



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

BOARD OF REGENTS MEETING AGENDA
Tuesday, March 9, 2010

| <u>Approximate Times</u> | <u>Tab</u> | <u>Agenda Item</u> | <u>Presenter</u> |
|---|------------|---|--|
| 11:00 AM Room 7019 | 1 | Executive & Compensation Committee Meeting | Chair Robert Hatcher |
| 12:00 PM Room 7010 | 2 | Board Luncheon | |
| 1:00 PM Room 7007 | 3 | Call to Order | Chair Robert Hatcher |
| | 4 | Invocation | Regent James Bishop |
| | 5 | Safety Briefing | Chief Bruce Holmes |
| | 6 | Attendance Report | Secretary Burns Newsome |
| | 7 | Approval of Meeting Minutes: February 9, 2010 & March 2, 2010 | Chair Robert Hatcher |
| | 8 | Introduction of New Presidents: Medical College of Georgia Clayton State University | Chancellor Erroll Davis Dr. Ricardo Azziz Dr. Thomas Hynes |
| | 9 | Recognition of Guests | Chancellor Erroll Davis |
| | 10 | Presentation: Fort McPherson Update | Chair Robert Hatcher Mr. Felker Ward Mr. Jack Sprott |
| 1:35 PM Room 5158 Room 5158 | | <u>Track I Committee Meetings</u> | |
| | 11 | Academic Affairs | Regent Wanda Rodwell |
| | 12 | Organization & Law | Regent Kenneth Bernard |
| 1:35 PM Room 7007 Room 7007 Room 7007 | | <u>Track II Committee Meetings</u> | |
| | 13 | Finance & Business Operations | Regent Felton Jenkins |
| | 14 | Internal Audit, Risk, & Compliance | Regent Kessel Stelling |
| | 15 | Real Estate & Facilities | Regent James Jolly |

BOARD OF REGENTS MEETING AGENDA

Wednesday, March 10, 2010

| <u>Approximate Times</u> | <u>Tab</u> | <u>Agenda Item</u> | <u>Presenter</u> |
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| 10:00 AM Room 5158 | 16 | Personnel and Benefits Committee Meeting | Regent Wanda Rodwell |
| 11:10 AM Room 7007 | 17 | Call to Order | Chair Robert Hatcher |
| | 18 | Invocation | Regent James Bishop |
| | 19 | Safety Briefing | Chief Bruce Holmes |
| | 20 | Attendance Report | Secretary Burns Newsome |
| | 21 | Committee of the Whole: Strategic Planning | Vice Chair Willis Potts Chancellor Erroll Davis |
| | 22 | Chancellor's Report | Chancellor Erroll Davis |
| 12:00 PM Room 7007 | 23 | Committee Reports: A. Executive & Compensation B. Academic Affairs C. Finance & Business Operations D. Internal Audit, Risk, & Compliance E. Organization & Law F. Personnel & Benefits G. Real Estate & Facilities H. Strategic Planning | Chair Robert Hatcher Regent Wanda Rodwell Regent Felton Jenkins Regent Kessel Stelling Regent Kenneth Bernard Regent Wanda Rodwell Regent James Jolly Regent Willis Potts |
| | 24 | Unfinished Business | Chair Robert Hatcher |
| | 25 | New Business | Chair Robert Hatcher |
| | 26 | Petitions and Communications | Secretary Burns Newsome |
| | 27 | Executive Session | Chair Robert Hatcher |
| | 28 | Adjournment | Chair Robert Hatcher |

AGENDA

EXECUTIVE AND COMPENSATION COMMITTEE

March 9, 2010

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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

March 9, 2010

1. Executive Session: Personnel Matters and Litigation

The Committee will meet in Executive Session 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
March 9, 2010

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COMMITTEE ON ACADEMIC AFFAIRS

PRIMARY POINTS / SUMMARIES

March 9, 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

1. Revision to Policy 8.3.8.3, Academic Professionals

A recommendation to change Policy 8.3.8.3, Academic Professionals, has been made in order to eradicate contradictory statements in policy concerning institutional notification of non-reappointment on a three month, six month, and nine month schedule.

2. Establishment of an Associate of Fine Arts in Music, Abraham Baldwin Agricultural College

Abraham Baldwin Agricultural College seeks approval to establish an Associate of Fine Arts in Music in order to provide students with a degree completion option before transferring to a bachelor's level fine arts program. The program offers intensive study of a fine arts area at the associate's degree level and will be the first in the system.

3. Establishment of a Master of Science with a major in Psychology, Clayton State University

Clayton State University seeks approval to establish a Master of Science with a major in Psychology to complement the existing Bachelor of Science with a major in Psychology and Human Services. The program was developed to address the demand of 85% of over 500 undergraduate majors for a master's level program in the discipline. The program requires a waiver to degree credit-hour length for accreditation purposes.

4. Establishment of a Bachelor of Science with a major in Psychology, Macon State College

Macon State College seeks approval to establish a Bachelor of Science with a major in Psychology. The program would address increased demands by undergraduates to offer such a program on campus. It is projected that related employment opportunities will increase through year 2016.

