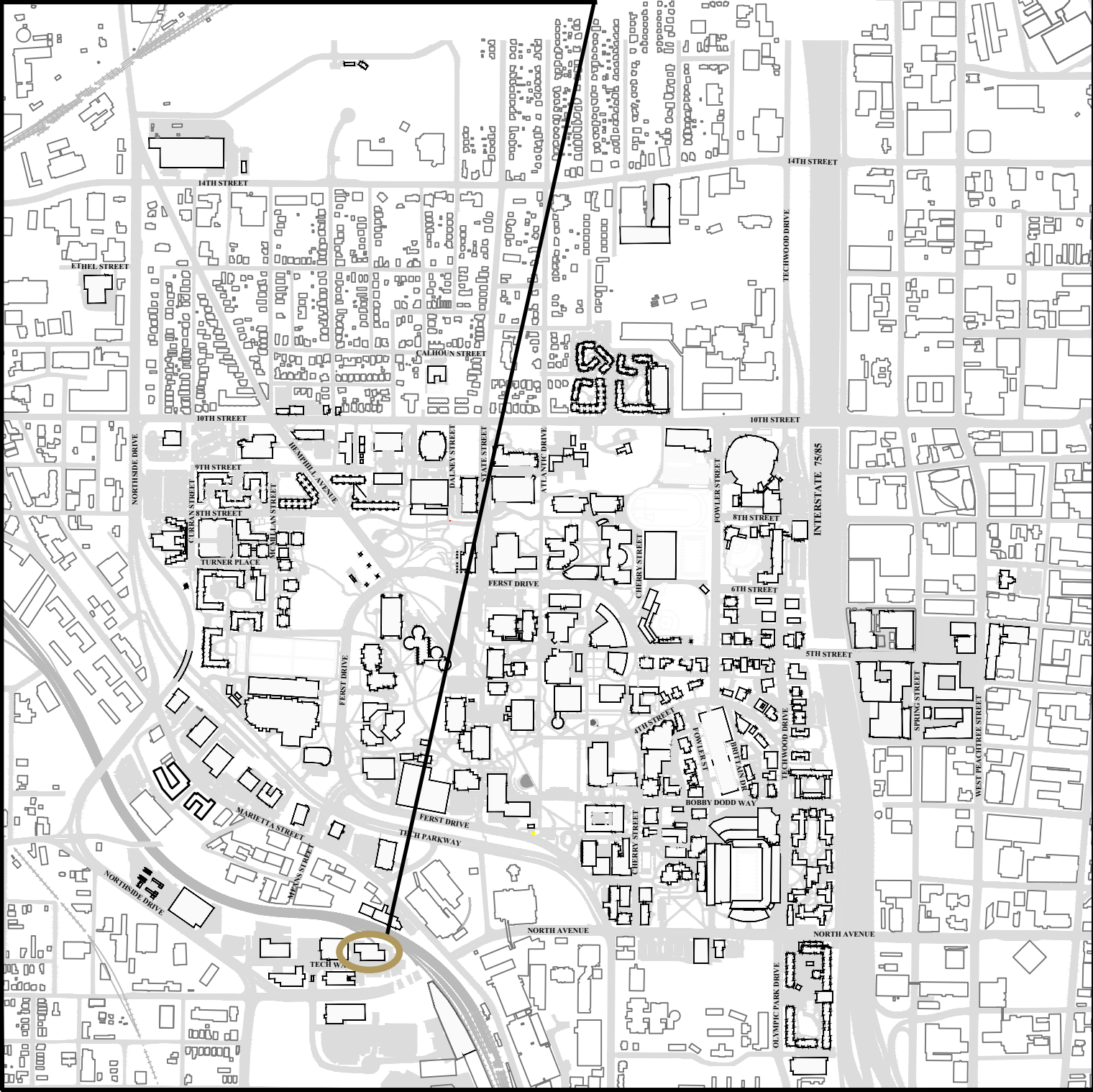
Recommended further: That the Board acknowledge that the advance rental payment would allow the simultaneous early termination of the ground lease from the Board of Regents, as Lessor, and GTFI, as Lessee, and the rental agreement for the CNES Lab between GTFI, as Landlord, and the Board of Regents, as Tenant, which are both currently scheduled to terminate in 2041 (collectively, the “Early Terminations”). The Early Terminations would result in reversion of the improved real property to the Board of Regents.

Understandings: In March 2010, the Board approved a ground lease to GTFI that allowed for the construction of the CNES Lab, which is situated on approximately 2.62 acres of land owned by the Board of Regents. Upon completion of construction, GTFI leased the CNES Lab to the Board of Regents for which GIT pays approximately \$725,000 in net annual rent. The advance rental payment would allow for the Early Terminations, resulting in approximately \$2.34 million in gross rent payment savings to GIT and the Board of Regents’ immediate ownership of the CNES Lab.

Funding for the advance rental payment would be sourced from indirect cost recovery revenues.

Carbon Neutral Energy Solutions Laboratory

Georgia Institute of Technology Campus Map - May 2022



11. Termination of Rental Agreement and Gift of Real Property, Building 1N, Newton Campus, Georgia State University

Recommended: That the Board approve an advance rental payment in an amount not to exceed \$14,000,000 to GPC Foundation Real Estate Newton, LLC (the “LLC”) for leased property located at 239 Cedar Lane in Covington, which consists of approximately 1.243 acres of land developed with a three-story office building totaling approximately 100,614 square feet commonly known as Building 1N (collectively, the “Property”), for the use and benefit of Georgia State University (“GSU”).

Recommended further: That the Board acknowledge that the advance rental payment would allow for the early termination of the rental agreement (the “Early Termination”) for the Property between the LLC, as Landlord, and the Board of Regents, as Tenant, which is currently scheduled to terminate in June 2035, and the LLC’s immediate gifting of the Property to the Board of Regents.

Recommended further: That the Board approve the acquisition of the Property as a gift from the LLC (the “Gift”).

Understandings: In November 2005, the Board approved Georgia Perimeter College’s lease of the Property, which contains classrooms, faculty and administrative offices, laboratories, and a student center. GSU assumed the lease through its consolidation with Georgia Perimeter College and currently pays base rent of \$713,136 annually for the Property. The proposed advance payment would allow for the Early Termination, resulting in approximately \$2,853,000 in gross rent payment savings to GSU. Subject to the Board’s approval of the Gift and a determination that there are no significant adverse title or environmental issues, the LLC will transfer the Property to the Board of Regents within 45 days of the Early Termination.

Acquisition of the Property is consistent with GSU’s master plan. There are no known reversions, restrictions, or adverse easements associated with the Property.

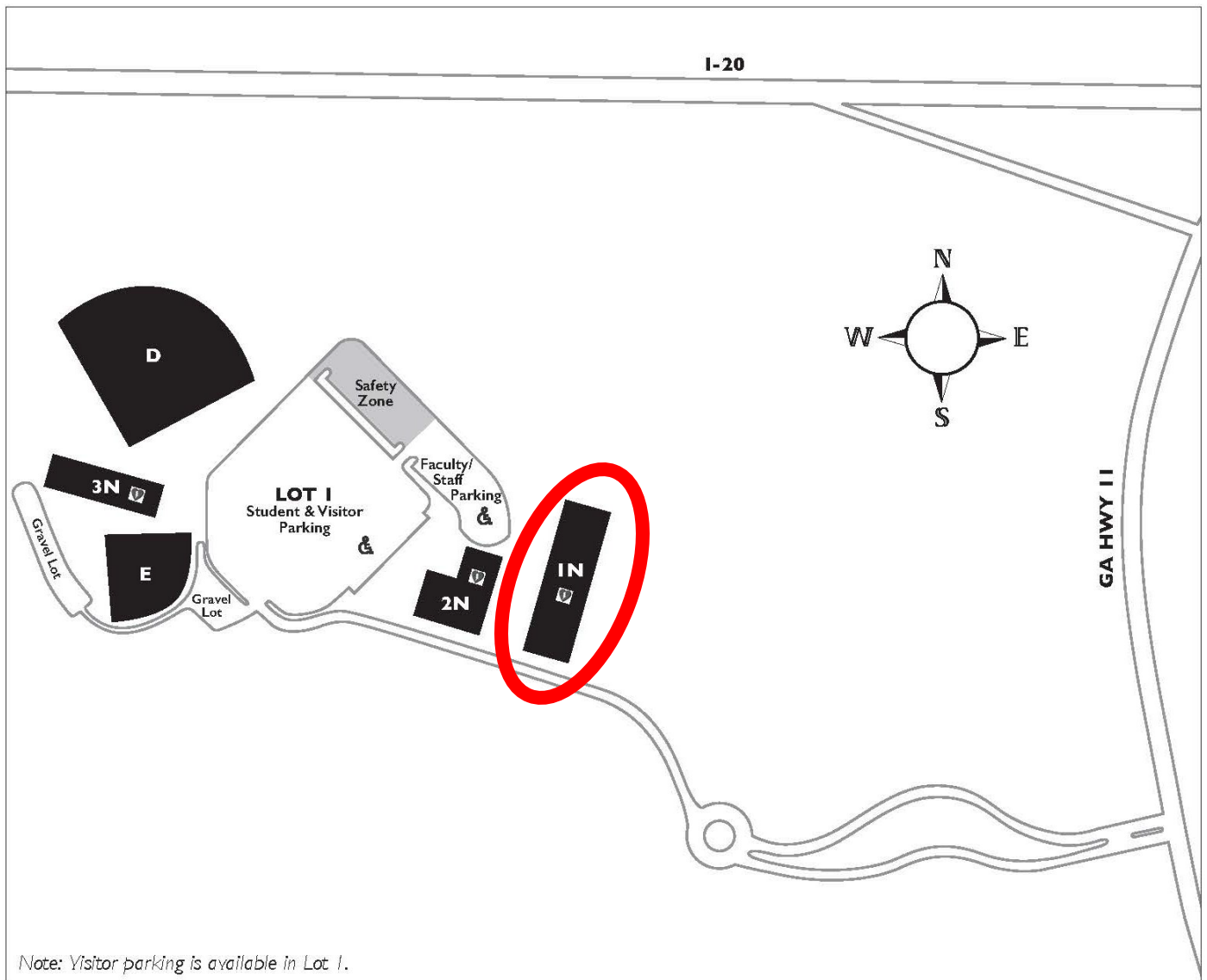
Funding for the advance rental payment would be sourced from available institutional funds.

