



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

BOARD OF REGENTS MEETING AGENDA
Tuesday, January 12, 2010

<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Presenter</u>
10:00 AM Room 7019	1	Executive & Compensation Committee Meeting	Chair Robert Hatcher
10:30 AM Room 5158		<u>Track I Committee Meetings</u>	
Room 5158	2	Academic Affairs	Regent Benjamin Tarbutton
	3	Organization & Law	Regent Kenneth Bernard
10:30 AM Room 7007		<u>Track II Committee Meetings</u>	
Room 7007	4	Finance & Business Operations	Regent Felton Jenkins
Room 7007	5	Internal Audit, Risk, & Compliance	Regent Kessel Stelling
	6	Real Estate & Facilities	Regent James Jolly
12:15 PM Room 7010	7	Board Luncheon	
1:00 PM Room 7007	8	Call to Order	Chair Robert Hatcher
	9	Invocation	Regent Larry Walker
	10	Safety Briefing	Chief Bruce Holmes
	11	Attendance Report	Secretary Burns Newsome
	12	Approval of November & December Minutes	Chair Robert Hatcher
	13	Introduction of New President: Georgia Southern University	Chancellor Erroll Davis
	14	Recognition of Guests	Chancellor Erroll Davis
	15	State of the System Address	Chancellor Erroll Davis
	16	Committee Reports:	
		A. Executive & Compensation	Chair Robert Hatcher
		B. Academic Affairs	Regent Benjamin Tarbutton
		C. Finance & Business Operations	Regent Felton Jenkins
		D. Internal Audit, Risk, & Compliance	Regent Kessel Stelling
		E. Organization & Law	Regent Kenneth Bernard
		F. Real Estate & Facilities	Regent James Jolly
	17	Unfinished Business	Chair Robert Hatcher
	18	New Business	Chair Robert Hatcher
	19	Petitions and Communications	Secretary Burns Newsome
	20	Executive Session	Chair Robert Hatcher
	21	Adjournment	Chair Robert Hatcher

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EXECUTIVE AND COMPENSATION COMMITTEE

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APPROVAL ITEM

1. Executive Session: Personnel Matters and Litigation 1

INFORMATION ITEM

2. Future Issues 2

AGENDA

EXECUTIVE AND COMPENSATION COMMITTEE

January 12, 2010

1. Executive Session: Personnel Matters and Litigation

The Committee will meet in Executive Session on Tuesday, January 12, 2010, to discuss personnel matters and litigation.

2. **Future Issues**

Senior staff will brief the Committee on issues that may come before the full Board at a future meeting.

AGENDA

COMMITTEE ON ACADEMIC AFFAIRS

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COMMITTEE ON ACADEMIC AFFAIRS

PRIMARY POINTS / SUMMARIES

January 12, 2010

Below are summaries of reports and updates to be presented to the Committee on Academic Affairs as well as recommended approvals specifically concerning new programs. Details concerning each item can be found on successive pages within this document. The Office of Academic Affairs recommends the approval of each item.

I. Consent Items

Policy Item

1. Revision to Policy 3.7, Regents' Reading and Writing Skills Requirement, Regents' Test Policy Change

Changes to policy concerning the Regents' Test will enable institutions to seek exemptions to the Regents' Reading and Writing Skills requirement. Institutional requests would have demonstrated that they have other student learning outcomes assessments in place and provided evidence that students are meeting required basic reading and writing skills. Exemptions may be granted by the Chancellor or his/her designee in consultation with the Chair of the Academic Affairs Committee of the Board of Regents.

Academic Programs

2. Establishment of a Bachelor of Arts with a major in Geography, Georgia College & State University

Georgia College & State University seeks approval to establish a Bachelor of Arts with a major in Geography. The program was developed to provide students with geographic literacy and application tools to address issues involving regional science and cartographic methods, land-use planning, and the analysis of specific countries and regions in terms of history, politics, and location.

3. Establishment of a Bachelor of Business Administration with a major in Logistics and Supply Chain Management, Clayton State University

Clayton State University has submitted a proposal to establish a major in Logistics and Supply Chain Management under the existing Bachelor of Business Administration degree. The program focuses on equipping students with the knowledge and skills needed to design distribution processes that include both domestic and international suppliers. Students will gain exposure to warehouse management, transportation logistics, and global sourcing.

COMMITTEE ON ACADEMIC AFFAIRS

PRIMARY POINTS / SUMMARIES

January 12, 2010

4. Establishment of a Bachelor of Science with a major in Mathematics (with a secondary teacher certification track), Gordon College

As a follow-up to the institution's undergraduate Biology program, Gordon College seeks to establish a Bachelor of Science with a major in Mathematics inclusive of a secondary teacher certification track. The program, if approved, will mark the institution's fourth baccalaureate degree as a state college. Gordon College seeks to offer the proposed mathematics major in an effort to address the shortage of graduates in the field and to increase the number of teacher educators with a mathematics degree.

5. Establishment of a Bachelor of Science with a major in General Studies, North Georgia College & State University

To meet the needs of cadets and individuals with some college credit, North Georgia College & State University proposes the establishment of a Bachelor of Science with a major in General Studies. Students returning to the college environment and those who are required to relocate before finishing their degree at another institution have sought degree completion options. The proposed program is cross-disciplinary and provides an opportunity to focus on content areas such as the Natural Sciences, Social Sciences Humanities, Business, Fine and Performing Arts, and Mathematics/Computers.

6. External Delivery (Onsite) of the Existing Specialist in Education with a major in Educational Leadership at the West Point Instructional Site, Columbus State University

Columbus State University, in a strategic plan to address the needs and demands of the West Point area, has submitted an external degree proposal to offer the existing Specialist in Education with a major in Educational Leadership at the West Point instructional site. The program would provide opportunities for K-12 educators to gain a post-master's degree accessible to residents of the following counties: Troup County, Chambers County, Russell County, Lee County, and Harris County.

7. External Delivery (Onsite) of the Existing Associate of Science (General Studies) at the West Point Instructional Site, Columbus State University

In an effort to meet requests that some college access opportunities be made available in the West Point area, Columbus State University seeks approval to offer its existing Associate of Science (General Studies) degree at the West Point instructional site. Academic administrators have worked closely with city officials and community leaders to determine the need and demand for the program as manufacturing jobs are expected to increase in the immediate area.

COMMITTEE ON ACADEMIC AFFAIRS

PRIMARY POINTS / SUMMARIES

January 12, 2010

8. External Delivery (Onsite and Online) of the Existing Specialist in Education with a major in Special Education at Schools within the Cherokee County School System, University of West Georgia

The University of West Georgia seeks approval to offer its existing Specialist in Education with a major in Special Education at Woodstock High School and other schools within Cherokee County. The program was developed after teachers within the school system who are also alumni approached the district and university officials concerning the possibility of offering an external degree near their worksites. The program will offer both face-to-face and online instruction.

9. Dual Degree Program Administration of the Existing Master of Business Administration and Master of Science in Information Systems, Kennesaw State University

Kennesaw State University seeks approval to offer its existing Master of Business Administration and Master of Science in Information Systems as a dual degree program. The request follows Kennesaw's similar dual degree program that was approved by the Board in June 2009, the Master of Business Administration and Master of Public Administration. Students will be prepared for competitive managerial positions with an information technology focus.

10. Substantive Change of the Specialist in Education and Doctor of Education with majors in Leadership for Learning to Additional Stand-Alone Degrees in Educational Leadership for Learning, Kennesaw State University

Kennesaw State University seeks to take an existing concentration in Leadership for Learning and further develop it as a separate major entitled Educational Leadership for Learning under both the Doctor of Education (Ed.D.) degree and the Specialist in Education (Ed.S.) degree. The major and differentiation between degrees is requested in order to further clarify whether students have a teacher or administrative focus as this relates to advanced certification.

Named/Endowed Positions

11. Establishment of the Valerie Adams Professorship, Georgia State University

Georgia State University requests approval to establish the Valerie Adams Professorship. The institution has funding in the amount of \$250,000 to support the position. The position will be used to support a full-time faculty position in opera within the School of Music.

COMMITTEE ON ACADEMIC AFFAIRS

PRIMARY POINTS / SUMMARIES

January 12, 2010

12. Establishment of the Dr. William N. Agostas and Josephine R. Agostas Chair for Internal Medicine, Medical College of Georgia

The Medical College of Georgia seeks approval to establish the Dr. William N. Agostas and Josephine R. Agostas Chair for Internal Medicine. The institution has funding in the amount of \$541,655 on deposit. A lifelong member of the medical and civic community, Dr. Agostas is memorialized for his work and early practice as of 1953 in internal medicine.

13. Establishment of the American Association of Managing General Agents Chair in Risk Management and Insurance, Georgia State University

Georgia State University seeks to establish an endowed position for the American Association of Managing General Agents Chair in Risk Management and Insurance. Funds in the amount of \$776,174 are on deposit to support the chair. The chair will study aspects of the insurance industry with research on the wholesale insurance market, risk assessment, and industry regulation.

14. Establishment of the Georgia Power Chair in Energy Efficiency, Georgia Institute of Technology

Through the support of corporate philanthropy, Georgia Tech has submitted a request to establish the Georgia Power Chair in Energy Efficiency. Funds are available to support the Chair totaling \$1.5 million. The holder of the Chair will support research for the improvement of energy usage, production, and distribution.

15. Establishment of the David M. McKenney Family Professorship, Georgia Institute of Technology

Inter-generational support and links to alumni provide the foundation for the David M. McKenney Family Professorship submitted for approval by Georgia Tech. The foundation has \$750,000 on deposit. The McKenney's have provided support to Georgia Tech by hiring approximately 500 co-op students since 1976.

AGENDA

COMMITTEE ON ACADEMIC AFFAIRS

January 12, 2010

1. **Revision to Policy 3.7, Regents' Reading and Writing Skills Requirement, Regents' Test Policy Change**

Recommended: That the Board revise Policy 3.7, "Regents' Reading and Writing Skills Requirement", as shown below effective January 13, 2010.

Background: In 2007, changes to the Regents' Test involving the timing and reporting of results, method of teaching for those students requiring additional assistance, and method of testing including appeals for a limited number of cases were approved by the Board.

At the November 2009 meeting of the Committee on Academic Affairs, progress on these changes was shared. Based on discussions held by members of the Committee on Academic Affairs, proposed policy revisions will enable institutions to seek exemptions to the Regents' Reading and Writing Skills requirement.