COMMITTEE ON ACADEMIC AFFAIRS

PRIMARY POINTS / SUMMARIES

March 9, 2010

5. Establishment of a Doctor of Philosophy with a major in City and Regional Planning, Georgia Institute of Technology

Georgia Tech seeks to establish a Doctor of Philosophy with a major in City and Regional Planning. The program developed and matured as a distinct area from the existing doctoral program in architecture. The program further refines and adds focus to the disciplinary area by developing graduates who can teach and provide contributions to the spatial development of urban and community environments.

6. Establishment of a Doctor of Philosophy with a major in International Conflict Management, Kennesaw State University

Kennesaw State University seeks to establish its first Doctor of Philosophy (Ph.D.) program with a major in International Conflict Management. Often referred to as “peace studies,” the program seeks to develop graduates who can focus on the links between peace building, risk management, conflict management, and humanitarian operations.

7. Termination of the Bachelor of Science in Education with a major in Technology Education, Georgia Southern University

Georgia Southern University seeks to terminate the Bachelor of Science in Education with a major in Technology Education. The program has been deactivated for more than two years and has had historically low enrollments.

AGENDA

COMMITTEE ON ACADEMIC AFFAIRS

March 9, 2010

1. Revision to Policy 8.3.8.3, Academic Professionals

Recommended: That the Board revise Policy 8.3.8.3, Academic Professionals, as shown below effective, March 10, 2010.

Background: The policy change is recommended in order to remove a paragraph regarding notice of renewal and nonrenewal of a type of non-tenure track personnel called academic professionals. The paragraph to be removed contradicts the broader policy which indicates that notice of nonrenewal of a contract goes only to non-tenure track personnel with faculty rank, which does not include academic professionals. The policy revision is also recommended to reflect previous Board approval to allow institutions not to provide annual notice of renewal of contract.

CURRENT POLICY:

8.3.8.3 Academic Professionals

Institutions are authorized to establish non-tenure track professional positions, with the approval of the Chancellor, with Academic Professional titles assigned to such appropriate positions as defined below. The title Academic Professional would be similar to those currently in use (BoR Minutes, February, 2007).

Persons in such positions may be involved in duties of a managerial, research, technical, special, career, public service, or instructional support nature. Examples of such positions currently existing are public service professional, research scientist, research associate, research engineer, and research technologist.

The following stipulations apply to all Academic Professional positions:

1. The position requires an appropriate terminal degree, or in rare and extraordinary circumstances, qualification on the basis of demonstrably successful related experience, which exception is expressly approved by the institution president (BoR Minutes, February 2007).
2. The Academic Professional designation may not be assigned to a position where the teaching and research responsibilities total 50% or more of the total assignment.
3. The position is not a tenure-track position, and the holder of the position is not eligible for consideration for the award of tenure, or for probationary credit toward tenure.

1. Revision to Policy 8.3.8.3, Academic Professionals (Continued)

The designation Academic Professional would apply to a variety of academic assignments that call for academic background similar to that of a faculty member with professorial rank, but which are distinctly different from professorial positions. Examples include:

1. Managing instructional laboratories;
2. Assuming academic program management roles not suited for expectations applied to tenure-track faculty members, operating instructional technology support programs;
3. Being responsible for general academic advising;
4. Assuming professional student counseling center responsibilities, providing specialized skill acquisition training as support for academic programs; and,
5. Working with tenure-track faculty members in course and curriculum development and in the laboratory.

(BoR Minutes, October 2008)

General categories for Academic Professionals would include:

1. *Training and Instructional Support.* This includes educational needs assessment, program development and coordination, instructional materials and technology development, delivery of specialized or skill acquisition instruction, and program evaluation. In light of the restriction above, Academic Professionals must be persons whose instructional duties account for less than half of their total time.
2. *Technical Assistance.* An advisory or operating role which provides specialized knowledge appropriate for program support and development. The activities range from a significant or advisory or operating role to managing a technical support unit to development of organizational structures and function.
3. *Specialized Management.* This includes supervision of clinical practice or field experience, or providing services or out-of-class educational opportunities for students.

Career ladders may be established for Academic Professionals, using the following titles: Academic Professional Associate, Academic Professional, and Senior Academic Professional (BoR Minutes, February 2007).

Reappointment of Academic Professionals is made annually. Notice of reappointment and non-reappointment must be made in a timely manner consistent with Board of Regents policy, using the three-month, six-month, and nine-month notification schedule depending upon length of service in the position (BoR Minutes, October 2008).

1. Revision to Policy 8.3.8.3, Academic Professionals (Continued)

All provisions of Section 8.3.8 of the Board of Regents' Policy Manual will apply to the employment of Academic Professionals.

PROPOSED POLICY:

8.3.8.3 Academic Professionals

Institutions are authorized to establish non-tenure track professional positions, with the approval of the Chancellor, with Academic Professional titles assigned to such appropriate positions as defined below. The title Academic Professional would be similar to those currently in use (BoR Minutes, February, 2007).

Persons in such positions may be involved in duties of a managerial, research, technical, special, career, public service, or instructional support nature. Examples of such positions currently existing are public service professional, research scientist, research associate, research engineer, and research technologist.