Termination of Rental Agreement and Gift of Real Property, Building 1N, Newton Campus, Georgia State University



Welcome to the NEWTON CAMPUS

239 Cedar Lane, Covington, GA 30014



12. Termination of Air Rights Lease, Easement and Operating Agreement, and Rental Agreement for Parker H. Petit Science Center, Georgia State University

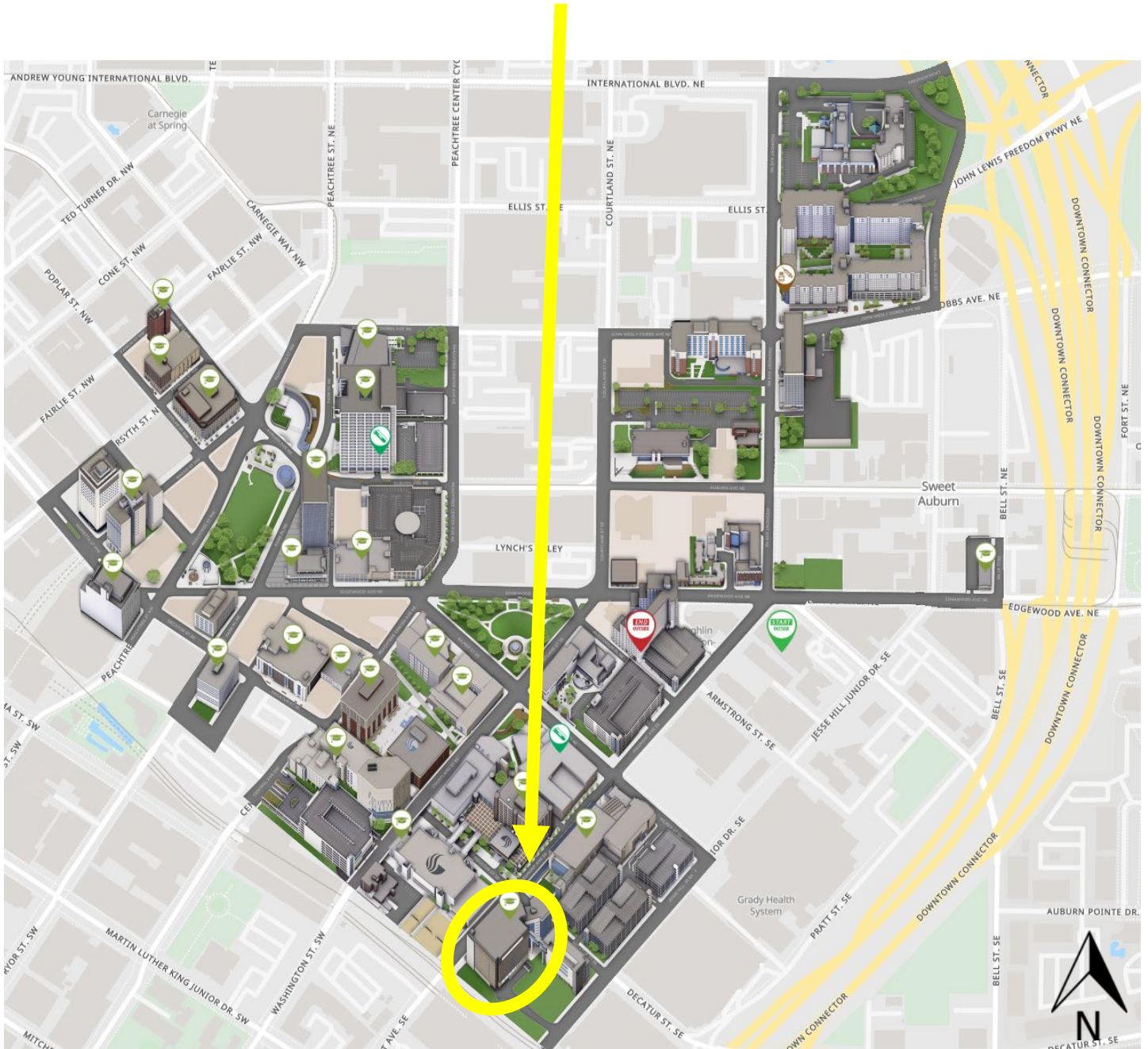
Recommended: That the Board approve an advance rental payment in an amount not to exceed \$71,000,000 to Science Park, LLC (the “LLC”) for leased property located at 100 Piedmont Avenue in Atlanta, which consists of Floors 5 through 9 (the “Floors”) totaling approximately 204,725 square feet of laboratory and office space in the building known as the Parker H. Petit Science Center (“PSC”), for the use and benefit of Georgia State University (“GSU”).

Recommended further: That the Board acknowledge that the advance rental payment would allow for the simultaneous early termination of the air rights lease, together with the easement and operating agreement, from the Board of Regents, as Lessor, and the LLC, as Lessee, and the rental agreement for the Floors between the LLC, as Landlord, and the Board of Regents, as Tenant, which are both currently scheduled to terminate in 2038 (collectively, the “Early Terminations”). The Early Terminations would result in reversion of the improved real property to the Board of Regents.

Understandings: In November 2007, the Board approved an air rights lease to the LLC that allowed for the construction of the Floors, which is situated on approximately 3.163 acres of land owned by the Board of Regents. Upon completion of construction, the LLC leased the Floors to the Board of Regents for which GSU pays approximately \$5,607,650 in annual rent. The advance rental payment would allow for the Early Terminations, resulting in approximately \$18,436,000 in gross rent payment savings to GSU and the Board of Regents’ immediate ownership of the Floors and the complete ownership of the PSC.

Funding for the advance rental payment would be sourced from indirect cost recovery revenues.

Parker H. Petit Science Center



13. Termination of Ground Lease and Rental Agreement, Rutherford Hall, University of Georgia

Recommended: That the Board authorize an advance rental payment in an amount not to exceed \$9,900,000 to UGAREF Rutherford Hall, LLC (“UGAREF”) for leased property located at 305 Cedar Street in Athens, which consists of an approximately 261-bed residence hall known as Rutherford Hall (“Rutherford Hall”), for the use and benefit of the University of Georgia (“UGA”).

Recommended further: That the Board acknowledge that the advance rental payment would allow the simultaneous early termination of the ground lease from the Board of Regents, as Lessor, and UGAREF, as Lessee, and the rental agreement for Rutherford Hall between UGAREF, as Landlord, and the Board of Regents, as Tenant (collectively, the “Early Terminations”). Both agreements are currently scheduled to terminate in 2033. The Early Terminations would result in reversion of the improved real property to the Board of Regents.

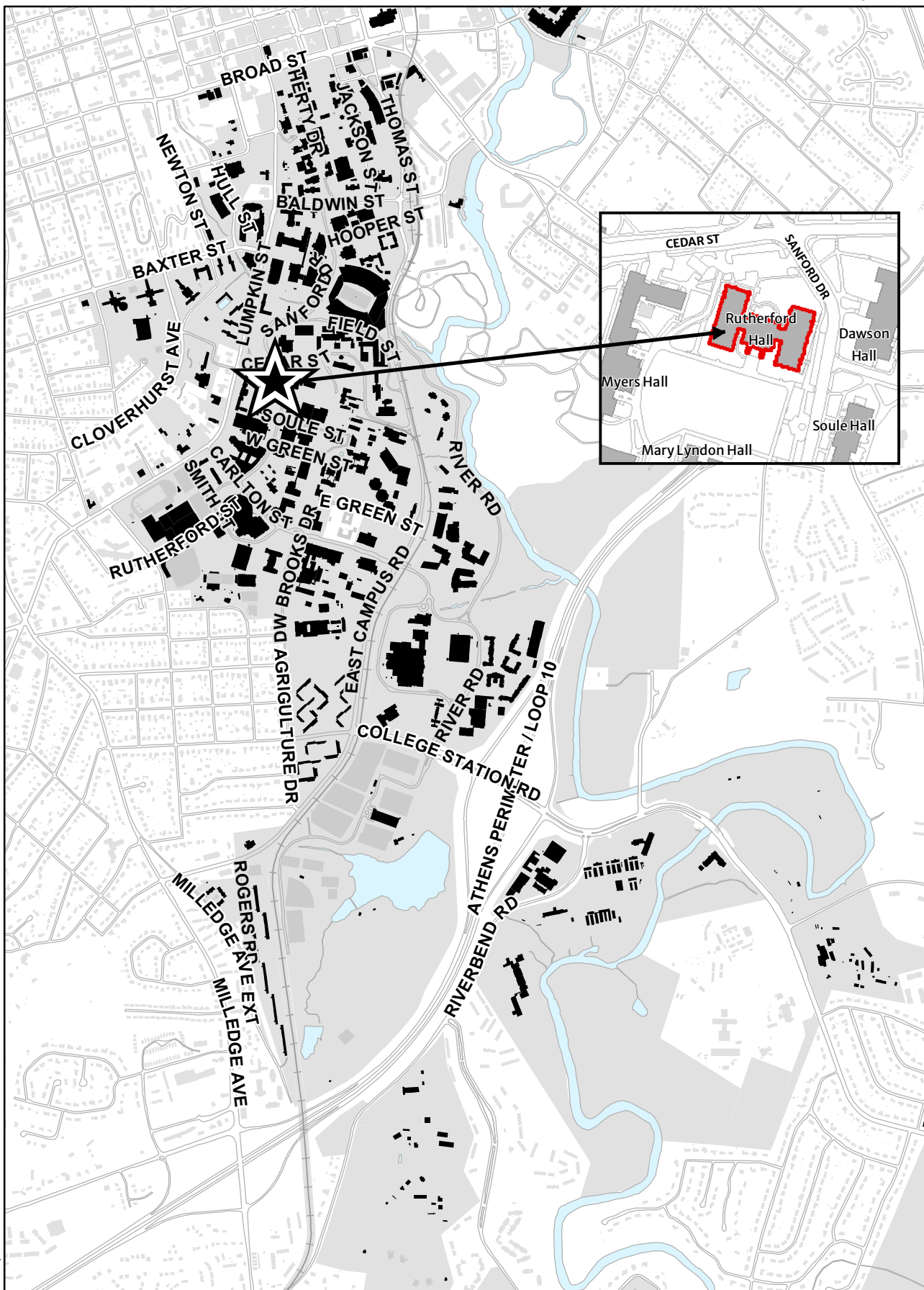
Understandings: In November 2011, the Board authorized the demolition of the then existing Rutherford Hall and authorized the construction of a new Rutherford Hall in the same location. In March 2012, the Board authorized a ground lease to UGAREF that allowed for the construction of Rutherford Hall, which is situated on approximately 0.71 acres of land owned by the Board of Regents. Upon completion of construction, UGAREF leased Rutherford Hall to the Board of Regents on behalf of UGA, which pays approximately \$1,202,000 in annual rent for the facility.

The advance rental payment would allow for the Early Terminations, resulting in approximately \$3,324,000 in gross rent payment savings to UGA and the Board of Regents’ immediate ownership of Rutherford Hall.

Funding for the advance rental payment would be sourced from housing auxiliary reserves.



Termination of Ground Lease and Rental Agreement, Rutherford Hall



14. Termination of Rental Agreement and Gift of Real Property, Athletic Fieldhouse, Valdosta State University

Recommended: That the Board approve an advance rental payment in an amount not to exceed \$2,600,000 to VSU Foundation, Inc., (the “Foundation”) for leased property located at 605 West Mary Street in Valdosta, which consists of approximately one acre of land developed with a building totaling approximately 40,780 square feet commonly known as the Athletic Fieldhouse (collectively, the “Property”), for the use and benefit of Valdosta State University (“VSU”).