On the following pages, please note that the strikethrough texts represent deletions from the current version, and the bold, highlighted texts represent additions.

1. Revision to Policy 3.7, Regents' Reading and Writing Skills Requirement, Regents' Test Policy Change (Continued)

Current Policy:

Policy 3.7 Regents' Reading and Writing Skills Requirement

The formulation and administration of the Regents' Test and the Regents' Writing and Reading Skills requirement shall be as determined by the Chancellor and prescribed in the Academic Affairs Handbook (BoR Minutes, August 2004).

Each USG institution shall ensure that students obtaining a degree from a USG institution possess certain minimum skills of reading and writing, hereinafter called Regents' Writing and Reading Skills. The Regents' Writing and Reading Skills requirement has been developed to help attain this goal. The Regents' Writing and Reading Skills requirement will ensure students have competence, at a minimum system-wide level, in reading and writing.

Students enrolled in undergraduate degree programs leading to the baccalaureate degree will be required to complete the Regents' Writing and Reading Skills requirement as a requirement for graduation. The Regents' Writing and Reading Skills requirement is not a requirement for an associate of applied science degree or an associate of science degree in an allied health field, although institutions may choose to require it for these degrees (BoR Minutes, 1986 – 87, p. 371, 1987 – 88, pp. 129 – 30).

A student holding a baccalaureate or higher degree from a regionally accredited institution of higher education will not be required to complete the Regents' Writing and Reading Skills requirement in order to receive a degree from a USG institution (BoR Minutes, 1987-88, pp. 129 – 30).

The Board of Regents may allow waivers of the Regents' Skills Requirement in very rare circumstances (estimated at no more than 1 – 2 a year, system-wide) when, after enrollment, students develop documentable medical conditions that make all testing methods inapplicable. Guidelines for implementing this waiver will be issued by the Chancellor (BoR Minutes, March, 2007). There shall be two system-mandated courses in writing and in reading that represent a vehicle for meeting the Regents' Writing and Reading Skills requirement.

There will be system-wide tests administered in reading and in writing. These tests will be referred to collectively as the Regents' Test. The Regents' Test is designed to provide an additional method for satisfying the Regents' Writing and Reading Skills requirement.

1. **Revision to Policy 3.7, Regents' Reading and Writing Skills Requirement, Regents' Test Policy Change (Continued)**

Revised Policy:

Policy 3.7 Regents' Reading and Writing Skills Requirement

The formulation and administration of the Regents' Test and the Regents' Writing and Reading Skills requirement shall be as determined by the Chancellor and prescribed in the Academic Affairs Handbook (BoR Minutes, August 2004).

Each USG institution shall ensure that students obtaining a degree from a USG institution possess certain minimum skills of reading and writing, hereinafter called Regents' Writing and Reading Skills. The Regents' Writing and Reading Skills requirement has been developed to help attain this goal. The Regents' Writing and Reading Skills requirement will ensure students have competence, at a minimum system-wide level, in reading and writing.

Students enrolled in undergraduate degree programs leading to the baccalaureate degree will be required to complete the Regents' Writing and Reading Skills requirement as a requirement for graduation. The Regents' Writing and Reading Skills requirement is not a requirement for an associate of applied science degree or an associate of science degree in an allied health field, although institutions may choose to require it for these degrees (BoR Minutes, 1986 – 87, p. 371, 1987 – 88, pp. 129 – 30).

A student holding a baccalaureate or higher degree from a regionally accredited institution of higher education will not be required to complete the Regents' Writing and Reading Skills requirement in order to receive a degree from a USG institution (BoR Minutes, 1987-88, pp. 129 – 30).

Institutional exemptions to the Regents' Reading and Writing Skills requirement may be granted by the USG Executive Vice Chancellor and Chief Academic Officer under delegated authority of the Chancellor in consultation with the Chair of the Academic Affairs Committee of the Board of Regents. Exemption requests will be reviewed based on institutional evidence of robust and effective student learning assessment and support for under-achieving students.

The Board of Regents may **also** allow waivers **for individual students** of the Regents' Skills Requirement in very rare circumstances (estimated at no more than 1 – 2 a year, system-wide) when, after enrollment, students develop documentable medical conditions that make all testing methods inapplicable. Guidelines for implementing this waiver will be issued by the Chancellor (BoR Minutes, March, 2007).

1. **Revision to Policy 3.7, Regents' Reading and Writing Skills Requirement, Regents' Test Policy Change (Continued)**

Revised Policy:

Policy 3.7 Regents' Reading and Writing Skills Requirement (Continued)

There shall be two system-mandated courses in writing and in reading that represent a vehicle for meeting the Regents' Writing and Reading Skills requirement.

There will be system-wide tests administered in reading and in writing. These tests will be referred to collectively as the Regents' Test. The Regents' Test is designed to provide an additional method for satisfying the Regents' Writing and Reading Skills requirement.

2. Establishment of a Bachelor of Arts with a major in Geography, Georgia College & State University

Recommended: That the Board approve the request of President Dorothy Leland that Georgia College & State University (“GCSU”) be authorized to establish a Bachelor of Arts with a major in Geography, effective January 13, 2010.

Abstract: GCSU seeks approval to establish a Bachelor of Arts with a major in Geography. The program was developed to provide students with a program that meets all accreditation standards and educates students in the geographical patterns of humanity and the environment. The program has been formulated to meet national standards approved by the National Council on Geographic Education. The proposed program was developed in response to needs in the disciplinary area and the lack of education in primary and secondary schools concerning the spatial arrangement of the world and analysis of humans, natural resources, plant, and animal life. A strength of the program is its promotion of problem-based learning, where students research creative solutions to local issues. The GCSU Geographic Research Center has built several local and regional partnerships that benefit students through direct connection to the advancement of the community and state.

Need: Geography addresses the issues that will confront future leaders, from climate change and feeding a growing population to political struggles over scarce resources and a loss of cultural diversity. GCSU instructs over 140 students each term in introductory geography classes. The USG has an initiative to prepare students for their futures as citizens and leaders in a global environment. Geography is an ideal discipline to facilitate learning about the world and how the past, present, and future are connected in terms of historical and political geography, economic and physical geography, regional science, cartographic methods, remote sensing, spatial analysis, and applications to land-use planning, developmental studies, and analyses of specific countries, regions, and resources.

Objectives: A geography degree supports the institution’s mission in several ways and simultaneously meets student learning outcomes through the demonstration of geographic literacy and the application of geography to solve problems linked to global civic responsibility and service.

2. **Establishment of a Bachelor of Arts with a major in Geography, Georgia College & State University (Continued)**

Curriculum: The 120-semester hour curriculum will build on National Geography Standards and will be closely attuned to similar programs in Georgia. All graduates will be exposed to elements of physical/environmental geography, human geography, regional geography, and geo-techniques. A senior capstone course will involve an internship, senior thesis, or study abroad opportunity.

Projected Enrollment: The institution anticipates enrollments of 10, 20, and 25 students during the first three years of program implementation.

Funding: President Leland has provided reverification that funding for the program will be supported by the institution.

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

3. Establishment of a Bachelor of Business Administration with a major in Logistics and Supply Chain Management, Clayton State University

Recommended: That the Board approve the request of Interim President Timothy Hynes, Jr. that Clayton State University (“CLSU”) be authorized to establish a Bachelor of Business Administration with a major in Logistics and Supply Chain Management, effective January 13, 2010.

Abstract: CLSU seeks approval to establish a Bachelor of Business Administration with a major in Logistics and Supply Chain Management. If approved, the program joins existing majors in General Business, Management, Accounting, and Business Marketing and Marketing Management that are currently offered by the institution. The proposed program builds upon an established minor in logistics.

Need: The need for a program in logistics and supply chain management was recognized by the institution, business, civic and development authority leaders of the Southern Crescent. The Atlanta Metro Chamber has also established two areas as part of their Industries of the Mind Initiative: Biotechnology and Logistics. The Clayton State program will focus on the Southern Crescent, especially global distribution and air/ground cargo operations that are near the Hartsfield-Jackson International Airport. According to CLSU’s research, employment in core logistics industries is projected to grow by 12 percent nationally and 17 percent in Georgia by the year 2012. These core logistics industries accounted for 11.5 percent of the year 2002 gross state product of Georgia. The program will offer opportunities to persons employed in logistics and supply chain management fields but who lack an undergraduate degree in their field of expertise.

Objectives: Upon completion of the program, students will be able to exhibit a strong knowledge of the planning, financial, and operational skills required in supply chain management; understand global sourcing; demonstrate competencies of the distribution process; design an effective compliance process with applicable laws; and formulate appropriate negotiation and conflict resolution practices with domestic and foreign suppliers.

Curriculum: The program will be housed within the School of Business at Clayton State University. The proposed program covers functional and boundary spanning business activities and is integrative in its design and delivery. Students in the program will have an opportunity to interact with industry professionals through such organizations as the Council of Supply Chain Management Professionals, the National Defense Transportation Association, the Atlanta Air Cargo Association, and the Atlanta Maritime Association. Upper-level courses required to complete the major include Performance Measurement in Supply Chain Management, Financial Issues in Supply Chain Management, Sourcing in Supply Chain Management, Operations & Warehouse Management, Principles of Supply Chain Management, and Transportation & Logistics.

3. Establishment of a Bachelor of Business Administration with a major in Logistics and Supply Chain Management, Clayton State University (Continued)

Projected Enrollment: The institution anticipates enrollments of 15, 30, and 50 students during the first years of the program after initial start-up.

Funding: Interim President Hynes has provided reverification that funding for the program will be supported by the institution.

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

4. Establishment of a Bachelor of Science with a major in Mathematics (with a secondary teacher certification track), Gordon College

Recommended: That the Board approve the request of President Lawrence V. Weill that Gordon College (“GC”) be authorized to establish a Bachelor of Science with a major in Mathematics (with a secondary teacher certification track), effective January 13, 2010.

Abstract: GC seeks approval to establish a Bachelor of Science with a major in Mathematics with a track for secondary teacher certification. The proposal would mark the institution’s fourth baccalaureate degree program as a state college. Existing bachelor’s degrees offered by the institution are the following: Bachelor of Science in Nursing, Bachelor of Science in Education with a major in Early Childhood Education, and a Bachelor of Science with a major in Biology (with a secondary teacher certification track). The institution was granted approval by the Board to become a state college in May 2006 and charged with developing a limited set of baccalaureate programs that would serve the work force needs of the institution’s service area. The proposed mathematics major would help to address statewide and regional needs for additional graduates in STEM (Science, Technology, Engineering, and Mathematics) areas and the need to prepare teachers in such fields.