The following stipulations apply to all Academic Professional positions:

1. The position requires an appropriate terminal degree, or in rare and extraordinary circumstances, qualification on the basis of demonstrably successful related experience, which exception is expressly approved by the institution president (BoR Minutes, February 2007).
2. The Academic Professional designation may not be assigned to a position where the teaching and research responsibilities total 50% or more of the total assignment.
3. The position is not a tenure-track position, and the holder of the position is not eligible for consideration for the award of tenure, or for probationary credit toward tenure.

The designation Academic Professional would apply to a variety of academic assignments that call for academic background similar to that of a faculty member with professorial rank, but which are distinctly different from professorial positions. Examples include:

1. Managing instructional laboratories;
2. Assuming academic program management roles not suited for expectations applied to tenure-track faculty members, operating instructional technology support programs;
3. Being responsible for general academic advising;

1. Revision to Policy 8.3.8.3, Academic Professionals (Continued)

4. Assuming professional student counseling center responsibilities, providing specialized skill acquisition training as support for academic programs; and,
5. Working with tenure-track faculty members in course and curriculum development and in the laboratory.

(BoR Minutes, October 2008)

General categories for Academic Professionals would include:

- 1 *Training and Instructional Support.* This includes educational needs assessment, program development and coordination, instructional materials and technology development, delivery of specialized or skill acquisition instruction, and program evaluation. In light of the restriction above, Academic Professionals must be persons whose instructional duties account for less than half of their total time.
2. *Technical Assistance.* An advisory or operating role which provides specialized knowledge appropriate for program support and development. The activities range from a significant or advisory or operating role to managing a technical support unit to development of organizational structures and function.
3. *Specialized Management.* This includes supervision of clinical practice or field experience, or providing services or out-of-class educational opportunities for students.

Career ladders may be established for Academic Professionals, using the following titles: Academic Professional Associate, Academic Professional, and Senior Academic Professional (BoR Minutes, February 2007).

~~Reappointment of Academic Professionals is made annually. Notice of reappointment and non-reappointment must be made in a timely manner consistent with Board of Regents policy, using the three-month, six-month, and nine-month notification schedule depending upon length of service in the position (BoR Minutes, October 2008).~~

All provisions of Section 8.3.8 of the Board of Regents' Policy Manual will apply to the employment of Academic Professionals.

2. Establishment of an Associate of Fine Arts in Music, Abraham Baldwin Agricultural College

Recommended: That the Board approve the request of President David C. Bridges that Abraham Baldwin Agricultural College (“ABAC”) be authorized to establish an Associate of Fine Arts in Music, effective March 10, 2010.

Abstract: ABAC seeks approval to establish an Associate of Fine Arts in Music to allow students a smooth transition into a Bachelor of Fine Arts degree. The proposed degree would enable students to transfer and complete two years of study instead of the current three years when students complete an Associate of Arts degree. The institution currently offers an array of activities for music majors inclusive of a concert choir, concert band, jazz choir, chamber singers, jazz band, small ensembles and the Thundering Herd pep band. Each academic year the institution presents approximately twenty musical performances for the public.

Need: ABAC suggests that the proposed Associate of Fine Arts in Music will increase retention and graduation rates of music students and maintain the current level of music preparation required before entering a baccalaureate program. The Associate of Fine Arts will better serve students in two ways. It will allow rural students to pursue a degree equal to their talents, with a timeline that maximizes their opportunity for complete musical training without extending their total time in college. The program will also allow students to spread required core courses over their academic career, thus mirroring the experience of students who enter directly into a baccalaureate program from high school. The proposed program will offer students the opportunity to streamline their program of study in a manner consistent with comparable programs and national norms. Although models exist nationally for such programs, only Young Harris College, a private institution, offers the Associate of Fine Arts in Georgia. Similar programs are offered at such institutions as Riverland Community College (Austin, MN), Anoka-Ramsey Community College (Cambridge, MN), Oakland Community College (Des Plaines, IL), and Johnston Community College (Smithfield, NC).

Objectives: Students completing the program will 1) demonstrate a required level of artistry and technical proficiency on their instrument through completion of applied lessons, juries, and performances in public music student recitals; 2) demonstrate a required level of music analytical competence and music aural recognition through the completion of four semesters of written theory and music labs; 3) recognize and understand the historical and cultural development of music and its history through various ages; and 4) demonstrate an ability to critique a musical performance through written assignments.

2. **Establishment of an Associate of Fine Arts in Music, Abraham Baldwin Agricultural College (Continued)**

Curriculum: Students will complete 42 hours of the core curriculum in addition to all the music courses required by a four-year institution in the first two years of study upon graduating from ABAC. The delivery of the program will involve a mixture of lecture/discussion, music labs for ear-training and sight singing, applied private lessons in one's major instrument along with classroom piano labs, involvement in large and small ensembles, and personal performances in recitals and juries.

Projected Enrollment: The institution anticipates steady enrollments of between 30 to 35 students during the first three years of program implementation.

Funding: President Bridges has provided reverification that funding for the program will be supported by the institution. ABAC's music faculty members are active performers, scholars, conductors, clinicians, and adjudicators throughout the region.

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 Master of Science with a major in Psychology, Clayton State University

Recommended: That the Board approve the request of President Thomas J. Hynes that Clayton State University (“CLSU”) be authorized to establish a Master of Science with a major in Psychology, effective March 10, 2010.