Recommended further: That the Board acknowledge that the advance rental payment would allow the early termination of the rental agreement (the “Early Termination”) for the Property between the Foundation, as Landlord, and the Board of Regents, as Tenant, which is currently scheduled to terminate in September 2028, and the Foundation’s immediate gifting of the Property to the Board of Regents.

Recommended further: That the Board approve the acquisition of the Property as a gift from the Foundation (the “Gift”).

Understandings: In 2007, the Board approved VSU’s lease of the Property, which contains five classrooms, two computer labs and study areas, men’s and women’s locker rooms, weight training and sports medicine areas, and offices utilized by faculty and staff from multiple disciplines at the institution. VSU currently pays base rent of \$568,700 annually for the Property. The proposed advance payment would allow for the Early Termination, resulting in approximately \$689,000 in gross rent payment savings to VSU. The savings will accrue directly to VSU students based on an action taken by the Board at the April Board meeting to eliminate the \$32 Athletic Fieldhouse Fee.

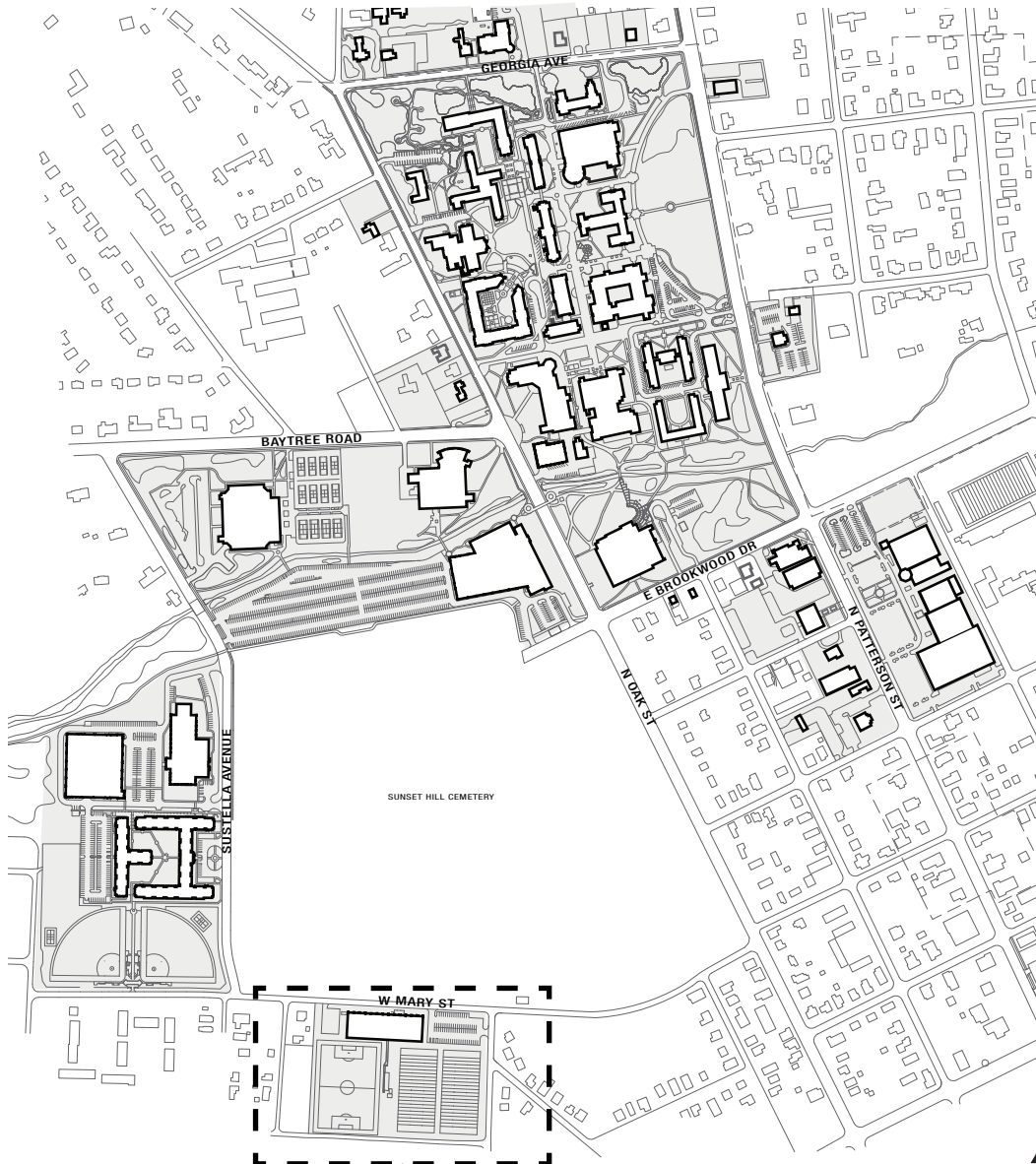
Subject to the Board’s approval of the Gift and a determination that there are no significant adverse title or environmental issues, the Foundation will transfer the Property to the Board of Regents within 45 days of the Early Termination.

Acquisition of the Property is consistent with VSU’s master plan. There are no known reversions, restrictions, or adverse easements associated with the Property.

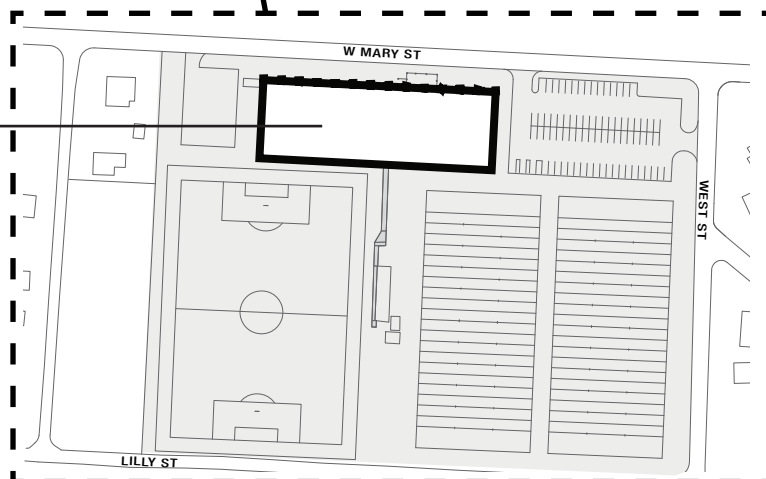
Funding for the advance rental payment would be sourced from institutional funds.



VALDOSTA STATE UNIVERSITY



ATHLETIC
FIELDHOUSE



MAIN CAMPUS

15. Sub-Rental Agreement, 1575 Northside Drive, Atlanta, Georgia Institute of Technology

Recommended: That the Board authorize execution of a sub-rental agreement of approximately 18,436 rentable square feet (“RSF”) of office space at 1575 Northside Drive NW in Atlanta (the “Property”) between Georgia Tech Applied Research Corporation, as Landlord, and the Board of Regents, as Tenant, for the use and benefit of the Georgia Institute of Technology (“GIT”). This sublease would cover an initial term commencing around July 1, 2022, and ending June 30, 2023, at a monthly rent of \$29,190.33 (\$350,284.00 per year annualized/\$19.00 per RSF), with options to renew the lease on an annual basis for four consecutive, one-year periods plus a fifth term of ten months ending April 30, 2028. Base rent would increase 3.0% each October 1 throughout the term of agreement.

Understandings: In August 2014, the Board authorized GIT’s lease of approximately 32,787 RSF of space in Suites 100 and 200 of the Property’s Building 200 for use by researchers from the Cyber Technology and Information Security Laboratory, Electronic Systems Laboratory, and Advanced Concepts Laboratory of the Georgia Tech Research Institute (“GTRI”). In December 2019, GIT increased its presence in Building 200 by 5,134 RSF through the addition of Suite 250. This space was needed to accommodate growth in the support units at the Property, including enterprise systems, information systems, sponsored program support, support services, and accounting. Most recently in August 2021, the Board approved the sublease of 9,867 RSF in Suite 250 of Building 100 to relocate additional GTRI support staff to the Property.

The proposed sublease would further increase GIT’s presence at the Property, known as Atlanta Technology Center, to approximately 66,224 RSF. Located on the first floor of Building 100, this latest expansion would house the five divisions of GTRI’s Talent Management Department (“TMD”): Human Resources, Organizational Development, Employee Performance, Diversity and Inclusion, and Recruiting. In addition to TMD, GTRI also plans to locate its Communications Department and the newly formed Diversity Strategy Department in the space. Moving administrative staff to this less expensive location would make other areas available for core applied research within other GTRI labs/initiatives, thus furthering GIT’s strategic efforts to optimize its space usage.

Operating expenses, including a pro-rata share of building operating expenses and janitorial services are estimated to be \$191,181 per year, or approximately \$10.37 per RSF. Revenues generated from GTRI’s sponsored work would pay all costs of this sub-rental agreement.