Need: GC is located in a rapidly growing area of the south metropolitan region. The proposal was vetted and further developed after discussions were held with the University of West Georgia, Clayton State University and the University of Georgia (through the Georgia Agricultural Experimental Station in Griffin) which have formed collectively the South Metropolitan Planning Group. Gordon College’s proposed mathematics major was one of the first steps in the five-year plan endorsed by this group. The proposal addresses statements of need in the STEM disciplines both at the national and state levels. According to the Georgia Professional Standards Commission Workforce Report of 2006, it is estimated that approximately 4,545 high school teachers will be needed in various science areas and mathematics by year 2010. Estimates of new teacher needs were based on projected student enrollment, projected teacher attrition, retirements, and the creation of positions. In addition, GC conducted a survey of nine school systems in nearby geographic areas. Of the nine school systems surveyed, six responded that the hiring of mathematics teachers was among the most challenging recruitment opportunities.

Objectives: The mathematics major at GC aspires to educate mathematical scientists who have a deep understanding of the content of mathematics and the intellectual skills that permit students to use that understanding in diverse problem solving contexts. Students will acquire and be able to use a broad range of knowledge of the mathematical sciences including knowledge of calculus, algebra, advanced calculus, and applied areas.

4. Establishment of a Bachelor of Science with a major in Mathematics (with a secondary teacher certification track), Gordon College (Continued)

Curriculum: The program has been developed to take advantage of the revised core curriculum and fit program hours within the flexible framework. The 120-semester hour program has two tracks with one leading to teacher certification. The teacher certification track differs from the mathematics track by offering practicum hours, curriculum and methods for secondary schools, curriculum assessment, and a course focused on the exceptional learner in the secondary classroom.

Projected Enrollment: The institution anticipates that 10, 20 and 30 students will major in the program during the first three years of establishment.

Funding: President Weill has provided reverification that funding for the program will be supported by the institution.

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

5. Establishment of a Bachelor of Science with a major in General Studies, North Georgia College & State University

Recommended: That the Board approve the request of President David L. Potter that North Georgia College & State University (“NGCSU”) be authorized to establish a Bachelor of Science with a major in General Studies, effective January 13, 2010.

Abstract: NGCSU seeks approval to establish a Bachelor of Science with a major in General Studies in order to provide students with a program that is cross-disciplinary and provides for aspects of liberal arts education to be available to the Corps of Cadets. The program will be housed in the Department of Political Science & Criminal Justice. NGCSU indicates that the option to combine advanced coursework across content areas will enable students to complete their degree requirements and commission in a timely manner. One of the content areas for study is mission-specific and provides the opportunity for cadets to apply advanced military science and leadership coursework toward a degree program. In addition, because general studies students must complete coursework in more than one content area, cadets may complete a broader liberal arts education. The degree will enhance university efforts to advance regional engagement and development. The proposed program would support degree completion for returning students and increase levels of educational attainment in the region. Lastly, the program in General Studies would be helpful for active duty military personnel returning to college and receiving credit for military experience and/or who may have completed college coursework while in active service.

Need: The program meets the needs of students who have earned a significant number of college credits, but who have not yet earned a degree. The program will also be amenable to students who sought a professional program, but learned that they were ineligible to complete the program after earning some credit. As stated earlier, the program meets the needs of students who are required to relocate before finishing their degree at another institution. The program is expected to be especially attractive to adult learners and to former active duty military personnel who want to complete an undergraduate degree.

Objectives: The overall objective of the program is to foster a broad, integrated perspective across a number of different disciplines and fields. Other student learning outcomes of the proposed program include demonstration of an understanding of scientific inquiry in each focus area, demonstration of the ability to conduct and synthesize research, demonstration of an understanding of the technologies available in each area, and demonstration of the academic and pragmatic linkage between selected focus areas.

5. Establishment of a Bachelor of Science with a major in General Studies, North Georgia College & State University (Continued)

Curriculum: The degree requires students to complete advanced discipline content in at least three areas. Students may choose from the following focus group content areas: Fine and Performing Arts, Natural Sciences, Social Sciences, Business, Humanities, Mathematics/Computers, and mission related areas in leadership and military science. A capstone course requires students to document achievement of NGCSU's learning outcomes. Students will be required to make connections across courses and disciplines as well as between liberal arts and professional fields through experiential and academic learning and advanced integrative projects.

Projected Enrollment: Based on projected demand for the program, it is anticipated that between 12 and 24 students will enroll in the major per year.

Funding: President Potter has provided reverification that funding for the program will be supported by the institution through existing resources. All courses for the program are already offered with the exception of the capstone requirement.

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

6. External Delivery (Onsite) of the Existing Specialist in Education with a major in Educational Leadership at the West Point Instructional Site, Columbus State University

Recommended: That the Board approve the request of President Timothy S. Mescon that Columbus State University (“CSU”) be authorized to offer, through onsite external delivery, the Specialist in Education with a major in Educational Leadership at the West Point instructional site, effective January 13, 2010.

Abstract: CSU seeks approval to offer its existing Specialist in Education with a major in Educational Leadership at the West Point instructional site. The primary mode of delivery for this program will be face-to-face, onsite instruction. Students and instructors will travel to the West Point site for classes in educational leadership.

Need: The University has identified two major regional forces which will provide an opportunity for the institution to contribute to the economic development in the area and subsequently grow enrollment. The economic impact forces are the Base Realignment and Closure Plan and the opening of the KIA plant in West Point, Georgia. CSU is positioned to play a major role in the development of the intellectual power involved in both of the aforementioned changes. The region that is served by the University encompasses a large metropolitan area due to the presence of several businesses and the university’s proximity to Fort Benning. Providing support to the educational systems in this area will assist the K-12 systems (public and private) in continuing to build successful schools. According to local government officials and business leaders, many of the working professionals and traditional students are unable to afford private school tuition and thus studies at CSU provide a viable opportunity. The program will provide opportunities to educators for the 37 private and public high schools in the five county area surrounding West Point. The schools are located in Troup County, Chambers County, Russell County, Lee County, and Harris County. The expected population growth, lack of access to a public university, and the number of high schools in the area are key indicators of need for delivery of the Specialist in Education with a major in Educational Leadership at the West Point instructional site.

Objectives: The intended audience will be those educators in private and public K-12 school systems that are within a 45 minute drive of West Point, Georgia. The program is supported by the superintendents of various public and private school systems. The post-master’s degree program is specifically tailored to the learning and development needs of school administrators, teacher leaders, and directors in the K-12 environment. Graduates of the program, similar to the campus-based program, will promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

6. External Delivery (Onsite) of the Existing Specialist in Education with a major in Educational Leadership at the West Point Instructional Site, Columbus State University (Continued)

Curriculum: The curriculum will follow the same rigor and standards as the administration of the on-campus program. Requirements are the same for all candidates and standards and expectations are the same for class work, field work, and the internship. Instructional support will be provided to students enrolled at the West Point site with consideration for library resources, technological resources, instructional resources, advising, technical support, counseling, career guidance, disability services, and safety and security. The Faculty Center for the Enhancement of Teaching and Learning and the College of Education's Center for Quality Teaching and Learning coordinate webcasts, guest lectures, and discussion groups on topics germane to the curriculum.

Projected Enrollment: The program will be offered in a cohort structure. It is anticipated that between 18 and 24 students will enroll in the program.

Funding: President Mescon has provided reverification that funding for the program will be supported by the institution.

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

7. External Delivery (Onsite) of the Existing Associate of Science (General Studies) at the West Point Instructional Site, Columbus State University

Recommended: That the Board approve the request of President Timothy S. Mescon that Columbus State University (“CSU”) be authorized to offer through, onsite external delivery, the Associate of Science (General Studies) at the West Point instructional site, effective January 13, 2010.

Abstract: CSU requests approval to offer fifty percent or more of courses for the Associate of Science degree (general studies) at the West Point instructional site. Establishment of the instructional site garnered approval from the Board of Regents in May 2009. The primary delivery mode for the program will be conventional (face-to-face) classroom instruction with an appropriate blend of technology.

Need: CSU administrators have worked closely with city officials and community leaders in West Point to determine the need for delivery of coursework toward the Associate of Science. At this time, CSU is uniquely positioned to play a major role in the academic and economic development of West Point and the surrounding area. The creation of new jobs from KIA is expected to grow from 5,045 in year 2007 to 20,296 in year 2012. The KIA plant and three of its largest suppliers are scheduled to begin full operations in the city of West Point during year 2010. Furthermore, seventeen other plants are also scheduled to open in the surrounding area. The companies are heavily dependent upon employees with skills beyond the level of technical education. Students in the geographic area to be served by the program include those in Troup County and Chambers County. The city of West Point is on the Georgia/Alabama border and is adjacent to the city of Lanett in Chambers County, Alabama.

Objectives: The intended audience for this external program will be students who seek an associate’s level general studies degree who are within a 45 to 60 minute drive or less of the West Point instructional site. The program is currently available on the main CSU campus with some courses available in an online format. Approval of external delivery of the program will support developing a well-educated workforce in the region.

Curriculum: The curriculum will follow the same rigor and standards as administration of the on-campus program. The courses will cover the same breadth and depth of content. The program coordinator will provide administrative oversight for the program and will review and approve degree completion requirements for candidates taking courses both on the main campus and the West Point instructional site. Instructional support will be provided to students enrolled at the West Point site with consideration for library resources, technological resources, instructional resources, advising, technical support, counseling, career guidance, disability services, safety, and security.

7. **External Delivery (Onsite) of the Existing Associate of Science, General Studies at the West Point Instructional Site, Columbus State University (Continued)**

Projected Enrollment: The initial number of students projected to participate in this program is between 20 and 25 matriculants. The program will be ongoing as long as enrollment remains viable at the site.

Funding: President Mescon has provided reverification that funding for the program will be supported by the institution.

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

8. External Delivery (Onsite and Online) of the Existing Specialist in Education with a major in Special Education at Schools within the Cherokee County School System, University of West Georgia

Recommended: That the Board approve the request of President Beheruz N. Sethna that the University of West Georgia (“UWG”) be authorized to offer, through onsite and online methods the external delivery, the Specialist in Education with a major in Special Education at schools within the Cherokee County School System, effective January 13, 2010.