Abstract: CLSU seeks to offer a new graduate degree program, the Master of Science with a major in Psychology. The proposed program will offer two areas of concentration, applied developmental psychology and clinical psychology.

Need: According to the Occupational Outlook Handbook (2008), careers in psychology are expected to grow faster than the average for all occupations through year 2016 with an overall growth rate of 15 percent during this time period. Out of 500 undergraduate psychology majors, over 85% have expressed an interest in CLSU offering a master’s level psychology program.

Objectives: Students will gain advanced knowledge in normative and atypical patterns of development and a deep understanding of the important contexts for child and adolescent development. Students will also develop skills for assessing development and for designing and evaluating programs that serve children and adolescents.

Curriculum: The curriculum for the program, comprised of new courses, has been designed to meet all requirements for professional counselor licensure in Georgia. The university intends to pursue accreditation by the Masters in Psychology Accreditation Council for both program options (e.g., clinical studies and developmental studies). Although the program is amenable to students who will later pursue doctoral studies in this disciplinary area, it is intended to be primarily a terminal professional degree. The program will implement either program option depending upon demand and departmental priorities. Courses that will be required of all students include Advanced Development, Ethics and Professional Identity, Cultural Issues in Applied Settings, Psychological Assessment, and Advanced Research Methods (Parts I and II).

Credit-Hour Waiver: It is noted that the master’s level degree will require completion of between 49 to 51 semester-credit hours. A waiver to degree credit-hour length is requested in order to design the program for professional accreditation. The program includes applied developmental and clinical tracks. Both tracks include field experiences and internships with clinical supervision. Students will be required to complete a thesis or non-thesis project and comprehensive examination.

3. **Establishment of a Master of Science with a major in Psychology, Clayton State University (Continued)**

Projected Enrollment: The institution anticipates enrollments of 25, 40, and 60 students during the first three years of program implementation.

Funding: 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 Psychology, Macon State College

Recommended: That the Board approve the request of President David A. Bell that Macon State College (“MSC”) be authorized to establish a Bachelor of Science with a major in Psychology, effective March 10, 2010.

Abstract: MSC proposes to meet an identified demand for a new baccalaureate program in central Georgia by offering a Bachelor of Science with a major in Psychology. The degree was developed for students who seek broad-based knowledge in the field of psychology, expertise in psychological processes and research methodology, and knowledge of psychological principles and their application to human behavior.

Need: According to the Occupational Outlook Handbook, careers in psychology are expected to grow faster than the average for all occupations through year 2016 with an overall growth rate of 15 percent during this time period. It is anticipated that MSC students will be equipped with the knowledge, skills, and training to hold entry level careers in social service agencies, schools, mental health centers, employment relations, and substance abuse clinics. The program will also meet the needs of students who want to pursue graduate study in psychology.

Objectives: Students will garner a base of information that is transferable to a wide range of career options and graduate fields of study in social service agencies, schools, mental health centers, legal advocacy, public policy, government, and for-profit as well as non-profit research settings. Students will also be prepared to enter graduate school. Most professional careers in-field require advanced graduate degrees.

Curriculum: The 120-semester hour curriculum will include required courses in Biopsychology, Research Methods, Statistics, Abnormal Psychology, Experimental Psychology, and Cross-cultural Psychology. Concentrations will be offered in psychology and law, leadership and training, developmental psychology, and counseling.

Projected Enrollment: The institution anticipates enrollments of between 150 to 175 students during the first three years of program implementation.

Funding: President Bell 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 Doctor of Philosophy with a major in City and Regional Planning, 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 a Doctor of Philosophy with a major in City and Regional Planning, effective March 10, 2010.

Abstract: GIT seeks approval to establish a Doctor of Philosophy with a major in City and Regional Planning. GIT has offered a concentration in City and Regional Planning through its existing doctoral program in Architecture. Students currently graduate with a major in Architecture under the Doctor of Philosophy degree. The institution also offers a Master of City and Regional Planning. Doctoral studies in City and Regional Planning have reached a point of maturity and scale to warrant designation as a major at the Doctor of Philosophy level. City and Regional Planning, as a discipline, enables professionals to promote the livability of communities while designing urbanized spaces that take into account physical and social environments. When a doctoral program in architecture was established in 1982 at GIT, approximately 55 master’s students chose city and regional planning as a concentration area. Today, the disciplinary area is subscribed to by over 100 master’s students and 19 doctoral students. City and Regional Planning has steadily increased its levels of sponsored research, interdisciplinary research initiatives, and focused research in areas such as economic development, transportation, environment, community development, land use, and urban design. The proposed program would be further supported by two new research centers: Geographic Information Systems and Quality Growth and Regional Development.

Need: The continued capacity of the current concentration in City and Regional Planning and master’s degree to expand its teaching, research, and service missions is closely tied to the institution’s ability to attract high caliber doctoral students. The trend toward urbanization is projected to continue as the population increases. According to a 2008 U.S. Census Bureau news release, all but one of the nation’s ten fastest-growing counties were located in the South or West. The three Georgia counties that were part of the list of expanding areas were Paulding, Jackson, and Forsyth counties. Employment growth in the discipline will be driven by the need for state and local governments as well as markets to promote community and economic development while protecting the quality of life and environment and simultaneously managing transportation, infrastructure, land use, and urban design for an expanding population.