Atlanta Technology Center
1575 Northside Drive · Atlanta, Georgia

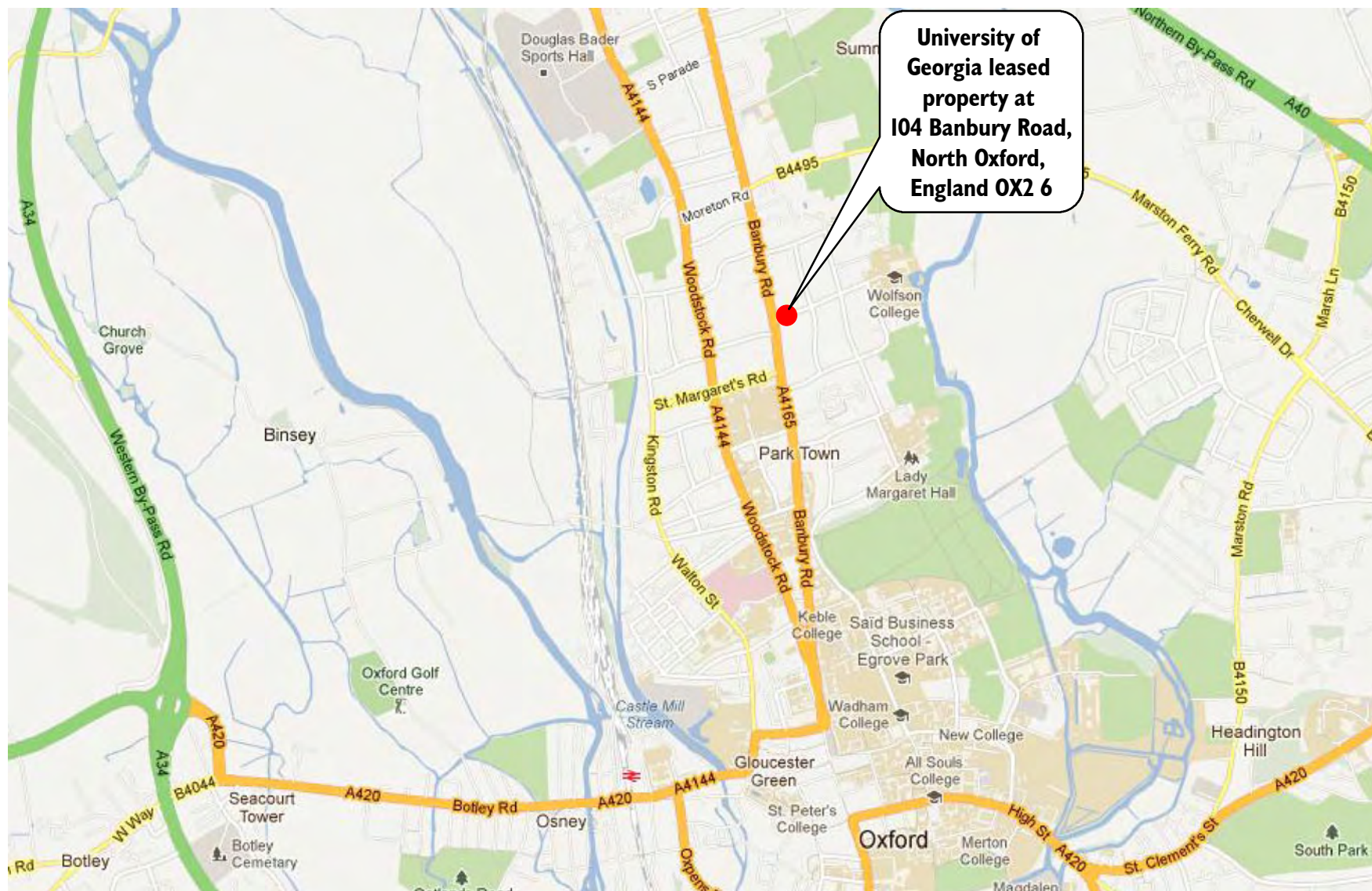


16. Amendment to Rental Agreement, 104 Banbury Road, Oxford, England, University of Georgia

Recommended: That the Board authorize execution of an amendment to a rental agreement between The University of Georgia Foundation, as Landlord, and the Board of Regents, as Tenant, for approximately 9,987 square feet of residential and related amenity space located at 104 Banbury Road in Oxford, England for the use and benefit of the University of Georgia (“UGA”). This amendment would provide for further extension of the rental agreement by adding five consecutive, one-year renewal term options. The first additional renewal term would cover the period from July 1, 2022, through June 30, 2023, at an average monthly rent of \$54,187.42 (\$650,249.04 annualized / \$65.11 per square foot, per year). Rental amounts would increase approximately 3.00% for each subsequent extension period.

Understandings: This three-story Victorian dwelling provides residential housing for students participating in UGA’s study abroad program at Oxford University in England. Located on a city bus stop, the property provides convenient access to nearby classroom and library spaces. The UGA at Oxford program has been in existence for over 25 years and has occupied this facility since 2007.

As the sole tenant of the residence, UGA is responsible for utilities and janitorial expenses. Additional rent may also be due to cover increased operating expenses incurred by the Landlord over the term of the lease. Institution funds would be used to pay all expenses associated with the extended agreement.

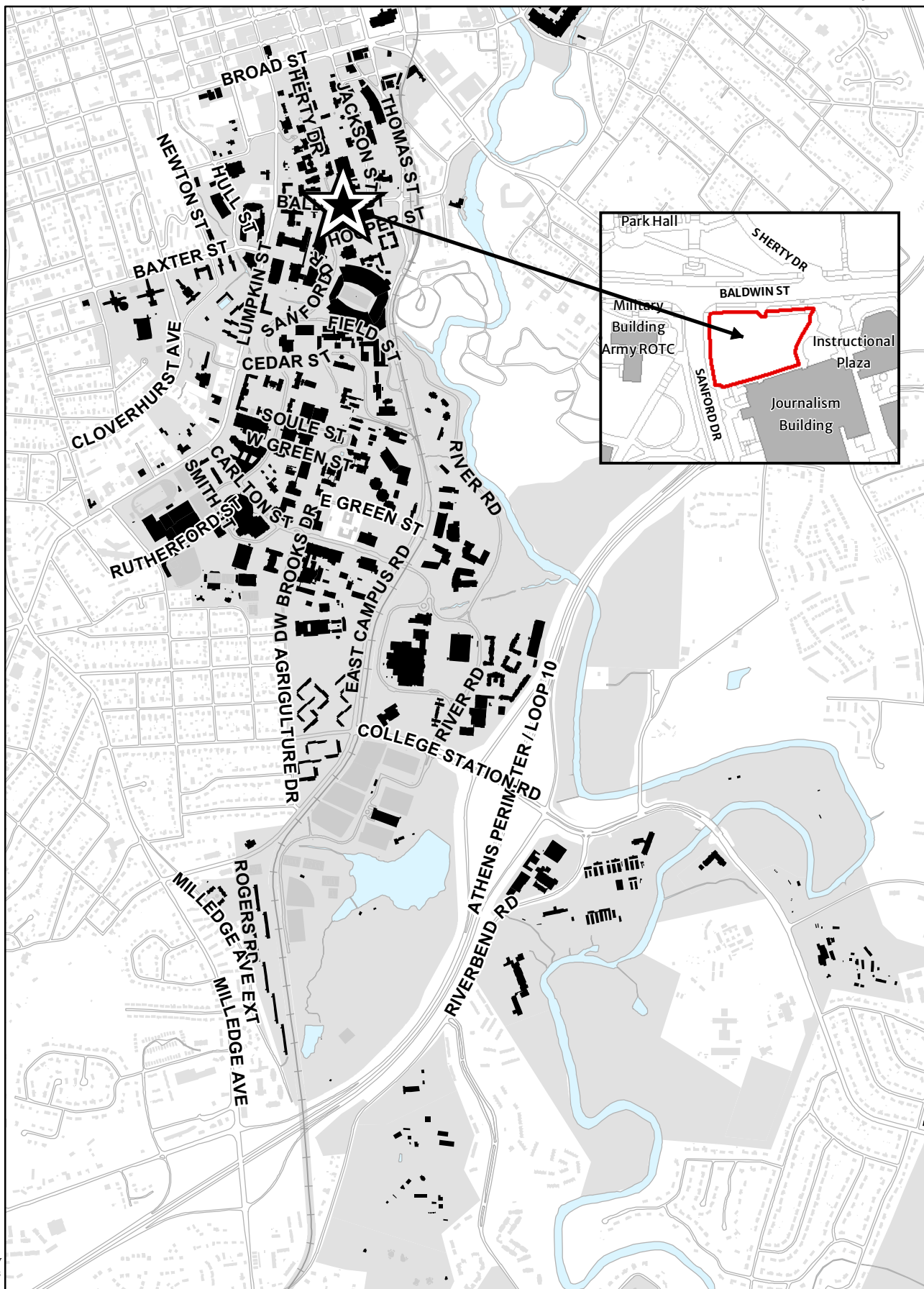


17. Naming of The Schnitzer Family Media Lawn, University of Georgia

Recommended: That the Board approve the naming of the lawn outside the Journalism Building at the University of Georgia (“UGA”), home to the Grady College of Journalism and Mass Communication (“Grady College”), as “The Schnitzer Family Media Lawn” in recognition of the philanthropic support of Mr. Ken Schnitzer.

Understandings: President Jere Morehead confirms that this naming conforms to UGA’s naming guidelines and with the Board of Regents naming policy.

Mr. Schnitzer currently serves as Chairman of Avondale Group, a leading vehicle retailer in Texas, and has been a generous supporter of UGA and its Grady College through his membership on the Parents Leadership Council. His daughter, Lauren Schnitzer, graduated from UGA last year with a degree in Public Relations. As a show of appreciation for Lauren’s rewarding experience at UGA, Mr. Schnitzer has provided a \$1,000,000 gift and requested that his family be honored through the naming of this outdoor space.



18. Naming of Carl and Barbara Parks Outdoor Dining, University of Georgia

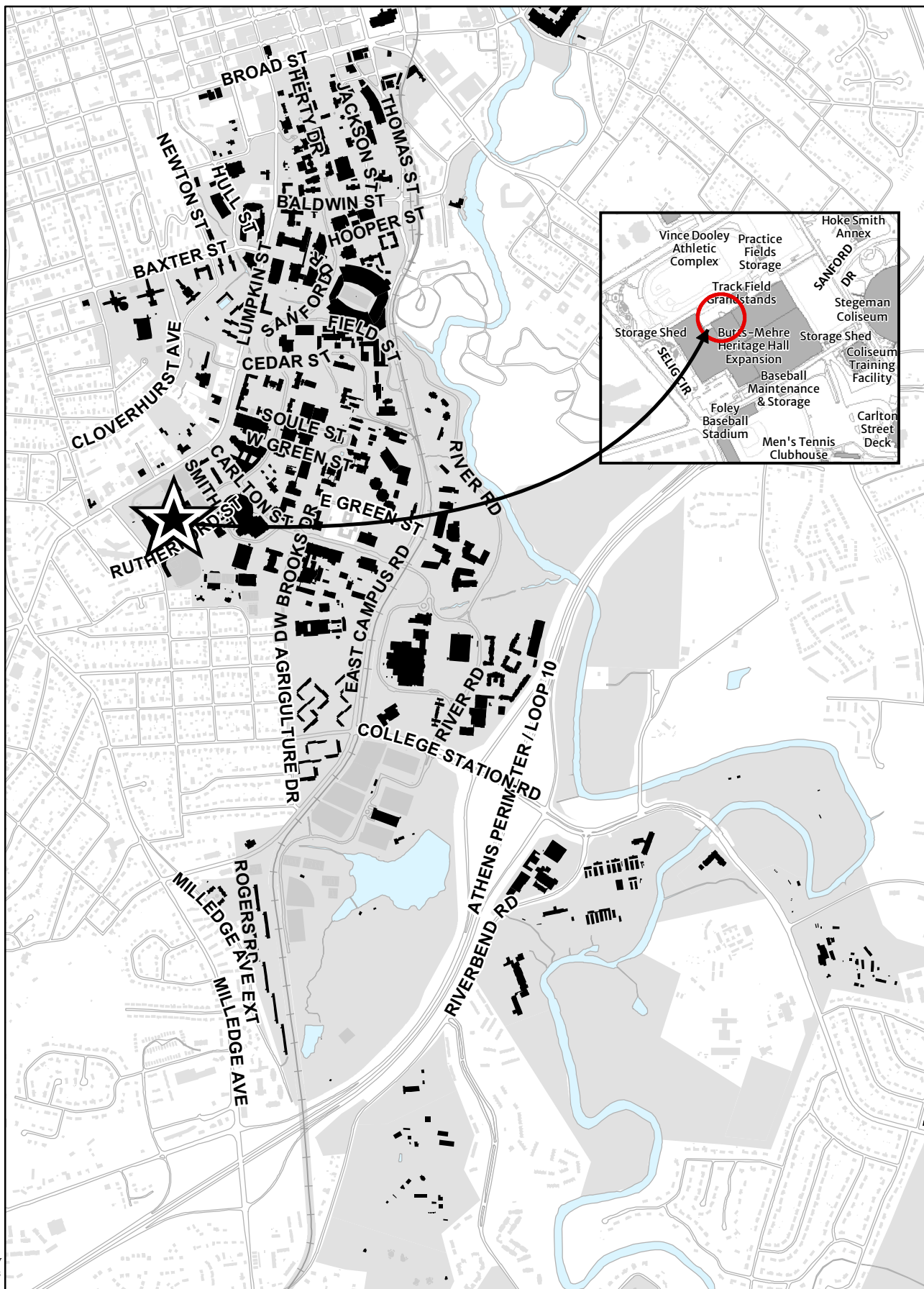
Recommended: That the Board approve the naming of the outdoor dining area at Butts-Mehre Heritage Hall at the University of Georgia (“UGA”) as “Carl and Barbara Parks Outdoor Dining” in recognition of the philanthropic support of Carl and Barbara Parks.