Abstract: UWG seeks approval to offer its existing Specialist in Education with a major in Special Education at Schools within the Cherokee County School system. The primary modes of delivery for this program will consist of both face-to-face and online instruction. Students and instructors will travel to schools in Cherokee County based on space availability as determined by the schools each term. Presently, it has been determined that most of the courses will be offered at Woodstock High School.

Need: A request to offer the program externally was made by teachers in the Cherokee County School district who had obtained their degrees from the University of West Georgia. The cohort inquired about the possibility of offering a Specialist in Education degree within their school district. The school district surveyed their teachers and found that approximately 60 respondents indicated an interest in the Specialist in Education graduate degree. A memorandum of understanding for this program was developed between the University of West Georgia and the Cherokee County School District. The agreement has since been approved by the Cherokee County School Board.

Objectives: The graduate program’s primary focus is the preparation of candidates as lead teachers, supervisors, and directors of special education. Graduates of the program will have the skills and knowledge to initiate student change projects. The program also provides easier access to teachers in Cherokee County and does not require travel time to the campus.

Curriculum: The curriculum will follow the same rigor and standards as administration of the on-campus program. Requirements are the same for all candidates and standards and expectations are the same for class work, field work, and the internship. Instructional support will be provided to students enrolled at Woodstock High School or other schools used within the Cherokee County school district. The institution’s Distance and Distributed Education Center serves to develop and enhance UWG’s ability to deliver education at remote sites.

Projected Enrollment: The intended audience is approximately 60 teachers in the Cherokee County School district who have indicated an interest in the Specialist in Education degree. The program will be offered continuously based on need and demand in the district.

8. **External Delivery (Onsite and Online) of the Existing Specialist in Education with a major in Special Education at Schools within the Cherokee County School System, University of West Georgia (Continued)**

Funding: President Sethna has provided reverification that funding for the program will be supported by the institution.

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

9. **Dual Degree Program Administration of the Existing Master of Business Administration and Master of Science in Information Systems, Kennesaw State University**

Recommended: That the Board approve the request of President Daniel S. Papp that Kennesaw State University (“KSU”) be authorized to offer the existing Master of Business Administration and Master of Science in Information Systems in a dual degree format, effective January 13, 2010.

Abstract: KSU seeks to offer existing programs, Master of Business Administration and Master of Science in Information Systems, as a dual degree program to enable students’ concurrent matriculation in both academic areas of study. The dual degree program would remain housed respectively within the Coles College of Business Administration and the College of Science and Mathematics. The relationship between information technology and business administration in the business enterprise make the program innovative and attractive to students who seek to become information technology leaders. Documented expertise in the aforementioned areas provides graduates with opportunities for advancement and career mobility in areas such as project management, information technology, strategy, management, and information security.

Need: The proposed dual administration of the Master of Business Administration and Master of Science in Information Systems will help KSU increase its productivity of professional leaders and technological professionals whose educational training will prepare them for positions at local, state, and national levels. Within the System, several institutions offer information systems as an elective or concentration area within a College of Business. At KSU, the Department of Information Systems is housed within the College of Science and Mathematics. Because the degrees are respectively housed within separate academic units, more concentrated study is afforded both programs.

Objectives: The primary objective of the program is to prepare students for competitive leadership and managerial positions in careers requiring extensive understanding and interaction with information technology. Participants in the dual administration of the degrees will benefit from taking core courses in both areas. Graduates will receive a thorough introduction to graduate business studies paired with substantial information technology expertise. The dual degree program will be integrated into existing program administration and course offerings in the Coles College of Business and the College of Science and Mathematics.

9. **Dual Degree Program Administration of the Existing Master of Business Administration and Master of Science in Information Systems, Kennesaw State University (Continued)**

Curriculum: The program consists of a minimum of 51 hours of graduate study of which 27 hours are in areas of Business Administration and 24 hours are in Information Systems. Additional credit hours may be taken according to each student's academic background. Students will be required to take courses from the Master of Business Administration and Master of Science in Information Systems as well as two electives in the Coles College of Business. Advising will be jointly handled by both program directors of the respective academic units involved in the dual administration of the programs.

Projected Enrollment: Based on enrollments in similar programs, KSU projects that approximately 25 students will be interested in the program. Because of the nature of the program, it is quite scalable and can flexibly address area demands.

Funding: President Papp has provided reverification that funding for the program will be supported by the institution through the use of existing resources.

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

10. Substantive Change of the Specialist in Education and Doctor of Education with majors in Leadership for Learning to Additional Stand-Alone Degrees in Educational Leadership for Learning, Kennesaw State University

Recommended: That the Board approve the request of President Daniel S. Papp that Kennesaw State University (“KSU”) be authorized to substantively change the existing Specialist in Education and Doctor of Education with a major in Leadership for Learning to establish stand-alone degrees in *Educational Leadership for Learning*, effective January 13, 2010.

Abstract: KSU proposes a substantive change of the Specialist in Education and Doctor of Education with a major in Leadership for Learning. The substantive change encompasses taking the existing concentration, Educational Leadership, which is offered within each respective degree and transforming it into a stand-alone degree in Educational Leadership for Learning both under the Ed.S. and Ed.D. graduate degree offerings.

The program array would change according to the following schema:

Current Degree Offerings

EdS with a major in Leadership for Learning (concentration in Educational Leadership)

EdD with a major in Leadership for Learning (concentration in Educational Leadership)

Revised Degree Offerings

EdS with a major in Leadership for Learning

EdD with a major in Leadership for Learning

EdS with a major in *Educational Leadership for Learning*

EdD with a major in *Educational Leadership for Learning*

KSU seeks to disaggregate the concentration from the existing Leadership for Learning major in order to reassure current and prospective student candidates that their degree will lead to advanced certification and pay scale adjustments, either in the T6 and T7 (Teacher Leadership for Learning focus) or L6 and L7 (Educational Leadership for Learning focus) certification pathways. Currently, these two tracks for administrators and teachers are aligned as concentrations in a single degree program. Creating separate degree programs for the two groups from existing concentrations will enable candidates to clearly differentiate their program to employers. Core courses required in the graduate degrees will be retained. The repackaging of existing tracks into separate degrees enables the institution and graduates to clearly differentiate between whether their degree has a teacher or administrative focus.

Establishment of Named Faculty Positions

Recommendations for action encompassing Items 10 through 14 of this document have been submitted by university system institutions seeking to establish special faculty positions that have been developed through the philanthropy of donors. Named faculty positions are often developed to recruit scholars who have made contributions to academic life and/or to knowledge in their academic discipline.

All of the requested positions meet and/or exceed minima funding requirements per institutional sector as prescribed in *The Policy Manual*, Section 8.3.2.2 as provided in the table below.

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

Each institutional request (Items 10 through 14) to establish a named position can be found on successive pages within this document.

11. Establishment of the Valerie Adams Professorship, Georgia State University

Recommended: That the Board approve the request of President Mark P. Becker that Georgia State University (“GSU”) be authorized to establish the Valerie Adams Professorship, effective January 13, 2010.

Abstract: GSU proposes the establishment of the Valerie Adams Professorship in the College of Arts and Sciences. GSU has verified that funding in the amount of \$250,000 is on deposit with the Georgia State University Foundation. The spending allocation from the endowed funds will be used to support the Valerie Adams Professorship in accordance with policies and procedures of the Georgia State University Foundation. The Valerie Adams Professorship in Opera will provide support to a full-time faculty member for leadership in teaching, directing, academic and applied research, and service in the discipline of opera within the School of Music.

12. Establishment of the Dr. William N. Agostas and Josephine R. Agostas Chair of Internal Medicine, Medical College of Georgia

Recommended: That the Board approve the request of Interim President James N. Thompson that the Medical College of Georgia (“MCG”) be authorized to establish the Dr. William N. Agostas and Josephine R. Agostas Chair of Internal Medicine, effective January 13, 2010.

Abstract: MCG proposes the establishment of the Dr. William N. Agostas and Josephine R. Agostas Chair for Internal Medicine. The Medical College of Georgia Foundation has on deposit \$541,655 in an endowment for this named position.

Dr. Agostas was a lifelong Augustan who graduated from the Medical College of Georgia School of Medicine in 1947. He opened an internal medicine practice in Augusta in 1953 and retired in 1999. His wife, Josephine, was active in the Augusta community.

13. Establishment of the American Association of Managing General Agents Chair in Risk Management and Insurance, Georgia State University

Recommended: That the Board approve the request of President Mark P. Becker that Georgia State University (“GSU”) be authorized to establish the American Association of Managing General Agents Chair in Risk Management and Insurance, effective January 13, 2010.

Abstract: GSU proposes the establishment of the American Association of Managing General Agents (AAMGA) Chair in Risk Management and Insurance within the J. Mack Robinson College of Business. GSU has on deposit \$776,174 in support of the endowed position. The annual spending allocation from the fund will be used to support the AAMGA Chair in Risk Management and Insurance, in accordance with the policies and procedures of Georgia State University.

The endowment will be used to support the study of global dynamics of the insurance industry and how it impacts AAMGA members. The chair holder will be a nationally and internationally recognized academician on topics relevant to the risk management and insurance industries. The position will assist the department chair and other Robinson College officials as they create executive educational offerings targeted to the needs of AAMGA members and assist in the development of strategies designed to improve the structure, processes and curriculum of AAMGA University, the educational arm of AAMGA.

14. Establishment of the Georgia Power Chair in Energy Efficiency, Georgia Institute of Technology

Recommended: That the Board approve the request of President G. P. Peterson that Georgia Institute of Technology (“GIT”) be authorized to establish the Georgia Power Chair in Energy Efficiency, effective January 13, 2010.

Abstract: GIT seeks approval to establish the Georgia Power Chair in Energy Efficiency. The endowed position has been developed through the generosity of the Georgia Power Company. The Georgia Tech Foundation has confirmed that funds are available to support the Chair totaling \$1.5 million.

Established in the College of Sciences at GIT, the Chair will support research for improving the way in which energy is produced, distributed, and used. Georgia Power has been one of GIT’s longest and most generous corporate supporters, beginning as early as 1912 when the Georgia Railway and Power Company first recruited GIT’s co-op students to work for the company. The company has provided support for faculty and their research in the areas of energy and the environment with total philanthropy in excess of \$20 million.

15. Establishment of the David M. McKenney Family Professorship, Georgia Institute of Technology

Recommended: That the Board approve the request of President G. P. Peterson that Georgia Institute of Technology (“GIT”) be authorized to establish the David M. McKenney Family Professorship, effective January 13, 2010.