Objectives: Through the development of a doctoral program, the City and Regional Planning master’s program can further strengthen its identity and focus. It is anticipated that graduates of the doctoral program will contribute their expertise in executive level positions that focus on the spatial implications of urban and community environments or become faculty members in established programs around the country.

5. Establishment of a Doctor of Philosophy with a major in City and Regional Planning, Georgia Institute of Technology (Continued)

Curriculum: The doctoral program requires that students complete graduate core courses, a major and minor, a qualifying paper, comprehensive examinations, and a dissertation. Required courses include, but are not limited to, Advanced Planning Theory, Advanced Urban and Regional Theory, Research Design in Planning, Contemporary Architectural and Planning Issues, Performance Aspects of Building System Design, Quantitative Methods in Construction Research, Theories of Architectural Space & Culture, Advanced Research Design and Methods, and Research Seminar in Design Computing. The program will include the study of history and precedent in the field; theory, concepts, and their evolution; current debate; and methods of analysis and inquiry. Minors are designed to enable a student to apply knowledge from other fields toward theory building and research in City and Regional Planning. Examples include urban economics, transportation engineering, ecosystem conservation biology, and urban regional modeling.

Projected Enrollment: The institution anticipates enrollments of between 20 to 24 students during the first three years of program implementation.

Funding: President Peterson has provided reverification that funding for the program will be supported by the institution. The institution anticipates that to implement the doctoral program an additional staff member will be hired along with three faculty members and funding support will be enhanced for teaching assistantships.

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

6. Establishment of a Doctor of Philosophy with a major in International Conflict Management, Kennesaw State University

Recommended: That the Board approve the request of President Daniel S. Papp that Kennesaw State University (“KSU”) be authorized to establish a Doctor of Philosophy with a major in International Conflict Management, effective March 10, 2010.

Abstract: KSU seeks approval to establish its first Doctor of Philosophy program. The institution currently offers the following programs: Doctor of Nursing Science, Doctor of Educational Leadership for Learning, and Doctor of Business Administration. The major in International Conflict Management, or as it is sometimes referred to as “peace studies,” will address the demand for practitioners and decision makers trained in the approaches to and understanding of global interconnections in the 21st century and the need for additional scholars to work in critical international conflict fields. The core of the proposed program will prepare students in key global competencies including (1) ethical foundations of global conflict, (2) cross-cultural analysis, (3) international relations, and (4) international negotiations. The program will draw on a diverse set of disciplines and cultural and regional studies beyond the core courses. The program builds on the institution’s strength in international affairs and conflict management found in the existing Master of Science with a major in International Policy Management and Master of Science in Conflict Management.

Need: One of few programs in the country, KSU sought to develop a program to address international affairs in an interdisciplinary context with an emphasis on global relations and conflict management. KSU seeks to develop doctoral graduates engaged in research and policy matters who understand the implications and potential solutions to global tensions. The proposed program, if approved, would join a small community of programs with two in the U.S. and one in Canada. The proposed program includes an emphasis on peacekeeping, peace operations, and humanitarian operations.

Objectives: Graduates will be able to address problems from a sophisticated knowledge base of substantive and methodological approaches. The program will focus on links between peace building operations, risk management, conflict management, and the role of third parties. It is projected that student interests and market forces will enable graduates to be placed into research posts and intelligence positions with research institutes, non-governmental agencies and organizations, the State Department and the United States Agency for International Development as well the private sector inclusive of the global business community.

Curriculum: The proposed program will be housed within the College of Humanities and Social Sciences. Preparation of core courses will be a core component of the program. Methodological preparation of graduates will be rigorous inclusive of courses in quantitative and qualitative methods, research design, and international program and policy analysis and evaluation.

6. Establishment of a Doctor of Philosophy with a major in International Conflict Management, Kennesaw State University (Continued)

In addition to research methods, the program will require graduates to obtain international experience, professional foreign language competency, teaching experience and pedagogical training, and research experiences. Core courses include, but are not limited to, Theories and Analysis in International Conflict Management; International Relations: Theory, Systems, and Practice; and Essentials of International Negotiation: Theory and Practice. Curricular electives include, but are not limited to, Intercultural Dynamics in International Conflict Management, Foundations and Issues in International Political Economy, and Peace-building and Reconciliation.

Projected Enrollment: The institution anticipates enrollments of between 15 to 30 students during the first three years of program implementation.

Funding: President Papp has provided reverification that funding for the program will be supported by the institution. If approved, plans have developed to provide office space for five new faculty members as well as a program director and administrative support and workspace for doctoral students.

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. **Termination of the Bachelor of Science in Education with a major in Technology Education, Georgia Southern University**

Recommended: That the Board approve the request of President Brooks A. Keel that Georgia Southern University (“GSOU”) be authorized to terminate the Bachelor of Science in Education with a major in Technology Education, effective March 10, 2010.

The institution has tracked students through the program and reports that no new students have been admitted into the major since fall 2007. There are no students currently enrolled in the degree program. The program has been deactivated since 2007 and has had historically low enrollments. Termination of the program will not have any adverse impact on faculty or students.

8. Named Faculty Positions

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

9. **Information Item: USG Cross-University Research and Equipment Sharing: Neuroscience**

Faculty members from Georgia State University and the Georgia Institute of Technology will provide a presentation on research in neuroscience and related areas.