Understandings: President Jere Morehead confirms that this naming conforms to UGA’s naming guidelines and with the Board of Regents naming policy.

A 1974 graduate of UGA’s Grady College of Journalism with a degree in advertising, Mr. Parks had a long and distinguished career in law, insurance and public affairs. Since retiring to Athens, he and his wife, Barbara, have been consistent contributors to the Women’s Basketball Support Fund, Women’s Gymnastics, Men’s Basketball, and Baseball. Collectively, the Parks have committed over \$1,000,000 to UGA Athletics and are members of the Silver Circle, which is the most prestigious level of giving at the UGA Athletics Association. Their most recent pledge commitment of \$675,000, of which \$525,000 has been received, will support the Student Athlete Services Fund and the Butts-Mehre Expansion Project.



Proposed Naming: Carl and Barbara Parks Outdoor Dining



19. Resolution 2023 General Obligation Bond Issue, Georgia State Financing and Investment Commission, University System of Georgia

Recommended: That the Board adopt the Resolution prepared by the Revenue Division of the Georgia Department of Law covering the issuance of 2023 General Obligation Bonds (“G.O. Bonds”) by the State of Georgia through the Georgia State Financing and Investment Commission for use in funding the projects listed in Appendix I for the University System of Georgia.



Board of Regents FY 2023 Capital Projects Bond Funding

Project No.	Institution	Project Description	Amount
Construction Funds			
J-376	Georgia Gwinnett College	Gateway Building and Infrastructure	\$28,800,000
J-377	University of Georgia	Science Hill Modernization, Phase I	\$37,100,000
J-378	University of North Georgia	Cumming Academic Building Addition	\$11,500,000
J-390	University of North Georgia	Blue Ridge Campus Expansion	\$13,000,000
Design Funds			
J-391	Fort Valley State University	Bywaters, Founders, and Lyons Renovations	\$2,100,000
J-392	University of Georgia	Science Hill Modernization, Phase II	\$2,500,000
Other			
J-393	Middle Georgia State University	Aviation Equipment	\$3,530,000
Small Capital Projects			
J-394	Albany State University	F Building Renovation	\$5,000,000
J-395	Augusta University	Central Energy Plant Upgrades	\$8,700,000
J-396	Clayton State University	Campus Infrastructure, Phase II	\$3,000,000
J-397	Dalton State College	Lorberbaum Hall Interior Renovation	\$4,100,000
J-398	Georgia Southern University	Science Center Lab Renovations	\$2,800,000
J-399	Savannah State University	Design and Construction of New Physical Plant	\$7,500,000
J-400	South Georgia State College	Peterson Hall Instructional Space Renovation	\$5,000,000
J-401	Valdosta State University	Farber Hall Renovation	\$2,000,000
USG Capital Outlay Total			\$136,630,000
Georgia Public Libraries			
GPL-125	Middle Georgia Regional System (Mary Vinson Memorial Library)		\$950,000
GPL-126	Statesboro Regional System (Richmond Hill Library)		\$2,000,000
GPL-127	Athens Regional System (Oconee County Library)		\$900,000
GPL-128	Clayton County System (Riverdale Branch Library)		\$1,400,000
GPL-129	Athens Regional System (East Side Branch Library)		\$2,000,000
GPL-130	South Georgia Regional System (Southside Library)		\$900,000
GPL-131	Henry County System (McDonough Public Library)		\$900,000
GPL-132	Major Repair & Renovation		\$2,000,000
GPL Capital Outlay Total			\$11,050,000
GMC (Pass-Thru Agency)			
GMC-16	Georgia Military College	Design and Renovation of Wilder Hall	\$6,300,000
GMC Capital Outlay Total			\$6,300,000
TOTAL FY 2023 BONDS			\$153,980,000

20. Authorization of Project Budget Modification, Project No. J-347, Bandy Gym Student Recreation Renovations, Dalton State College

Recommended: That the Board modify the budget of Project No. J-347, Bandy Gym Student Recreation Renovations, Dalton State College (“DSC”) to increase the total project budget from \$10,000,000 to \$11,000,000.

Understandings: Constructed in 1968 and totaling approximately 29,400 square feet (“SF”), Bandy Gym currently houses a 9,400 SF gymnasium and a 7,800 SF unconditioned area with a swimming pool. The balance of the building core consists of offices, a classroom, a small fitness center, and circulation/service areas.

In September 2018, the Board authorized the renovation of Bandy Gym to create a modern, comprehensive student recreation facility (the “Project”). In addition to removing the swimming pool and redesigning the area to include a new mezzanine level, the renovated space will include fitness areas for cardio and weights, multi-use studios, an indoor walking/running track, renovated restrooms and locker rooms, and other recreation/wellness functions and service areas.

In response to increased costs in the construction market since the completion of design, the project team engaged in a redesign effort to reduce the costs of the exterior façade upgrade and to remove the planned outdoor recreation plaza and landscaped pedestrian spine.

If approved, the modified budget will increase the stated construction limitation from \$7,200,000 to \$8,225,000. Funding of the \$1,000,000 increase in the total project budget would be from institutional funds.

	<u>Board Approved</u>	<u>Now</u>
Total Project Cost:	\$10,000,000	\$11,000,000
Construction Cost (Stated Cost Limitation):	\$ 7,200,000	\$ 8,225,000

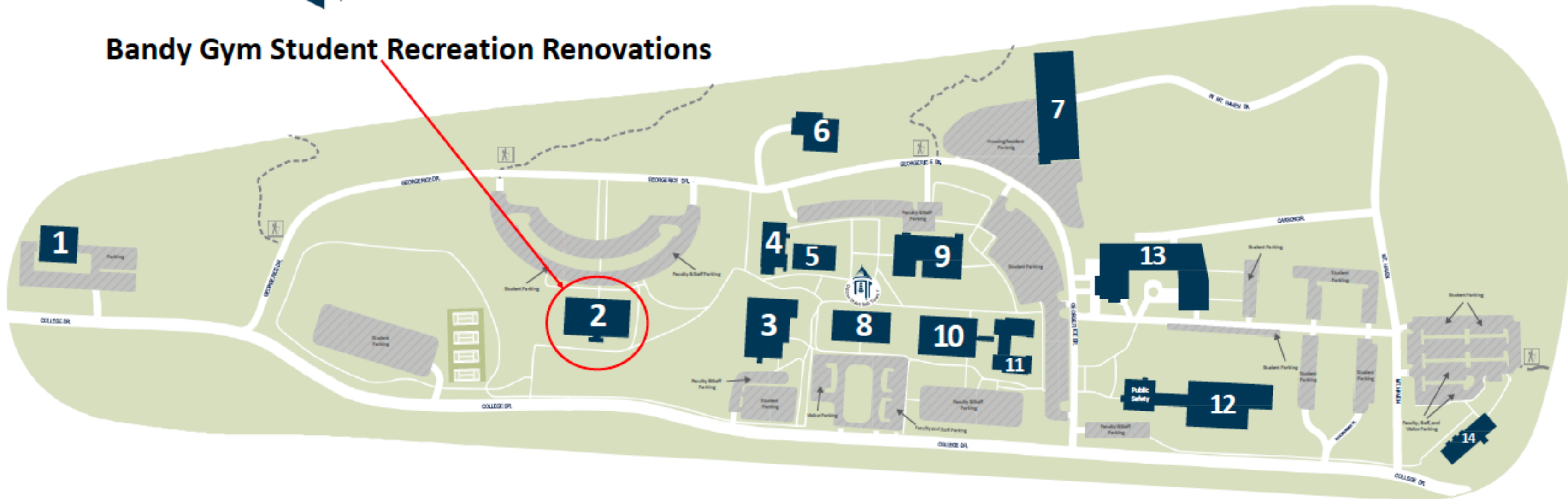


DALTON
STATE

Campus Map



Bandy Gym Student Recreation Renovations



1 - Ottinger Athletic Center | 2 - Bandy Gymnasium | 3 - Roberts Library | 4 - Peeples Hall | 5 - Sequoya Hall | 6 - Plant Operations | 7 - Parking Garage

8 - Westcott Hall | 9 - Pope Student Center | 10 - Gignilliat Memorial Hall | 11 - Lorberbaum Liberal Arts | 12 - Health Professions | 13 - Residential Life | 14 - Brown Center

21. Authorization of Project Budget Modification, Project No. J-365, Humanities Building Renovation and Infrastructure, University of West Georgia

Recommended: That the Board modify the budget of Project No. J-365, Humanities Building Renovation and Infrastructure, University of West Georgia (“UWG”), to increase the total project budget from \$31,800,000 to \$34,020,000.

Understandings: Approved by the Board in September 2019, this project involves the renovation of UWG’s Humanities Building to address capital renewal needs and deferred maintenance deficiencies (the “Project”). In addition to planned building envelope repairs and upgrades of the building’s mechanical, electrical, and plumbing systems, ADA and life safety concerns will be corrected and program spaces will be updated to better promote active learning in the 78,091-square foot structure.

The scope of the Project also includes the construction of a central plant and a hot and chilled water distribution loop system that will ultimately serve approximately 268,000 square feet of space on the Academic Quad, which includes the Humanities, Pafford, and Boyd Buildings, and Ingram Library. The proximity of these buildings, and their similar construction and operating characteristics, represent an ideal opportunity to create a more efficient loop system.

The requested budget modification reflects a substantial increase in construction costs attributed to inflation and disruption in the supply chain and other impacts of the Covid-19 pandemic.