Abstract: GIT seeks approval to establish the David M. McKenney Family Professorship. The endowed position has been developed through the generosity of Mr. David M. McKenney, an alumnus of the institution. The holder of the professorship will foster a seminal research and instructional program in area sustainability while also being involved in the Brook Byers Institute for Sustainable Systems. In addition, the holder will focus on interdisciplinary systems-based research, interdisciplinary education programs, innovation, and outreach. The Georgia Tech Foundation has confirmed that funds are available to support the Professorship totaling \$750,000.

Mr. David M. McKenney graduated from GIT in 1960 with a Bachelor of Science in Physics and completed a Bachelor of Industrial Engineering in 1964. Mr. McKenney is chairman and chief executive officer of the firm founded by his father, John M. McKenney, Com 32, in 1943. Mr. David McKenney’s son, John, who is a 1990 alumnus of GIT, currently serves as president of Com 32 and represents the third generation to manage the company.

Approximately 500 co-op students have been hired by the McKenney’s since 1976 and in 2005, GIT’s Briarean Society named McKenney the Co-op Employer of the Year. He was named to the Stewart School of Industrial and Systems Engineering Hall of Fame in 2002, the College of Engineering Academy of Distinguished Engineering Alumni in 1994, and received the Georgia Tech Young Alumni Service Award in 1974. Mr. McKenney received the American Society of Heating, Refrigerating and Air-Conditioning Engineers ALCO’s award for distinguished public service in 2006 and the Greater Atlanta Engineer of the Year in Construction Award both in 1974 and 1991. In addition to his GIT degrees, Mr. McKenney holds a Master of Business Administration from Georgia State University.

16. Named Faculty Positions

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

17. Information Item: Innovative Resources and Learning: Curriki and USG Teacher Preparation

Abstract: The Vice Chancellor for Educator Preparation and Innovation, Lynne Weisenbach, will provide information regarding Valdosta State University's engagement with Curriki, an online environment designed to support the development and free distribution of world-class education materials, with emphasis on using technology to improve K-12 education and teacher preparation.

AGENDA

COMMITTEE ON ORGANIZATION AND LAW

January 12, 2010

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AGENDA

COMMITTEE ON ORGANIZATION AND LAW

January 12, 2010

1. **Proposed Addition to Section 5**

Recommended: That the Board approve the following addition to the Policy Manual.

5.4.4 Georgia Public Library Service

The Georgia Public Library Service supports Georgia's libraries by providing a broad range of services, including consulting services, technical assistance and public library automation. GPLS serves library patrons in all 159 Georgia counties, creating a statewide "borderless library" that provides equal access to information for all Georgians.

The Chancellor is authorized to adopt and implement rules and regulations for the Georgia Public Library Service.

Background: At its January, 2008, meeting the Board authorized the Chancellor to adopt and implement procedures for Georgia Public Library Service (GPLS). At the Chancellor's discretion, the State Librarian will receive comment, through public meetings and other forms of public communication, to effectuate the broadest possible participation by the public library community and its users in public discussion concerning GPLS procedures. The Board has authorized the Chancellor to take those actions which he believes necessary and proper with regard to the adoption and implementation of GPLS procedures.

2. Applications for Review

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

3. **Information Item: Proposed Bylaws Change to Article VIII Appeals Process**

Abstract: Over the past few months Staff have engaged in discussion with the Committee regarding proposed changes to the Board's Article VIII Appeals Process. It is recommended that the committee consider adopting language similar to that below. Per the Board's Bylaws, amendments to the Bylaws must be presented at least one month prior to action, so the language shown is submitted for informational and discussion purposes only.

Additions are represented by bold, highlighted text. Deletions are presented by strike-through text.

APPEALS

~~Any~~ **As provided below, a** person in the University System aggrieved by a final decision of the president of an institution may apply to the Board of Regents without prejudice to his or her position for a review of the decision. **The Board's review shall be limited to the record from the institutional appeal process.**

A. A student of a University System institution who is expelled or suspended for more than one academic term for non-academic, disciplinary reasons may apply to the Board of Regents for review of the decision.

B. An employee of the University System who is terminated, demoted, or otherwise disciplined for cause in a manner which results in a loss of pay may apply to the Board for review of the decision.

~~C. Any person in the University System may apply to the Board for redress when the applicant is aggrieved by an action of a president; provided, however, that the Board will not entertain an application which is based solely on a presidential decision which is the final level of appeal under an institutional grievance process.~~

The application for review shall be submitted in writing to the Board's Office of Legal Affairs within a period of twenty days following the decision of the president. It shall state the decision complained of and the redress desired. A hearing before the Board (or a Committee of or appointed by the Board) is not a matter of right but is within the sound discretion of the Board.

The Board may at its discretion refer a matter for mediation, arbitration, or evaluation of settlement options. If an application for review is granted, the Board, a Committee of the Board, a Committee appointed by the Board, or a hearing officer appointed by the Board shall investigate the matter thoroughly and report its findings and recommendations to the Board. The decision of the Board shall be final and binding for all purposes.

AGENDA

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

January 12, 2010

Agenda Item

Page No.

APPROVAL ITEMS

1. Approval of Proposed Revisions to *The Policy Manual*, 7.3.2 Student Fees and Special Charges, and 7.2.2 Auxiliary Enterprises Revenues and Expenditures 1

Elements included in the revisions are as follows:

 - a. To accentuate the overarching philosophy for mandatory fees, as is the case with all student charges, which is that fees are used exclusively for the benefit of the students in University System of Georgia institutions;
 - b. To broaden student participation in the student fee process, thus garnering greater input and support for mandatory fee changes;
 - c. To require Board approval of any fee or charge to be paid by all full-time, undergraduate students at the institution or by all undergraduate students in a specific degree program, with the exception of course fees for supplementary costs;
 - d. To clarify elective “course fees,” which are to be defined as supplementary costs for specific course offerings, such as art materials, course packets/kits, software/videos, and special equipment; and
 - e. To recognize the importance of reserves associated with mandatory student fees, which permit institutions to plan strategically for both current and future student services and activities, allow mandatory student fees to remain at relatively stable levels and ensure that auxiliary enterprises will be self-supporting and sustaining over time.
2. Approval of Reallocation of Special Institutional Fee at Kennesaw State University 11

AGENDA

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

January 12, 2010

1. **Approval of Proposed Revisions to The Policy Manual, 7.3.2 Student Fees and Special Charges, and 7.2.2 Auxiliary Enterprises Revenues and Expenditures**

Recommended: That the Board approve the proposed revisions to the Board Policy 7.3.2 Student Fees and Special Charges and 7.2.2 Auxiliary Enterprises Revenues and Expenditures.

Background: Mandatory student fees are essential to provide services, activities and materials that enhance the overall learning experience and allow for an enriched educational environment. Vice Chancellor Usha Ramachandran will provide an update on revenues, expenditures and reserves associated with student fees, in keeping with our practice of accountability and transparency.

Board Policy requires all mandatory fees to be approved by the Board. It is proposed that the current Board policy on mandatory fees be revised to incorporate further specificity in its articulation of the mandatory fee policy and process. These revisions will result in increased guidance to the leadership of the University System of Georgia institutions, satisfy recent audit questions and concerns and will provide additional information to outside entities.

The changes proposed to revise and improve Board Policy 7.3.2 Student Fees and Special Charges, and 7.2.2 Auxiliary Enterprises Revenues and Expenditures include the following five elements:

1. To accentuate the overarching philosophy for mandatory fees, as is the case with all student charges, which is that fees are used exclusively for the benefit of the students in University System of Georgia institutions;
2. To broaden student participation in the student fee process, thus garnering greater input and support for mandatory fee changes;
3. To require Board approval of any fee or charge which is to be paid by all full-time, undergraduate students at the institution or by all undergraduate students in a specific degree program, with the exception of course fees for supplementary costs;

1. **Approval of Proposed Revisions to The Policy Manual, 7.3.2 Student Fees and Special Charges, and 7.2.2 Auxiliary Enterprises Revenues and Expenditures (Continued)**

4. To clarify elective “course fees,” which are to be defined as supplementary costs for specific course offerings, such as art materials, course packets/kits, software/videos, and special equipment;
5. To recognize the importance of reserves associated with mandatory student fees, which permit institutions to plan strategically for both current and future student services and activities, allow mandatory student fees to remain at relatively stable levels and ensure that auxiliary enterprises will be self-supporting and sustaining over time.

Current Policy 7.3.2 Student Fees and Special Charges

7.3.2.1 Mandatory Student Fees

Mandatory student fees are defined as fees that are paid by all students as required by the Board of Regents or as required by the institution subject to approval by the Board of Regents.

Mandatory 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; and,
5. Technology fees.

All mandatory fees shall be approved by the Board of Regents at its meeting in April to become effective the following fall semester. Exceptions to this requirement may be granted upon recommendation of the Chancellor and the approval of the Board of Regents.

An institution may waive mandatory fees for students who are enrolled for fewer than six (6) credit hours. Alternatively, institutions may prorate mandatory fees on a per-credit-hour basis for students taking fewer than twelve (12) credit hours. Institutions may elect to reduce Board-approved mandatory fees for students enrolled in summer courses.

Proposals submitted by an institution to increase mandatory student fees and proposals to create new mandatory student fees shall first be presented for advice and counsel to a committee at each institution composed of at least fifty percent (50%) students, except in special circumstances when a general purpose fee is instituted system-wide by the Board of Regents (BoR Minutes, June 2009). Students shall be appointed by the institution’s student government association.

1. **Approval of Proposed Revisions to The Policy Manual, 7.3.2 Student Fees and Special Charges, and 7.2.2 Auxiliary Enterprises Revenues and Expenditures (Continued)**

All mandatory student fees collected by an institution shall be budgeted and administered by the president using proper administrative procedures, which shall include the advice and counsel of an advisory committee composed at least fifty percent (50%) students, except in special circumstances when a general purpose fee is instituted system-wide by the Board of Regents (BoR Minutes, June 2009). Students shall be appointed by the institution's student government association.

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 (BoR Minutes, 1999-2000, p. 364).

7.3.2.2 Elective Fees and Special Charges

Housing Fees

Housing fees are defined as fees paid by students who elect to live in institutional residential facilities. All housing fees, except for housing fees that are proposed to support debt service and operating costs on new housing projects funded with private funds, shall be approved by the institution president in April of each year. The housing fees that support debt service should be approved by the Board. Each institution shall notify the Chancellor annually of all approved housing fees (BoR Minutes, February, 2007).