AGENDA
COMMITTEE ON ORGANIZATION AND LAW

March 9-10, 2010

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| 2. Policy Manual Revision: Appeals | 2 |
| 3. Policy Manual Revision: Employment Appeals | 3 |

AGENDA

COMMITTEE ON ORGANIZATION AND LAW

March 9-10, 2010

1. Applications for Review

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

2. Policy Manual Revision: Appeals

Recommended: That the Board revise Policy 4.7 (“Appeals”) regarding the types of **student** disputes which the Board leaves to the discretion of the presidents.

Background: At its January and February meeting, the committee requested that committee staff bring proposals to the committee regarding appeals and grievances which might best be left to the discretion of the presidents.

It is recommended that Section 4.7.1 of The Policy Manual be amended as follows:

Please note: Changes are represented by bold, highlighted and underlined text. Deletions are represented by strike-through text.

4.7 **Student** Appeals

4.7.1 ~~Grade, Parking, Residency, and Tuition~~ Appeals

Final judgment on all appeals ~~regarding residency, student grades, traffic citations, and the Guaranteed Tuition Plan~~ **not involving suspension, expulsion or unlawful discrimination** rests with the president of the institution at which the appeal is heard.

4.7.2 Appeals on Other Matters

Appeals by or on behalf of students on other matters ~~or applicants for admission~~ shall be made according to Article VIII of the [Bylaws of the Board of Regents](#).

3. Policy Manual Revisions: Employment Appeals

Recommended: That the Board add Policy 8.2.21 (“Appeals”) regarding the types of employment disputes which the Board leaves to the discretion of the presidents.

Background: At its January and February meeting, the committee requested that committee staff bring proposals to the committee regarding appeals and grievances which might best be left to the discretion of the presidents.

It is recommended that the Board add a provision to Section 800 (“Personnel”) of the Policy Manual, as follows:

8.2.21 Employment Appeals

8.2.21.1 Appeals

Final judgment on employment grievances not involving suspension, demotion, dismissal, workplace discrimination, and applications for tenure rests with the president of the institution at which the appeal is heard.

8.2.21.2 Appeals on Other Matters

Appeals by or on behalf of employees on other matters shall be made according to Article VIII of the [Bylaws of the Board of Regents](#).

AGENDA

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

March 9, 2010

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APPROVAL ITEMS

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| 1. | Approval of Professional Program Tuition for Doctor of Physical Therapy, Armstrong Atlantic State University and North Georgia College & State University | 1 |
| 2. | Presentation of the 2009 Audited Financial Statements for the University System of Georgia | 2 |

AGENDA

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

March 9, 2010

1. **Approval of Professional Program Tuition for Doctor of Physical Therapy, Armstrong Atlantic State University and North Georgia College & State University**

Recommended: That the Board approve the requests of Armstrong Atlantic State University (“AASU”) and North Georgia College & State University (“NGCSU”) for a professional program, in-state student tuition rate of \$277 per credit hour and a professional program, out-of-state student tuition rate of \$841 per credit hour for the Doctor of Physical Therapy degree program, effective Summer Semester 2010.

Background: In order to offer a professional doctorate program to their Master of Science in Physical Therapy graduates, AASU and NGCSU, which were not authorized at the time for doctoral education, formed a consortium with the Medical College of Georgia (MCG) in 2005 to be able to deliver the Doctor of Physical Therapy (“DPT”) degree program to these students. The consortium was accredited in 2006 with MCG as the degree granting institution. The DPT curriculum was offered at each campus in the consortium. The tuition rate charged for students enrolled in the DPT consortium reflected the MCG DPT professional program tuition rate. In October 2009, the Board of Regents approved the establishment of the Doctor of Physical Therapy degree programs at Armstrong Atlantic State University and North Georgia College & State University, thus eliminating the need for the consortium. Because these institutions already offer the same curriculum as MCG regarding the DPT program, their costs in providing this curriculum are similar to MCG’s cost in this regard, and will be unchanged. As a result, both institutions are requesting to assess program tuition at the same rate as MCG.

Based on the above facts, Armstrong Atlantic State University and North Georgia College & State University are requesting Board approval of the professional program tuition at the rate of \$277 per credit hour for in-state students and \$841 per credit hour for out-of-state students, effective Summer Semester 2010. The in-state and out-of-state tuition rates are identical to the present tuition rate charged under the Medical College of Georgia’s Doctor of Physical Therapy program. All tuition funds collected will be applied directly towards the funding of the respective institutions’ Doctor of Physical Therapy programs.

2. **Information Item: Presentation of the 2009 Audited Financial Statements for the University System of Georgia**

Vice Chancellor for Fiscal Affairs Ms. Usha Ramachandran will present information on the Fiscal Year 2009 annual financial statements for the University System of Georgia.

AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE

March 9, 2010

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INFORMATION ITEMS

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| 1. | Audit Results – Information Technology | 1 |
| 2. | Health Insurance Dependent Verification Audit – Status Update | 2 |

AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE

March 9, 2010

1. Information Item: Audit Results – Information Technology

The USO Office of Internal Audit and Compliance (“OIAC”) audit plan operates an information technology (“IT”) audit function as part of the overall internal audit effort. IT audits traditionally focus on the technology driven activities and operations within the University System of Georgia (“USG”) to include IT governance, security, data management, business continuity planning, and other IT areas.