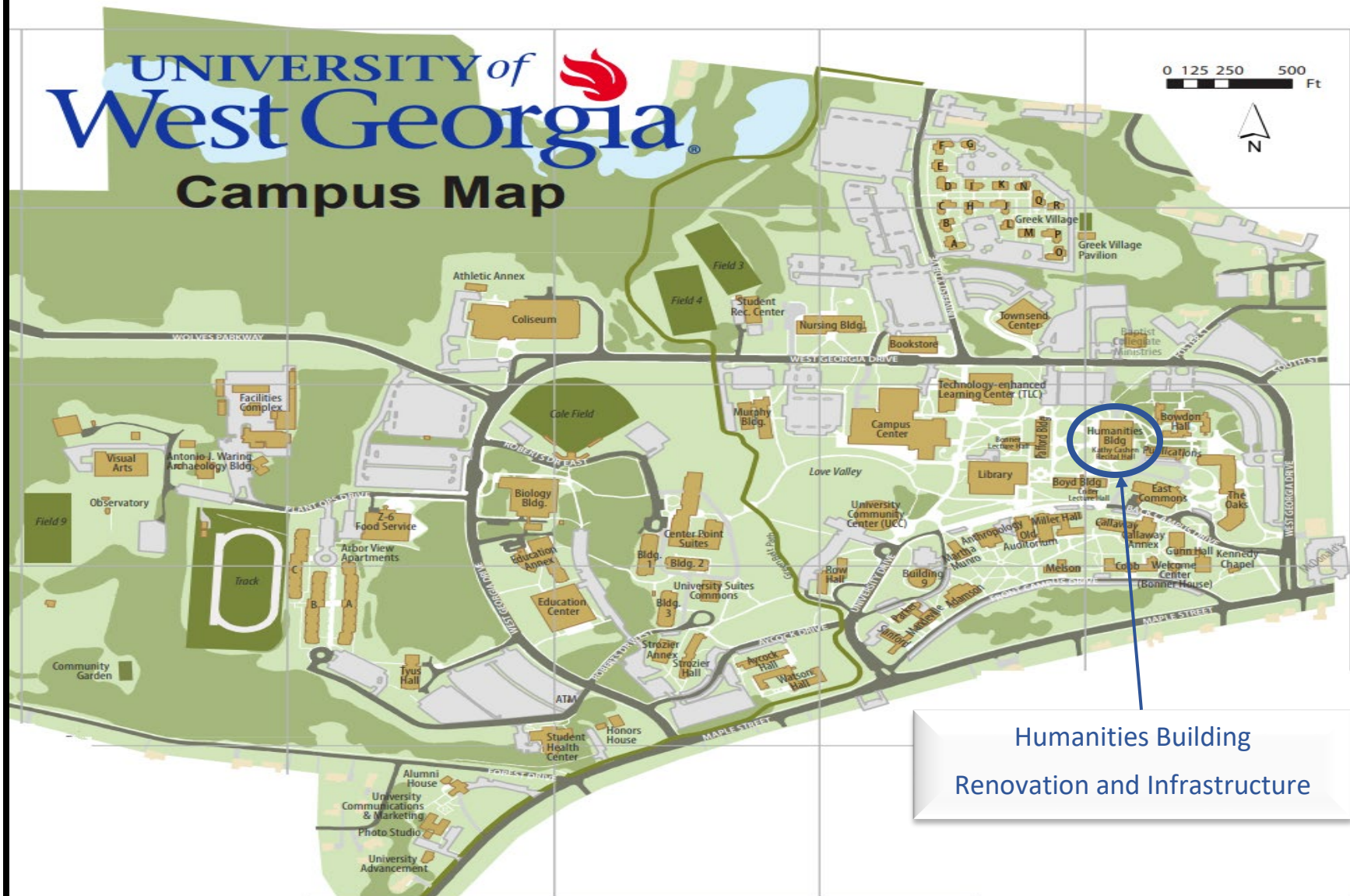
If approved, the modified budget will increase the stated construction limitation of the Project from \$23,850,000 to \$26,070,000. Funding of the total increase of \$2,220,000 would be from institutional funds.

	<u>Board Approved</u>	<u>Now</u>
Total Project Cost:	\$31,800,000	\$34,020,000
Construction Cost (Stated Cost Limitation):	\$23,850,000	\$26,070,000

UNIVERSITY of West Georgia[®]

Campus Map

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Humanities Building
Renovation and Infrastructure

22. Gift of Real Property, 781 Marietta Street, Atlanta, Georgia Institute of Technology

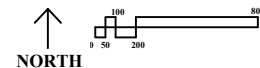
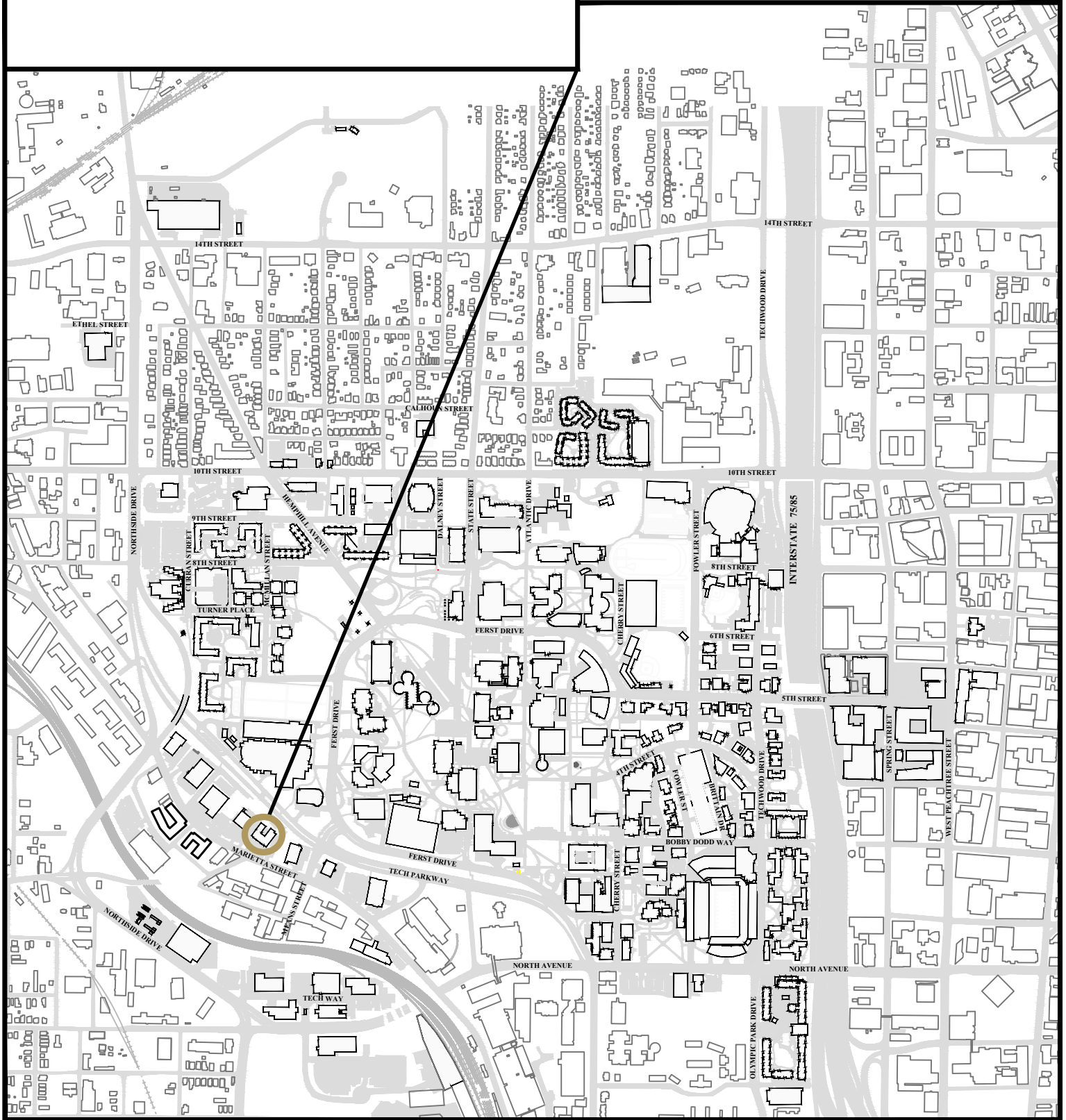
Recommended: That the Board accept a gift of approximately 1.564 acres of improved real property (the “Property”) located at 781 Marietta Street in Atlanta from Georgia Tech Facilities, Inc. for the use and benefit of Georgia Institute of Technology (“GIT”).

Understandings: Constructed on the Property in 1986, the Habersham Building (the “Building”) has been leased by GIT for the past two decades. The Building totals approximately 29,160 square feet on four floors and is currently occupied by the Atlanta Global Studies Center and the Sam Nunn School of International Affairs within the Ivan Allen College of Liberal Arts. Located in a section of Marietta Street that was identified for potential expansion on GIT’s 2004 Campus Master Plan Update, the Property is the last parcel on the block not currently owned by the Board of Regents.

The Property was recently appraised by Bennett J. Sands, MAI, ASA, for \$7,075,000. Acceptance of the Property would be subject to the completion of an environmental site assessment that indicates no significant adverse environmental issues. There are no restrictions on the gift and no known reversions, restrictions, or adverse easements on the Property.

781 Marietta Street

Georgia Institute of Technology Campus Map - May 2022



23. Acquisition of Real Property, Ferst Drive, Atlanta, Georgia Institute of Technology

Recommended: That the Board authorize the acquisition of approximately 6.539 acres of improved real property identified as a circular section of Ferst Drive in Atlanta that commences at State Street and terminates west of Cherry Street (the “Property”). The Property would be purchased from the City of Atlanta (the “City”) for approximately \$3,670,000 and other consideration for the use and benefit of Georgia Institute of Technology (“GIT”).

Understandings: Construction of Ferst Drive began in the 1960s as part of the Georgia Tech Urban Redevelopment Project, which was completed in the 1970s. As the primary internal connector through campus, the roadway has been maintained by GIT since its construction. In April of this year, the Board approved the Ferst Drive Corridor Realignment Project (the “Project”), which will simplify access to and from Marietta Street and improve safety, accessibility, and functionality for vehicular and pedestrian traffic.