Food Service Fees

Food service fees are defined as fees paid by students who elect to choose an institutional food service plan. All food service fees shall be approved by the institution president in April of each year. Each institution shall notify the Chancellor annually of all approved food service fees.

Other Elective Fees and Special Charges

Other elective fees and special charges are defined as those fees and charges which are paid selectively by students. These fees and charges may include, but are not limited to:

1. Resident hall deposits;
2. Penalty charges;
3. Non-mandatory parking fees and parking fines;
4. Library fines;
5. Laboratory fees;
6. Post office box rentals; and,
7. Course fees.

1. **Approval of Proposed Revisions to The Policy Manual, 7.3.2 Student Fees and Special Charges, and 7.2.2 Auxiliary Enterprises Revenues and Expenditures (Continued)**

Institutional presidents are authorized to establish and adjust these fees, as appropriate. Prior to implementation of such fees, institutions shall be required to report to the Chancellor any adjustments made thereto under procedures established by the USG chief fiscal officer.

Continuing Education Fees

Institutional presidents shall be authorized to establish fees for noncredit-hour courses and programs as defined in [Section 5.2 of this Policy Manual](#).

Proposed Policy 7.3.2 Student Fees and Special Charges

7.3.2.1 Mandatory Student Fees

Mandatory student fees are defined as fees that are paid by all students as required by the Board of Regents or as required by the institution subject to approval by the Board of Regents.

Mandatory 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; and
6. Facility fees.

All mandatory fees shall be approved by the Board of Regents at its meeting in April to become effective the following fall semester. Exceptions to this requirement may be granted upon recommendation of the Chancellor and the approval of the Board of Regents.

An institution may waive mandatory fees for students who are enrolled for fewer than six (6) credit hours. Alternatively, institutions may prorate mandatory fees on a per-credit-hour basis for students taking fewer than twelve (12) credit hours. Institutions may elect to reduce Board-approved mandatory fees for students enrolled in summer courses.

Proposals submitted by an institution to increase mandatory student fees and proposals to create new mandatory student fees shall first be presented for advice and counsel to a committee at each institution composed of at least fifty percent (50%) students, except in special circumstances

1. **Approval of Proposed Revisions to The Policy Manual, 7.3.2 Student Fees and Special Charges, and 7.2.2 Auxiliary Enterprises Revenues and Expenditures (Continued)**

when a general purpose fee is instituted system-wide by the Board of Regents (BoR Minutes, June 2009). **The committee shall include at least four students, who** Students shall be appointed by the institution's student government association. **Institutions and student government associations should make a concerted effort to include broad representation among the students appointed to the committee.**

All mandatory student fees collected by an institution shall be budgeted and administered by the president using proper administrative procedures, which shall include the advice and counsel of an advisory committee composed at least fifty percent (50%) students, except in special circumstances when a general purpose fee is instituted system-wide by the Board of Regents (BoR Minutes, June 2009). **The committee shall include at least four students, who** Students shall be appointed by the institution's student government association. **Institutions and student government associations should make a concerted effort to include broad representation among the students appointed to the committee.**

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 (BoR Minutes, 1999-2000, p. 364).

7.3.2.2 Elective Fees and Special Charges

Institution presidents are authorized to approve elective fees and special charges as outlined below. However, any fee or special charge that is required to be paid by all full-time, undergraduate students at the institution or by all undergraduate students in a specific degree program, with the exception of specific course fees for supplementary costs, shall be approved by the Board.

Housing Fees

Housing fees are defined as fees paid by students who elect to live in institutional residential facilities. All housing fees, except for housing fees that are proposed to support debt service and operating costs on new housing projects funded with private funds, shall be approved by the institution president in April of each year. The housing fees that support debt service ~~should~~ **shall** be approved by the Board. Each institution shall notify the Chancellor annually of all **institutionally**-approved housing fees (BoR Minutes, February, 2007).

1. **Approval of Proposed Revisions to The Policy Manual, 7.3.2 Student Fees and Special Charges, and 7.2.2 Auxiliary Enterprises Revenues and Expenditures (Continued)**

Food Service Fees

Food service fees are defined as fees paid by students who elect to choose an institutional food service plan. All **elective** food service fees **and those required for residential students** shall be approved by the institution president in April of each year. **All food service fees that support debt service shall be approved by the Board.** Each institution shall notify the Chancellor annually of all **institutionally**-approved food service fees.

Other Elective Fees and Special Charges

Other elective fees and special charges are defined as those fees and charges **that** are paid selectively by students. These fees and charges may include, but are not limited to:

1. Resident hall deposits;
2. Penalty charges;
3. Non-mandatory parking fees and parking fines;
4. Library fines;
5. Laboratory fees;
6. Post office box rentals; and,
7. **Course fees to cover supplementary costs for specific courses, such as art materials, course packets/kits, software/videos, and special equipment.**

Institutional presidents are authorized to establish and adjust these fees, as appropriate. Prior to implementation of such fees, institutions shall be required to report to the Chancellor any **establishments and** adjustments made thereto under procedures established by the USG chief fiscal officer.

Continuing Education Fees

Institutional presidents shall be authorized to establish fees for non-credit-hour courses and programs as defined in [Section 5.2 of this Policy Manual](#).

Current Policy 7.2.2 Auxiliary Enterprises Revenues and Expenditures

Auxiliary enterprises revenues and expenditures shall be defined as all revenues received and expenditures made for functions and activities that are related to the mission of USG institutions

1. **Approval of Proposed Revisions to The Policy Manual, 7.3.2 Student Fees and Special Charges, and 7.2.2 Auxiliary Enterprises Revenues and Expenditures (Continued)**

including, but not limited to:

1. Housing
2. Food Services
3. Student Health Services
4. Student Activities
5. Intercollegiate Athletics (excluding intercollegiate athletics which are operated under the authority of a separately incorporated athletic association)
6. Parking
7. Transportation
8. Stores and Shops
9. Vending and Other Services

Refer to [Section 15.0, Auxiliary Enterprise Funds, of the Business Procedures Manual](#) for more information on auxiliary enterprise funds.

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. Each auxiliary enterprise operation shall be charged for its share of plant operations and maintenance expense as a direct expense, and/or charged on the basis of an allocation methodology such as share of total institutional square footage. USG institutions may choose also to charge administrative overhead to recoup general costs expended on behalf of each operation.

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, but must minimally contain the following:

1. A statement regarding the role of the enterprise in the context of the institution's academic mission.
2. A statement of goals and objectives to be achieved over the course of the five year plan.
3. A statement on operating strategy including services to be provided and sources of revenue, including student fees.
4. A financial pro forma that projects future revenues and expenditures consistent with stated goals and objectives. The method used to allocate plant operations costs and other indirect costs, if charged, shall also be described in the five-year plan.

1. **Approval of Proposed Revisions to The Policy Manual, 7.3.2 Student Fees and Special Charges, and 7.2.2 Auxiliary Enterprises Revenues and Expenditures (Continued)**

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. It shall be the Board of Regents' determination as to whether such losses are sustainable based on the institution's five-year plan.
2. Institutions may apply general fund resources to auxiliary enterprise operations where such expenditures can be justified as supporting the primary mission of the institution. In no instance may general fund revenues be used to support athletic scholarships. The use and amount of general revenues applied to the support of auxiliary enterprise operations shall be included in the five-year plan.

Accounting records for auxiliary enterprises will be maintained on the full accrual basis. Therefore, funded depreciation will be required for all auxiliary enterprise service equipment, buildings, infrastructure and facilities, and other improvements. The reserve for depreciation will be used for repair and replacement of auxiliary assets according to guidelines provided in [Section 7.0, Capitalization, of the Business Procedures Manual](#). The funds collected will be left with the institutions (BoR Minutes, February, 2007).

Proposed Policy 7.2.2 Auxiliary Enterprises Revenues and Expenditures

Auxiliary enterprises revenues and expenditures shall be defined as all revenues received and expenditures made for functions and activities that are related to the mission of USG institutions including, but not limited to:

1. Housing;
2. Food Services;
3. Student Health Services;
4. Student Activities;
5. Intercollegiate Athletics (excluding intercollegiate athletics which are operated under the authority of a separately incorporated athletic association);
6. Parking;
7. Transportation;
8. Stores and Shops; and
9. Vending and Other Services.

1. **Approval of Proposed Revisions to The Policy Manual, 7.3.2 Student Fees and Special Charges, and 7.2.2 Auxiliary Enterprises Revenues and Expenditures (Continued)**

Refer to [Section 15.0, Auxiliary Enterprise Funds, of the Business Procedures Manual](#) for more information on auxiliary enterprise funds.

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. Each auxiliary enterprise operation shall be charged for its share of plant operations and maintenance expense as a direct expense, and/or charged on the basis of an allocation methodology, such as share of total institutional square footage. USG institutions may choose also to charge administrative overhead to recoup general costs expended on behalf of each operation.

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, but **minimally shall** contain the following:

1. A statement regarding the role of the enterprise in the context of the institution's academic mission.
2. A statement of goals and objectives to be achieved over the course of the five-year plan.
3. A statement on operating strategy, including services to be provided and sources of revenue, including student fees.
4. A financial pro forma that projects future revenues and expenditures consistent with stated goals and objectives. The method used to allocate plant operations costs and other indirect costs, if charged, **also shall** be described in the five-year plan.
- 5. The plan shall provide for an adequate reserve to cover anticipated renewals and replacements and other contingencies, as necessary.**

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. It shall be the Board of Regents' determination as to whether such losses are sustainable based on the institution's five-year plan.

1. **Approval of Proposed Revisions to The Policy Manual, 7.3.2 Student Fees and Special Charges, and 7.2.2 Auxiliary Enterprises Revenues and Expenditures (Continued)**

2. Institutions may apply general fund resources to auxiliary enterprise operations where such expenditures can be justified as supporting the primary mission of the institution. In no instance may general fund revenues be used to support athletic scholarships. The use and amount of general revenues applied to the support of auxiliary enterprise operations shall be included in the five-year plan.

Accounting records for auxiliary enterprises will be maintained on the full accrual basis. Therefore, funded depreciation will be required for all auxiliary enterprise service equipment, buildings, infrastructure and facilities, and other improvements. The reserve for depreciation will be used for repair and replacement of auxiliary assets according to guidelines provided in [Section 7.0, Capitalization, of the Business Procedures Manual](#). The funds collected will be left with the institutions (BoR Minutes, February, 2007).