At this meeting, Chief Audit Officer and Associate Vice Chancellor Mr. John Fuchko, III, Chief Information Security Officer Mr. Stan Gatewood and interim Director of IT Audit Mr. Erwin Carrow will briefly summarize the IT audit results over the past 12 months and briefly discuss IT audit and IT security capabilities within the USG.

2. **Information Item: Health Insurance Dependent Verification Audit – Status Update**

Chairman Hatcher identified a health insurance dependent verification audit as one of his primary initiatives for fiscal year 2010. The dependent verification audit was assigned to the Committee on Internal Audit, Risk, and Compliance and is a joint effort of the Office of Internal Audit and Compliance and the Office of Human Resources.

At this meeting, Associate Vice Chancellor for Life and Health Benefits Mr. Tom Scheer and Chief Audit Officer and Associate Vice Chancellor Mr. John Fuchko, III will answer any questions that the Committee on Internal Audit, Risk, and Compliance as to the progress of the audit. A white paper detailing the progress of the audit will be distributed in advance of the meeting.

AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

March 9, 2010

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APPROVAL ITEMS

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2. Rental Agreement, 5091 Ivey Drive, Macon State College 2
3. Ground Lease and Rental Agreement, Carbon-Neutral Energy Solutions Laboratory, Georgia Institute of Technology 3
4. Authorization of Projects Funded by American Recovery and Reinvestment Act 4
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INFORMATION ITEMS

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7. Periodic Report on Real Estate Acquisitions 7

AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

March 9, 2010

1. **Authorization of Project, Project No. BR-66-1001, Physical Plant Administration Building, Georgia Southern University**

Recommended: That the Board authorize Project No. BR-66-1001, Physical Plant Administration Building, Georgia Southern University (“GSOU”) with a total project budget of \$1,750,000, to be funded from GSOU institutional funds.

Understandings: This approximately 18,000-square-foot building will house the Plant Operations Director and staff, Contracts and Accounting, Human Resources, Physical Plant information technology services, the Facilities Planning Design and Construction Group.

The estimated construction cost for this project is \$1,415,000.

The project is consistent with GSOU’s master plan, by relocating functions that are currently located in an area of the campus that is designated for student life.

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

2. **Rental Agreement, 5091 Ivey Drive, Macon State College**

Recommended: That the Board authorize the execution of a rental agreement between Macon Place (DE), LLC, Landlord, and the Board of Regents, Tenant, for approximately 336 student housing beds and site amenities located at 5091 Ivey Drive, Macon, Georgia, for the period August 1, 2010, through July 31, 2011, at a monthly rent of \$30,000.00 (\$360,000.00 per year annualized) with an option to renew for one year at the same rent rate, for the use of Macon State College (“MSC”).

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 property will provide housing for MSC students and will establish a living learning community at MSC, in furtherance of the goal to improve retention, progression, and graduation rates.

Operating expenses, including utilities, taxes, insurance and repairs, are estimated to be \$860,000 per year annualized.

The Macon State College Foundation intends to purchase this property from the current owner. At that time the Board of Regents will be requested to take further action as a public private venture.

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

Recommended: That the Board declare an approximately 2.62 acre tract of real property on the campus of the Georgia Institute of Technology (“GIT”) no longer advantageously useful to GIT or other units of the University System of Georgia but only to the extent and for the purpose of allowing this real property to be ground leased to Georgia Tech Facilities, Inc. (the “GTFI”) for the purpose of providing an approximately 45,000-square-foot Carbon-Neutral Energy Solutions (the “C-NES”) Laboratory and site amenities.

Recommended further: That the Board authorize the execution of a ground lease, including necessary access, use, and construction easements and encroachments, between the Board of Regents, Lessor, and GTFI, Lessee, for above-referenced approximately 2.62 acres of real property on the campus of GIT for a period not to exceed 33 years (not to exceed 30 years from the date GTFI obtains a certificate of occupancy for the C-NES Laboratory and providing a construction period of not more than 3 years) for the purpose of providing an approximately 45,000-square-foot C-NES Laboratory and site amenities.

Recommended further: That the Board authorize the execution of a rental agreement between GTFI, Landlord, and the Board of Regents, Tenant, for the above-referenced 2.62 acres of real property for the period commencing when Georgia Tech Facilities, Inc. obtains a certificate of occupancy for the C-NES Laboratory and ending the following June 30 at a rent not to exceed \$1,080,000 annualized with options to renew on a year-to-year basis for up to thirty consecutive one-year periods (the total not to exceed 30 years from the date GTFI obtains a certificate of occupancy for the C-NES Laboratory) at the same rent rate.

Understandings: In January 2010 the Board approved a site license to permit GTFI to access approximately 2.62 acres of real property on the GIT campus to perform necessary due diligence for the C-NES Laboratory.

The C-NES Laboratory is one of 12 projects awarded funds from the American Recovery and Reinvestment Act grants to support the construction of new scientific research facilities. Partial funding for the project will be provided through an award to the Georgia Tech Research Corporation from the National Institute of Standards and Technology.