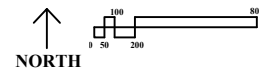
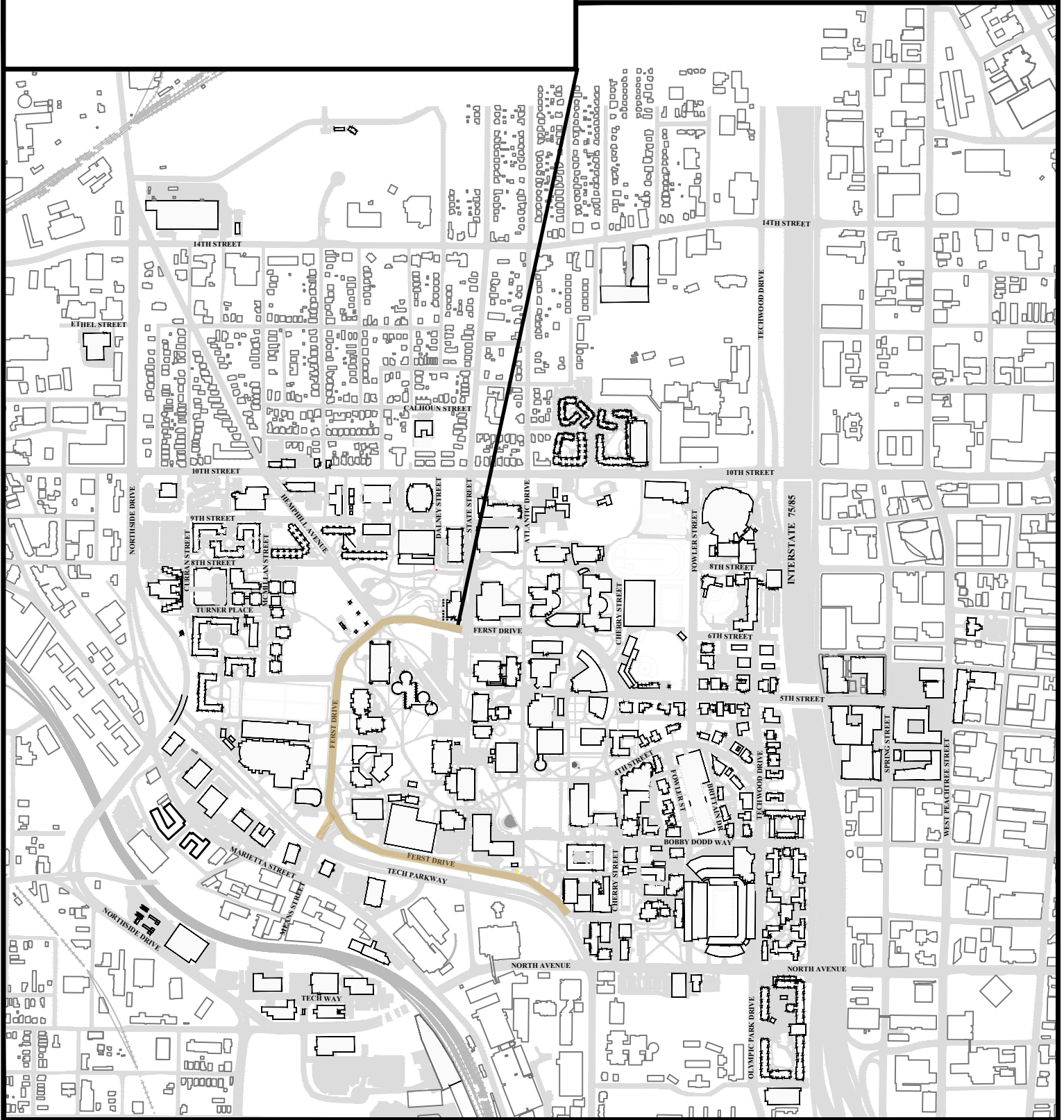
Acquisition of the Property would enhance GIT’s control of land use in this section of campus and facilitate timely completion of the Project as proposed. GIT would also have approval rights over new utilities and other infrastructure that could otherwise be installed without institutional oversight should Ferst Drive remain a public right-of-way. While the northern and western sections of Ferst Drive are likely to remain open to vehicular travel, GIT would have the option to manage traffic flow as needed. Furthermore, given its adjacency to Tech Parkway, the southern section of Ferst Drive could be permanently closed to create future development opportunities.

An independent MAI appraisal procured by the City valued the Property at approximately \$5,120,000. As the City is unwilling to abandon its rights to the Property until a failing portion of underground water line can be relocated to Tech Parkway, GIT has agreed to perform this necessary utility work at a cost of approximately \$1,450,000. In return, the City would reduce the amount of monetary compensation due for the Property to \$3,670,000.

Institution funds would be used to pay for this purchase, including the cost to complete the water line relocation. The acquisition would be subject to the City’s reservation of certain utility easement rights, which were factored into the valuation of the Property. There are no other known reversions or restrictions on the Property.

Ferst Drive

Georgia Institute of Technology Campus Map - May 2022



24. Acquisition of Real Property, 600 Means Street, Atlanta, Georgia Institute of Technology

Recommended: That the Board authorize the purchase of approximately 0.636 acres of improved real property located at 600 Means Street in Atlanta (the “Property”) from Georgia Tech Foundation Properties, LLC for \$8,700,000 for the use and benefit of Georgia Institute of Technology (“GIT”).

Understandings: Located along the CSX/Norfolk Southern rail corridor just west of campus, the Property is improved with a two-story building constructed in 1967 (the “Building”). Comprised of approximately 40,000 square feet of flex office space and warehouse, the Building was renovated in 2020 and has had limited use since that time due to the pandemic. The purchase would also include ground lease rights to the adjacent 1.36-acre parking lot at a cost of approximately \$3,000 per month, which would increase approximately 2.0% per year.

The Board of Regents would acquire the Property from Georgia Tech Foundation Properties, LLC, which has the Property under contract for purchase from the current owner, Points of Light Foundation. GIT plans to utilize the Property to house administrative functions, including elements of the Infrastructure and Sustainability unit. Relocating these services to the Property would free critical space in the campus core for academic and research uses.

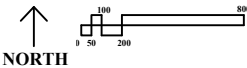
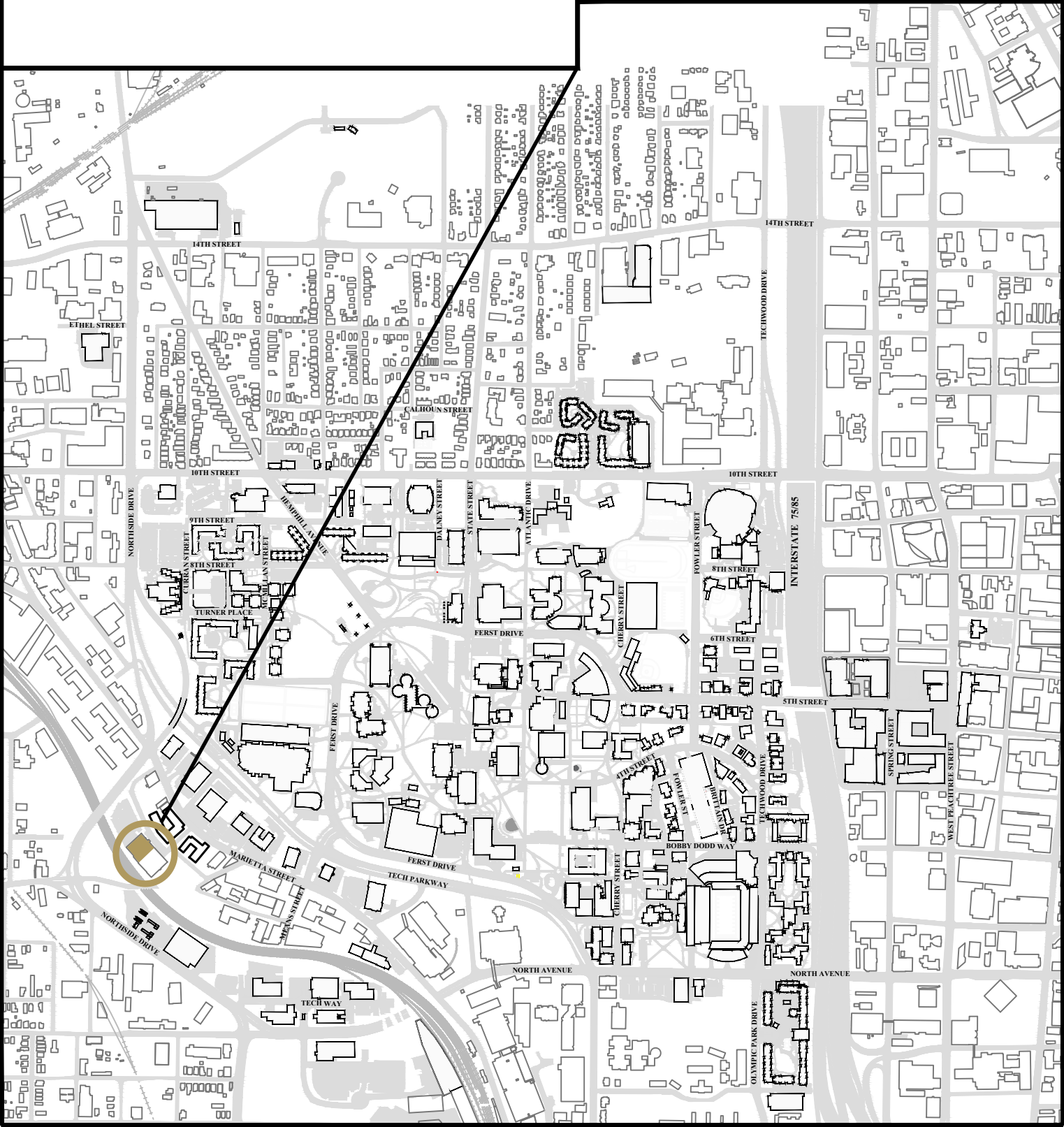
Three independent appraisals of the Property are as follows:

<u>Appraiser</u>	<u>Appraised Value</u>	<u>Average</u>
Bennett J. Sands, MAI, ASA	\$10,900,000	
Jeff Miller, MAI, AI-GRS, CCIM, ASA	\$9,200,000	\$10,100,000
David B. Griffin, MAI, SRA, AI-GRS	\$10,200,000	

Acquisition of the Property would be subject to the completion of an environmental site assessment that indicates no significant adverse environmental issues. There are no restrictions on the gift and no known reversions, restrictions, or adverse easements on the Property. The purchase price would be paid from institution funds.

600 Means Street

Georgia Institute of Technology Campus Map - May 2022



25. Acquisition of Real Property, 1111 Chastain Road, Kennesaw, Kennesaw State University

Recommended: That the Board authorize the purchase of approximately 1.0 acre of improved real property located at 1111 Chastain Road in Kennesaw (the “Property”) from Whoy Associates, LLC for \$2,166,666 for the use and benefit of Kennesaw State University (“KSU”).

Understandings: Located just south of KSU’s Kennesaw Campus, the Property is improved with a single-story, retail building measuring approximately 6,000 square feet (the “Building”). Constructed in 2001, the Building had operated as the privately-owned General Bookstore until their operations closed in February 2021. The Property is adjacent to KSU’s Town Point development, which houses the institution’s Office of Undergraduate Admissions and other administrative offices.

Acquisition of the Property would provide frontage and additional brand identity along the south side of Chastain Road, while also offering another point of access to Town Point. The Property could also serve as valuable flex space or a new home for operations displaced by a potential redevelopment of the KSU Center property and the contemplated conversion of the nearby Chastain Pointe development into an instructional site for the College of the Arts.