2. **Reallocation of Special Institutional Fee at Kennesaw State University**

Recommended: That the Board approve the request of President Daniel S. Papp of Kennesaw State University to reallocate \$35 per semester from the Special Institutional Fee assessed at Kennesaw State University (KSU) to support projects funded from the previously titled “Land Acquisition” mandatory fee. President Papp also requests the renaming of the “Land Acquisition” fee to “Sports and Recreation Parks” fee, consistent with the use of the fee revenue. This reallocation is effective fall 2010.

Background: In April 2009, the Board approved implementing a Land Acquisition mandatory fee of \$40 per semester at KSU effective fall semester 2009. The proceeds from this fee covered the purchase and development of 70 acres of land near the KSU campus that will be used to establish intramural fields, club sports fields and intercollegiate athletic fields as well as track, jogging and walking trails, lake and picnic areas, parking and other amenities.

Since the approval and implementation of the initial fee, additional land became available and was purchased by the KSU Foundation. This land will be used to develop an additional two intramural and club sports fields, one warm-up and practice field, a 16,000 square-foot student recreation facilities (The Owls Nest) and parking. Also, stadium seating will be expanded to 8,500 and its infrastructure will be enhanced to support potential future expansion up to 22,000 seats. The additional cost for the land and upgrades is approximately \$19.5 million.

To cover these additional costs, a reallocation of \$35 from KSU’s Special Institutional Fee is necessary, along with a renaming to “Sports and Recreation Parks” to appropriately reflect the purpose of the fee. This \$35 reallocation is effective fall semester 2010. On November 3, 2009, Dr. Papp presented the request for the fee increase to the Student Fee Committee, where it was unanimously approved.

Understandings: In November 2009, the Board authorized an increase to the Special Institutional Fee for all USG institutions in the amounts of \$100 per semester at the research universities as well as at Georgia Southern University, Valdosta State University, Georgia College and State University, Kennesaw State University, Southern Polytechnic State University, and University of West Georgia; \$75 at the other comprehensive universities; and \$50 at the access institutions, effective spring semester 2010, with a sunset provision on June 30, 2012 for the total special institutional fee. The action was accompanied by a one-year moratorium on other fee increases, with the exception of (1) fees in support of public-private venture facility projects, (2) extraordinary circumstances with clearly demonstrated student support, and (3) reallocation from the special institutional fee for other necessary mandatory fees.

AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE

January 12, 2010

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| 2. | Ethics and Compliance Hotline Trends – Calendar Year 2009 | 2 |

AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE

January 12, 2010

1. **Information Item: Internal Audit Risk Assessment – Fiscal Year 2011**

A robust and insightful risk assessment is the vital first step associated with an effective internal audit function. Risk assessments traditionally are performed on an annual basis and serve as the auditor's guide as to which issues and organizations require internal audit work. Participation in the risk assessment process by members of the Committee on Internal Audit, Risk, and Compliance (Committee) is key to ensuring that relevant and timely issues are included in the annual risk assessment.

At this meeting, the Chief Audit Officer & Associate Vice Chancellor, John Fuchko, will briefly summarize the Fiscal Year 2011 risk assessment process and will highlight the role that Committee members will have in identifying significant risk issues. Assisting Mr. Fuchko with the presentation will be the Director of Internal Audit, Michael Foxman.

2. Information Item: Ethics and Compliance Hotline Trends – Calendar Year 2009

The Office of Internal Audit and Compliance (“OIAAC”) monitors all reports filed through the Ethics and Compliance Hotlines in place at each USG institution. OIAAC monitors the resolution of reports to ensure that appropriate corrective action is taken. Additionally, OIAAC analyzes trends in reporting in order to identify potential audit areas or other issues requiring management attention.

At this meeting, the Chief Audit Officer & Associate Vice Chancellor, John Fuchko, will update the Committee on Internal Audit, Risk, and Compliance as to key hotline reporting trends. Assisting Mr. Fuchko with the presentation will be the Interim Director of Compliance and Enterprise Risk, Scott Woodison.

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COMMITTEE ON REAL ESTATE AND FACILITIES

January 12, 2010

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COMMITTEE ON REAL ESTATE AND FACILITIES

January 12, 2009

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AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

January 12, 2010

1. **Authorization of Project, Demolition, and Appointment of Architectural Firm, Project No. BR-70-1002, Psychology Building, Valdosta State University**

Recommended: That the Board authorize Project No. BR-70-1002, Psychology Building, Valdosta State University (“VSU”), with a total project budget of \$6.2 million, to be funded from VSU Institutional Funds.

Recommended further: That the Board declare Converse Hall North on the campus of VSU, to be no longer advantageously useful to VSU or other units of the University System of Georgia and authorize demolition and removal of this building.

Recommended further: That the Board request the Governor to issue an Executive Order authorizing the demolition and removal of this building from the campus of VSU.

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

Understandings: Converse Hall is a suites-style residence hall for married students, composed of two wings connected by a single-story breezeway. The concrete bearing walls, low floor-to-floor ceiling heights and suites-style floorplan layout of Converse Hall preclude the adaptive re-use of the building for classrooms and offices.

The 19,000-square-foot, two-story North Wing of Converse Hall will be replaced with an approximately 33,000-square-foot, three-story facility with academic classrooms, laboratories, offices, clinical, and support space for the Department of Psychology and Counseling. The building will also include space for the VSU Graduate School and the Office of Grants and Contracts. The South Wing of Converse Hall will remain as a residence hall in the short-term until the need for additional instructional/academic space requires its removal.

A hazardous materials survey and assessment will be conducted prior to demolition and will identify recommendations for the proper management and disposal of all hazardous materials during demolition to ensure compliance with environmental regulations.

The project is consistent with VSU’s master plan.

1. **Authorization of Project, Demolition and Appointment of Architectural Firm,
Project No. BR-70-1002, Psychology Building, Valdosta State University
(Continued)**

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

Total Project Cost:	\$6,200,000
Construction Cost (Stated Cost Limitation):	\$4,750,000

Number of firms that applied for this commission: 19

Recommended firms in rank order:

- 1)
- 2)
- 3)
- 4)

2. Authorization of Project Budget Modification, Project No. J-050, G. Wayne Clough Undergraduate Learning Commons, Georgia Institute of Technology

Recommended: That the Board modify the budget of Project J-050, G. Wayne Clough Undergraduate Learning Commons, Georgia Institute of Technology (“GIT”), to increase the total project budget from \$85 million to \$93.7 million.

Understandings: The Clough Undergraduate Learning Commons (the “CULC”) project, approved by the Board in October 2007, is under construction.

This budget increase will fund the renovation of the Skiles Walkway adjacent to the site; a sustainable roof garden; the study, abatement, and remediation of the brick wall where the CULC attaches to Price Gilbert Memorial Library; unanticipated underground utilities and central plant costs; and additional costs associated with the City of Atlanta’s sewer replacement activities at the site.

Funding of this budget increase of \$8.7 million will be from GIT funds. State funding for this project remains \$60 million.

	<u>October 2007</u>	<u>Now</u>
Total Project Cost:	\$85,000,000	\$93,700,000
Construction Cost (Stated Cost Limitation):	\$63,250,000	\$66,700,000

3. Appointment of Construction Management Firm, Project No. J-155, Historic Renovations, Fort Valley State University

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

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

Project No. J-155, Historic Renovations, Fort Valley State University

Project Description: This project was authorized by the Board in August 2008. An architectural firm was appointed in August 2009. A program management firm was appointed in October 2009. This project will renovate three key buildings that occupy a significant portion of the FVSU core campus. Huntington Hall will be rehabilitated and repurposed from residential use to office and administrative use. Miller Hall will be rehabilitated and repurposed from a science building to a general classroom building. Ohio Hall will be renovated as FVSU's first Honors Residence Hall. The renovation of Ohio Hall & Miller Hall is currently in design and the renovation of Huntington Hall is currently in construction.

Total Project Cost:	\$14.9 million
Construction Cost (Stated Cost Limitation):	\$11.2 million

Number of firms that applied for this commission: 18

Recommended firms in rank order:

- 1)
- 2)
- 3)
- 4)

4. Appointment of Construction Management Firm, Project No. J-159, Historic Renovations and Addition, North Georgia College & State University

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

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

Project No. J-159, Historic Renovations and Addition, North Georgia College & State University

Project Description: This project was authorized by the Board in August 2008. An architectural firm was appointed in August 2009. This project will renovate and expand four buildings in the North Georgia College & State University (“NGCSU”) campus core. Plumbing, electrical, and mechanical systems will be replaced in all four buildings. Young Hall will be expanded with a classroom addition.

Building	Built	Area	Original Use	Current Use	Intended Use
Barnes Hall	1935	18,648 sf	Dormitory	Office and Administration	Office and Administration
Young Hall	1938	15,670 sf	Library	Classroom and Office	Classroom and Office
Hoag Student Center	1969	50,104 sf	Student Center	Student Center	Student Center
Stewart Building	1971	33,920 sf	Library	Vacant	Student Success Center and Bookstore

The project design and construction will be funded from \$16,445,000 Fiscal Year 2010 General Obligation Bonds and \$1,455,000 NGCSU Auxiliary Service Funds.

Total Project Cost: \$17,900,000
 Construction Cost (Stated Cost Limitation): \$13,800,000

Number of construction management firms that applied for this commission: 30

Recommended firms in rank order:

- 1)
- 2)
- 3)

5. Appointment of Construction Management Firm, Project No. J-162, Science Building, Clayton State University

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

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

Project No. J-162, Science Building, Clayton State University

Project Description: This project was authorized by the Board in August 2008. This approximately 100,000-square-foot Science Building will include teaching labs for general science, molecular and organic chemistry, and the biological sciences. It will also include research laboratories, a greenhouse, lab support spaces, general classrooms, and faculty offices.

Design of the project will be funded from Fiscal Year 2010 General Obligation Bonds.

Total Project Cost:	\$35,600,000
Construction Cost (Stated Cost Limitation):	\$26,750,000

Number of firms that applied for this commission: 27

Recommended firms in rank order:

- 1)
- 2)
- 3)
- 4)
- 5)

6. Appointment of Construction Management Firm, Project No. J-163, Academic Building, Dunwoody, Georgia Perimeter College

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

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

Project No. J-163, Academic Building, Dunwoody, Georgia Perimeter College

Project Description: This project was authorized by the Board in August 2008. An architectural firm was appointed in August 2009. This project will provide an approximately 125,000-square-foot general academic instruction building for the Dunwoody Campus of Georgia Perimeter College on real property acquired from the DeKalb County Board of Education in April 2007.