This 45,000-square-foot facility will include laboratory space, support space, office space, and site amenities. Construction is anticipated to be completed in July, 2011 to allow occupancy for fall 2011.

The source of funds for the rental agreement will be from GIT funds, including research awards and contracts. Rent will include a capital reserve.

4. 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.

5. Executive Session

Materials to be handed out in executive session.

6. Information Item: Annual Report on Contracting

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

7. Periodic Report on Real Estate Acquisitions

Real estate acquisitions approved in executive session that have closed include:

February 10, 2009 Board meeting -

The Board approved the acquisitions of the following real property on behalf of Georgia Highlands College and Kennesaw State University:

- 2.1 Acres, Henry Winn Building, 102-A East Memorial Drive, Dallas
- 0.52 Acre, George Bagby Courthouse Annex, 25 Courthouse Square, Dallas

The Board approved the acquisition of the following real property on behalf of East Georgia College:

- 10.008 Acres, Highway 301, Statesboro

March 17, 2009 Board meeting -

The Board approved the acquisitions of the following real property on behalf of Georgia Southern University:

- 2.54 Acres, 3787 Old Register Road
- 1.762 Acres, 3851 Old Register Road
- 3.22 Acres, 12572 Highway 301 South

The Board approved the acquisitions of the following real property on behalf of Valdosta State University

- 0.474 Acre, 901 North Patterson Street, 903 North Patterson Street, 112 East Gordon Street
- 1.51 Acres, 1200 North Patterson Street
- 1.173 Acres, 1306 North Patterson Street
- 4.758 Acres, 2903 North Ashley Street
- 190.011 Acres, Loch Laurel Road at Touchton Road
- 0.406 Acre, 219 West Moore Street
- 0.367 Acre, 223 West Moore Street
- 0.26 Acre, 109 West Moore Street
- 0.281 Acre, 102 Georgia Avenue
- 0.579 Acres, 1208 North Patterson Street

7. Periodic Report on Real Estate Acquisitions (Continued)

June 9-10, 2009 Board meeting -

The Board approved the acquisition of the following real property on behalf of Gordon College:

12.86 Acres, Collier Road

The Board approved the acquisition of the following real property on behalf of Columbus State University:

78.94 Acres, Whitesville Road

The Board approved the acquisitions of the following real property on behalf of Georgia State University:

0.306 Acre, One Park Place

0.155 Acre, 92 Piedmont Avenue

0.1033 Acre, 75 Poplar Street Southwest

0.085 Acre, 95 Fairlie Street

October 13-14, 2009 Board meeting -

The Board approved the acquisition of the following real property on behalf of Georgia Perimeter College:

0.487 Acre, 4988 Memorial Drive, Clarkston

AGENDA

COMMITTEE ON PERSONNEL AND BENEFITS

March 10, 2010

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INFORMATION ITEM

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| 1. | Presentation Regarding the 2010 Open Enrollment Results, as well as Strategic Alternatives for the Health and Welfare Plans for Plan Year 2011 | 1 |
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AGENDA

COMMITTEE ON PERSONNEL AND BENEFITS

March 10, 2010

1. Presentation regarding Results of the 2010 Open Enrollment and Strategic Alternatives for the Health and Welfare Plans for Plan Year 2011

Mr. Tom Scheer, Associate Vice Chancellor for Life and Health Benefits, will present information regarding the results of the 2010 Open Enrollment.

Mr. Scheer will also provide strategic alternatives for the health and welfare plans for Plan Year 2011.

AGENDA

COMMITTEE OF THE WHOLE: STRATEGIC PLANNING

March 10, 2010

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APPROVAL ITEM

1. Proposed “Principles to Guide Innovation” 1

INFORMATION ITEM

2. Strategic Goal 1: Renew Excellence in Undergraduate Education to Meet Students’ 21st Century Educational Needs. Challenge: The USG Will Improve Graduation and Retention Rates by Institution and Sector 2

AGENDA

COMMITTEE OF THE WHOLE: STRATEGIC PLANNING

March 10, 2010

1. **Proposed “Principles to Guide Innovation”**

Recommended: That the Board approve the revised “Principles to Guide Innovation.”

Background: At the Board’s February 2010 meeting, Chancellor Erroll Davis presented “Principles to Guide Innovation” to the Board. He subsequently requested and received feedback from all University System constituencies and has revised the Principles accordingly. Today we will vote on accepting or rejecting these Principles to guide our decisions as we move forward.

2. **Information Item: Goal 1: Renew Excellence in Undergraduate Education To Meet Students' 21st Century Educational Needs. Challenge: The USG Will Improve Graduation and Retention Rates by Institution and Sector**

The Graduation Rate Task Force, led by Regent Willis Potts, was created in September 2009, to emphasize the importance of raising retention and graduation rates and thus the college completion rate for Georgians. The Task Force is reviewing institution plans to increase the rates as they relate to their comparator and aspirational peers. The Task Force of thirteen, including Regents Larry Ellis and Felton Jenkins, institutional and System Office personnel, has convened twice and heard presentations from eleven of our institutions. Today, Regent Potts will summarize the work being done at the eleven institutions to improve rates. Four additional Task Force meetings are scheduled through June to hear from the remaining twenty-four institutions.