Three independent appraisals of the Property are as follows:

<u>Appraiser</u>	<u>Appraised Value</u>	<u>Average</u>
Blake Dent, MAI, Atlanta	\$2,250,000	
Ken Cantrell, MAI, Atlanta	\$2,150,000	\$2,166,666
George Petkovich, MAI, Atlanta	\$2,100,000	

An environmental site assessment has been conducted and indicates no significant adverse environmental issues. There are no restrictions on the acquisition and no known reversions, restrictions, or adverse easements on the Property

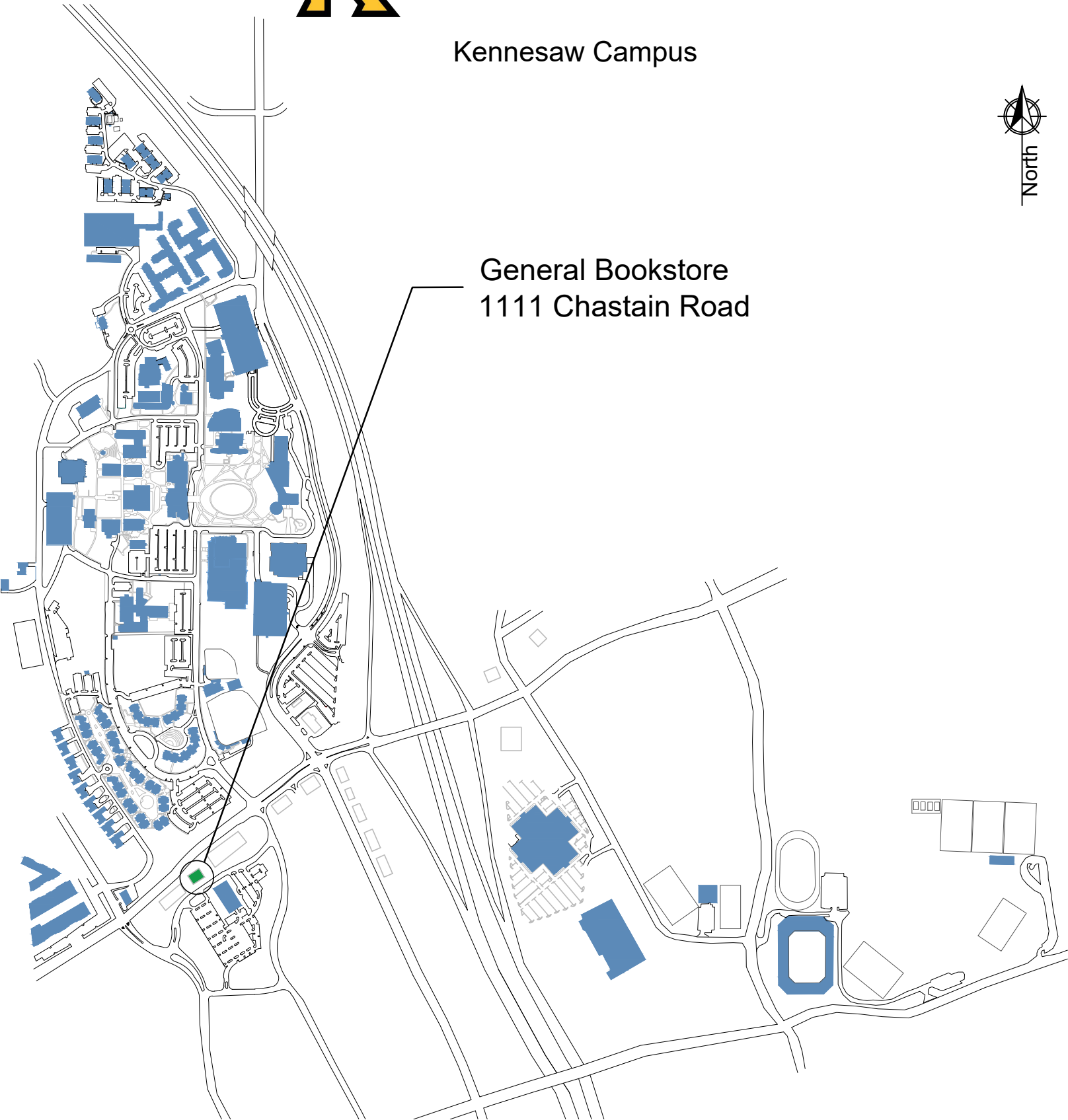


KENNESAW STATE
UNIVERSITY

Kennesaw Campus



General Bookstore
1111 Chastain Road



26. Rental Agreement, Georgia Archives Building, 5800 Jonesboro Road, Morrow

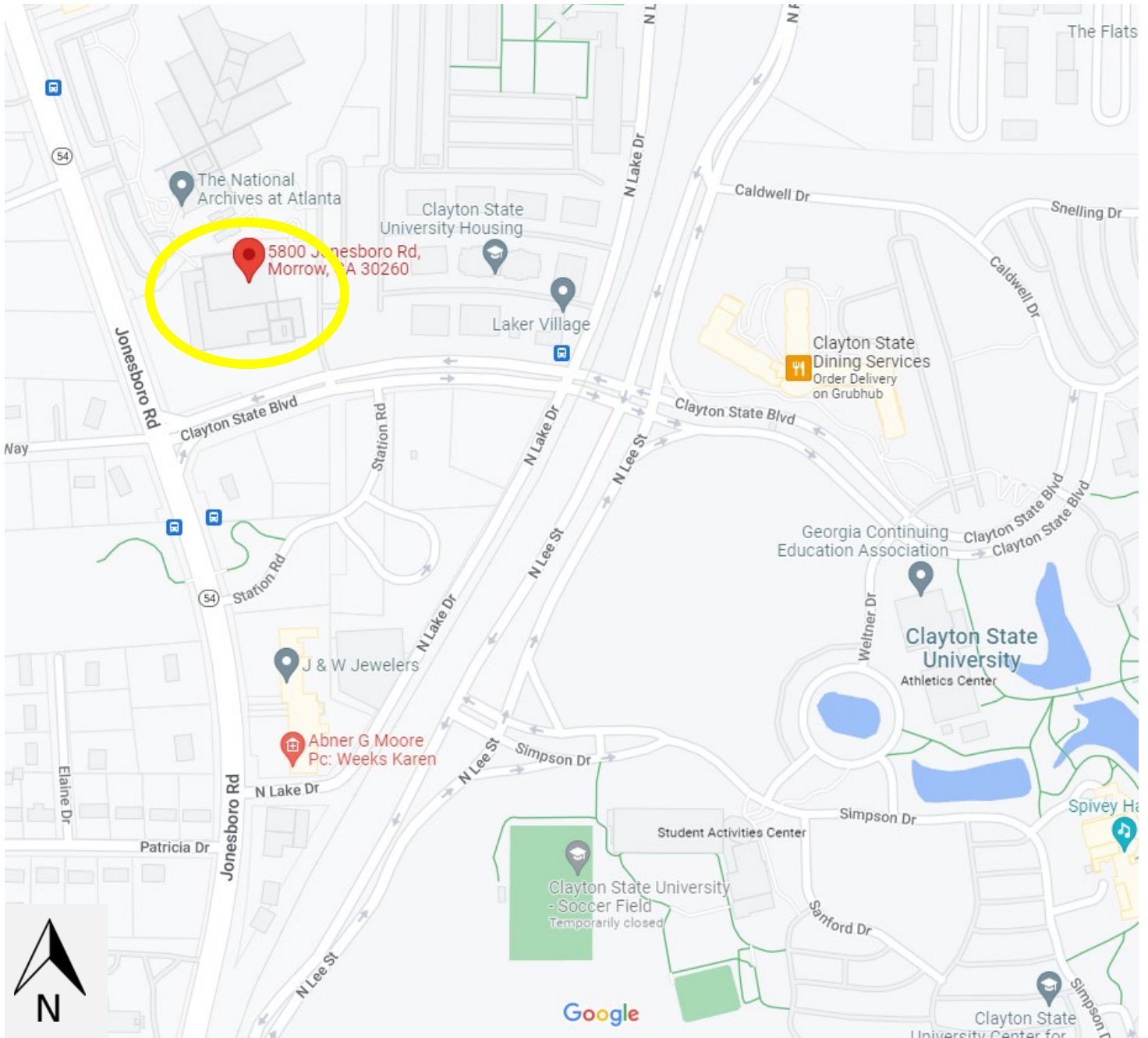
Recommended: That the Board authorize the execution of a rental agreement between USG Real Estate Foundation XIII, LLC (“USG Foundation”), as Landlord, and the Board of Regents, as Tenant, for leased property located at 5800 Jonesboro Road in Morrow, which consists of approximately 12 acres of land developed with a building totaling approximately 196,800 square feet and adjacent surface parking commonly known as the Georgia Archives Building (collectively, the “Property”) for an initial term commencing on or around July 1, 2022 and ending the following June 30 at a base rent not to exceed \$2,633,000 per year, along with an option to renew annually for up to ten (10) consecutive, one-year periods.

Understandings: Constructed in 2002, the Georgia Archives Building is a four-story, concrete framed structure that houses historic artifacts and official records for the state of Georgia. The building contains a lobby, classroom, exhibit space, public lounge, library, reading rooms, loading dock, document vault, laboratories, offices, and restrooms.

The Board of Regents currently subleases the Property from the Development Authority of Clayton County, which leases it from TUFF Archives LLC (the “LLC”). To eliminate the need for subleasing, provide operational efficiencies, and to ensure the transfer of the facility at the end of the lease term, the USG Foundation intends to acquire the Property from the LLC. The USG Foundation will utilize lease revenue bond financing and other fund sources to pay the total acquisition cost of approximately \$29,000,000. The transaction is anticipated to close June 2022, with immediate rental of the Property to the Board of Regents.

At the end of the term of the rental agreement and/or upon termination of financial obligations, the Property, all improvements, and any accumulated capital reserves would be transferred to the Board for the continued benefit of Georgia Archives.

Rental Agreement, Georgia Archives Building, 5800 Jonesboro Road, Morrow



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INFORMATION TECHNOLOGY SERVICES UPDATE

May 10, 2022

Agenda Item

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INFORMATION ITEM

1. Information Technology Services (ITS) Update

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1. Information Item: Information Technology Services (ITS) Update

Jonathan Piersol, Chief Information Officer (CIO) for the University System of Georgia, will provide an overview of Information Technology Services (ITS). The overview will include a discussion of services provided by the ITS organization.

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USG SPACE UTILIZATION

May 10, 2022

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USG SPACE UTILIZATION

May 10, 2022

1. Information Item: USG Space Utilization

Sandra Lynn Neuse, Vice Chancellor for Real Estate and Facilities, Alan Travis, Assistant Vice Chancellor for Planning and Management, and Maggie Dolan, Director of Planning, will present an overview of the system-wide space portfolio and provide examples of how space utilization analyses are applied to capital planning and programming.

AGENDA

REGENTS' MOMENTUM YEAR AWARDS

May 10, 2022

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REGENTS' MOMENTUM YEAR AWARDS

May 10, 2022

1. Information Item: Regents' Momentum Year Awards

Interim Executive Vice Chancellor and Chief Academic Officer, Dr. Stuart Rayfield will present the University System of Georgia Regents' Momentum Year Awards.