The project design will be funded from Fiscal Year 2010 General Obligation Bonds.

Total Project Cost:	\$34,400,000
Construction Cost (Stated Cost Limitation):	\$25,807,000

Number of firms that applied for this commission: 20

Recommended firms in rank order:

- 1)
- 2)
- 3)
- 4)

7. **Appointment of Construction Management Firm, Project No. J-164, Biology Building, Georgia Southern University**

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

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

Project No. J-164, Biology Building, Georgia Southern University

Project Description: This project was authorized by the Board in August 2008. An architectural firm was appointed in August 2009. This approximately 113,800-square-foot Biology Building will include research laboratories, student laboratories, other teaching spaces, and administrative and faculty offices.

The project design will be funded from Fiscal Year 2010 General Obligation Bonds.

Total Project Cost:	\$38,600,000
Construction Cost (Stated Cost Limitation):	\$28,971,000

Number of firms that applied for this commission: 27

Recommended firms in rank order:

- 1)
- 2)
- 3)
- 4)
- 5)

8. Appointment of Construction Management Firm, Project No. J-165, Nursing Building, University of West Georgia.

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

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

Project J-165, Nursing Building, University of West Georgia

Project Description: This project was authorized by the Board in August 2008. An architectural firm was appointed in August 2009. A program management firm was appointed in October 2009. The multi-story, approximately 61,000-square-foot Nursing Building will include general classrooms, seminar rooms, large lecture and assembly rooms, dry class laboratory, conference rooms, faculty offices, and faculty and administrative offices. The building will also contain the Center for Caring, including conferencing and educational space for externally focused initiatives, a small clinic for patients, and space for hands-on observation and training.

The project design and pre-construction will be funded from Fiscal Year 2010 General Obligation Bonds.

Total Project Cost:	\$20,300,000
Construction Cost (Stated Cost Limitation):	\$15,350,000

Number of firms that applied for this commission: 24

Recommended firms in rank order:

- 1)
- 2)
- 3)
- 4)

9. Appointment of Construction Management Firm, Project No. J-167 Academic Sciences Building, Atlanta Metropolitan College

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

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

Project No. J-167, Academic Sciences Building, Atlanta Metropolitan College

Project Description: This project was authorized by the Board in October 2009. An architectural firm was appointed in October 2009. A program management firm was appointed in October 2009. The Academic Sciences Building will be utilized by Atlanta Metropolitan College's Science and Teacher Education Programs. The approximately 50,000-square-foot building will include both wet laboratory and computer laboratory spaces, multi-purpose/large classroom assembly space, general classroom space, and administrative and support space.

The project design and pre-construction will be funded from Fiscal Year 2010 General Obligation Bonds

Total Project Cost:	\$14,400,000
Construction Cost (Stated Cost Limitation):	\$10,900,000

Number of firms that applied for this commission: 19

Recommended firms in rank order:

- 1)
- 2)
- 3)
- 4)

10. Appointment of Construction Management Firm, Project No. J-168, Health and Human Sciences Building, Georgia Southwestern State University

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

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

Project No. J-168, Health and Human Sciences Building, Georgia Southwestern State University

Project Description: This project was authorized by the Board in August 2008. An architectural firm was appointed in August 2009. A program management firm was appointed in October 2009. The approximately 71,000-square-foot Health and Human Sciences Building will include general classrooms, wet and dry laboratories, offices, student study space, common use medical library, computer laboratories, student lounge, and general use space for the nursing program, the Rosalynn Carter Institute, and the Psychology and Sociology Departments.

The project design will be funded from Fiscal Year 2010 General Obligation Bonds.

Total Project Cost:	\$16,800,000
Construction Cost (Stated Cost Limitation):	\$12,950,000

Number of Construction Management firms that applied for this commission: 27

Recommended firms in rank order:

- 1)
- 2)
- 3)
- 4)

11. Rental Agreement, 3495 Campus Loop Road, NW, Kennesaw, Kennesaw State University

Recommended: That the Board authorize the execution of a rental agreement between Kennesaw State University Foundation, Inc. (the “Foundation”), Landlord, and the Board of Regents, Tenant, for approximately 3,179 square feet located at 3495 Campus Loop Road for the period January 1, 2010, through June 30, 2010, at a monthly rent of \$1,452 (\$17,424 per year annualized/\$5.48 per square foot per year) with options to renew on a year-to-year basis for twenty-nine (29) consecutive one-year periods at the same rent rate for the use of Kennesaw State University (“KSU”).

Recommended further: That the terms of this rental agreement be subject to review and legal approval of the Office of the Attorney General.

Understandings: This real property is improved with a two-story single family residence constructed in 2002. The space will be used by the Cox Family Enterprise Center, a unit of the Coles College of Business, which provides research, education, recognition, and expertise to family owned and operated businesses in Georgia and around the globe.

The Foundation acquired the real property in December 2008 for \$240,000.

Operating expenses, including insurance, taxes, repair and maintenance are estimated to be \$17,397 per year annualized. KSU will pay additional monthly rent equal to \$200 (\$2,400 per year) toward a replacement reserve fund.

At the end of the term of the rental agreement, the land and all improvements will become the property of the Board of Regents.

12. Approval of Air Rights Lease and Rental Agreement, Parker H. Petit Science Teaching Laboratory, Georgia State University

Recommended: That the Board declare the air rights above a certain elevation over approximately 3.163 acres of real property on the campus of Georgia State University (“GSU”), no longer advantageously useful to GSU or other units of the University System of Georgia but only to the extent and for the purpose of allowing these air rights to be leased to Science Park, LLC (the “LLC”) for floors 5, 6, 7, 8, 9 and penthouse in the Parker H. Petit Science Teaching Laboratory (the “Petit Building”).

Recommended further: That the Board authorize the execution of an air rights lease between the Board of Regents, Lessor, and the LLC, Lessee, for the above-referenced air rights on the campus of GSU, for a period not to exceed 33 years (not to exceed 30 years from the date the LLC obtains a certificate of occupancy and providing a construction period of not more than three years), with an option to renew for up to an additional 5 years should there be debt outstanding at the end of the original air rights lease term.

Recommended further: That the Board authorize the execution of a rental agreement between the LLC, Landlord, and the Board of Regents, Tenant, for floors 5, 6, 7, 8, 9 and penthouse in the Petit Building for the period commencing on the first day of the first month after the LLC obtains a certificate of occupancy and ending the following June 30 at a rent not to exceed \$6,100,000.00 per year with options to renew on a year-to-year basis for up to 30 consecutive one-year periods (the total not to exceed 30 years from the date of the certificate of occupancy) with rent increasing no more than 3% for each option period exercised.

Recommended further: That the terms of these agreements be subject to review and legal approval of the Office of the Attorney General.

Recommended further: That authorization to execute the rental agreement be delegated to the Vice Chancellor for Facilities.

Understandings: In April 2005, the Board authorized the naming for Parker H. Petit. In February 2006, the Board received information about the Petit Building. In May 2006, the Board received information about the Petit Building and the appointment by GSFIC of an architectural / engineering firm and a program management firm. In March 2007, the Board adopted the resolution for the issuance of General Obligations Bonds by GSFIC, including \$27,500,000 for the Petit Building. In November 2007, the Board approved an air rights lease, easement and operating agreement, agreement for development, and rental agreement for the Petit Building. In June 2009, the Board authorized a budget modification to add \$8,759,277 to the Petit Building.

This approval will clarify and refine the premises to be included in the air rights lease and the rental agreement.

13. Authorization of Projects Funded by American Recovery and Reinvestment Act

Recommended: That the Board authorize projects to be funded by the American Recovery and Reinvestment Act (the “ARRA”).

Understandings: This approval is for projects to be presented to the Committee.

Should ARRA funding not be available, these projects will not proceed.

Should full ARRA funding not be obtained, these projects will be reprogrammed within available funding, or supplemental funding will be provided. If alternative funding is provided to supplement the ARRA funding then further Board authorization will be obtained.

These projects are included in the respective campus’ Capital Implementation Plan (the “CIP”), however none are currently contemplated for State General Obligation Bond funding within the rolling six-year CIP.

13.a. Site License, Carbon-Neutral Energy Solutions Laboratory, Georgia Institute of Technology

Recommended: That the Board grant a site license to Georgia Tech Facilities, Inc. (the “GTFI”) to access approximately 2.62 acres of real property on the campus of Georgia Institute of Technology (“GIT”) to perform all necessary due diligence in support of the Carbon-Neutral Energy Solutions Laboratory (the “C-NES”) project for GIT.

Understandings: The proposed approximately 45,000-square-foot C-NES facility will include laboratory space, support space, and office space. The C-NES facility will provide space for translational and pre-commercialization research in carbon-neutral energy conversion technologies. Areas of focus include but are not limited to: (1) combustion, (2) gasification, (3) biochemical-enzymatic conversion of biomass, and (4) carbon dioxide capture. The C-NES facility is to be located at GIT’s North Avenue Research Area (the “NARA”).

The project is consistent with GIT’s NARA Sector Plan as documented in the Campus Master Plan.

The total project budget is approximately \$24 million. \$12 million will be funded from the American Recovery and Reinvestment Act (the “ARRA”). GIT has applied for the ARRA funding as a federal grant through the National Institute of Standards and Technology. This will be a matching grant. GTFI will construct the facility and finance the matching portion as a Public Private Venture bond issuance.

Further action will be requested by the Board for any necessary agreements potentially to include a ground lease and rental agreement. The source of funds for the rental agreement will be from GIT funds, including research awards and contracts. Rent will include a capital reserve.

If ARRA funding is received, access to the site is needed by February 1, 2010 with a target to complete the project by March 2011.

14. Ratification of Chancellor's Actions

Recommended: That the Board ratify Chancellor Erroll B. Davis' actions which were approved in accordance with the authority delegated by the Board of Regents at the November 2009 meeting for Chancellor Davis to take any actions necessary on behalf of the Board between the November 2009 meeting and the January 2010 meeting with such actions to be ratified by the Board at the January meeting. This ratification is for items to be presented to the committee and supports action taken by the Chancellor during this period.

15. Executive Session

Materials to be handed out in executive session.

16. Information Item: Annual Reporting Per Board Policy, Section 900

The Vice Chancellor for Facilities, Linda M. Daniels, will give an annual report as required by Board Policy Section 900.