



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

**BOARD OF REGENTS MEETING AGENDA**  
**Wednesday, April 21, 2010**

<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Presenter</u>
<b>8:00 AM</b> Room 5158	<b>1</b>	Medical Education Expansion Committee Meeting	Regent James Bishop
<b>9:15 AM</b> Room 7019	<b>2</b>	Executive & Compensation Committee Meeting	Chair Robert Hatcher
<b>9:45 AM</b> Room 7007	<b>3</b>	Call to Order	Chair Robert Hatcher
	<b>4</b>	Invocation	Regent Benjamin Tarbutton
	<b>5</b>	Safety Briefing	Chief Bruce Holmes
	<b>6</b>	Attendance Report	Secretary Burns Newsome
	<b>7</b>	Approval of March Minutes	Chair Robert Hatcher
	<b>8</b>	Recognition of Guests	Chancellor Erroll Davis
	<b>9</b>	Committee of the Whole: Strategic Planning	Vice Chair Willis Potts Regent Larry Walker Dr. William Potter, UGA
<b>10:30 AM</b> Room 5158		<u>Track I Committee Meetings</u>	
	<b>10</b>	Academic Affairs	Regent Benjamin Tarbutton
Room 5158	<b>11</b>	Organization & Law	Regent Kenneth Bernard
<b>10:30 AM</b> Room 7007		<u>Track II Committee Meetings</u>	
	<b>12</b>	Finance & Business Operations	Regent Felton Jenkins
Room 7007	<b>13</b>	<i>Joint Meeting:</i> Finance & Business Operations and Internal Audit, Risk, & Compliance	Regent Felton Jenkins Regent Kessel Stelling
Room 7007	<b>14</b>	Real Estate & Facilities	Regent James Jolly
<b>12:30 PM</b> Room 7010	<b>15</b>	Board Luncheon	

**BOARD OF REGENTS MEETING AGENDA**  
**Wednesday, April 21, 2010**

<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Presenter</u>
1:30 PM Room 7007	16	Reconvene	Chair Robert Hatcher
	17	Chancellor's Report	Chancellor Erroll Davis
1:45 PM Room 7007	18	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. Medical Education Expansion	Regent James Bishop
		F. Organization & Law	Regent Kenneth Bernard
		G.Real Estate & Facilities	Regent James Jolly
	H.Strategic Planning	Regent Willis Potts	
	19	Unfinished Business	Chair Robert Hatcher
20	New Business	Chair Robert Hatcher	
	Regents Awards for Excellence in Education	Regent Donald Leebern	
21	Petitions and Communications	Secretary Burns Newsome	
22	Executive Session	Chair Robert Hatcher	
23	Adjournment	Chair Robert Hatcher	

# AGENDA

## MEDICAL EDUCATION EXPANSION COMMITTEE

April 21, 2010

**Agenda Item** **Page No.**

---

### INFORMATION ITEMS

1. Update on Developments with Medical Education Program at Partnership Campus 1
2. Planning for Graduate Medical Education (GME) Expansion 2
3. Developments at Clinical Campuses 3
4. Review of Overall Progress in Medical Education Expansion 4

## AGENDA

### MEDICAL EDUCATION EXPANSION COMMITTEE

April 21, 2010

1. **Information Item: Update on Developments with Medical Education Programs at Partnership Campus**

Dr. Douglas Miller, Dean of the School of Medicine at the Medical College of Georgia (“MCG”), and Dr. Arnett Mace will provide the committee with an update on developments to begin medical education operations in the Partnership campus in Athens. Information provided to the committee will cover ongoing progress with recruitment of faculty and staff, student admissions and campus assignment, and ongoing developments related to the Liaison Committee on Medical Education (“LCME”).

**2. Information Item: Planning for Graduate Medical Education (GME) Expansion**

Expanding Graduate Medical Education (“GME”) capacity in Georgia is critical to the University System as it expands education capacity for medical students in Augusta, Athens and throughout the state. Doing this insures that the increased number of medical students to be trained through this expansion can receive quality education during their third and fourth years of medical school; and, take advantage of the influence that GME programs have on future practice location of physicians. Understanding these concerns, staff has engaged in a comprehensive effort to plan for expansion of GME. Dr. Douglas Miller, Dean of the School of Medicine at the Medical College of Georgia (“MCG”) and Dr. Arnett Mace will describe ongoing efforts to expand residency capacity through coordinated work with Athens/Gainesville area hospitals. Dr. Miller will also provide information about ongoing efforts with other hospitals across the state and about recent conversations with hospital leaders in the Southeast Georgia Clinical Residential Campus considering opening GME programs.

**3. Information Item: Developments at Clinical Campuses**

The expansion of medical education provided by the USG, is comprehensive, and includes creation of 2 year clinical campuses in the Southeastern and Southwestern parts of the state and the potential for an additional clinical campus to be established in the Northwest Georgia area. Substantial efforts have been expended on each campus and intentions are to open the Albany clinical campus to students at the beginning of Fiscal Year 2011. Plans currently call for establishing a clinical campus in Savannah by Fiscal Year 2013, and considerations are currently under way regarding a similar campus in the Rome area. Dr. Douglas Miller, Dean of the School of Medicine at the Medical College of Georgia, will provide the committee with an update on efforts to implement the clinical campuses in Albany and Savannah, including providing an update on Liaison Committee on Medical Education (“LCME”) activity, student attendance and specific program developments for the Albany campus and hiring of key personnel in the Savannah area. Dr. Miller will also update the committee on developments in the Rome area.

**4. Information Item: Review of Overall Progress in Medical Education Expansion**

The University System of Georgia expansion of medical education in Georgia is comprehensive, occurring in numerous communities across the state, involving many different partners and involving all components of medical education. The extensive work requires successful achievement of numerous benchmarks. Dr. Douglas Miller, Dean of the School of Medicine at the Medical College of Georgia, will provide the committee with a brief listing of these benchmarks and inform the committee of successes to date on them.

**AGENDA**

**EXECUTIVE AND COMPENSATION COMMITTEE**

**April 21, 2010**

**Agenda Item** **Page No.**

---

**INFORMATION ITEMS**

- |    |   |   |
|----|---|---|
| 1. | Executive Session: Personnel Matters and Litigation | 1 |
| 2. | Future Issues                                       | 2 |



**AGENDA**

**EXECUTIVE AND COMPENSATION COMMITTEE**

**April 21, 2010**

**1. Executive Session: Personnel Matters and Litigation**

The Committee will meet in Executive Session to discuss personnel matters and litigation.

2. **Information Item: Future Issues**

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

## AGENDA

### COMMITTEE OF THE WHOLE: STRATEGIC PLANNING

April 21, 2010

**Agenda Item**

**Page No.**

---

#### INFORMATION ITEM

1. Strategic Goal 3: Increase the System's Participation in Research and Economic Development to the Benefit of a Global Georgia / Enhance and Encourage the Creation of New Knowledge and Basic Research Across All Disciplines

1

## AGENDA

### COMMITTEE OF THE WHOLE: STRATEGIC PLANNING

April 21, 2010

1. **Information Item: Strategic Goal 3: Increase the System's Participation in Research and Economic Development to the Benefit of a Global Georgia / Enhance and Encourage the Creation of New Knowledge and Basic Research Across All Disciplines**

**Proposed State History Museum of Georgia.** Although Georgia has a tremendously rich history, the state lacks a dedicated, comprehensive museum documenting the evolution of our state and its people. An effort to build a State History Museum will be led by the Georgia Board of Regents along with the Governor's Office, the state legislature, our universities, educators, corporate leaders, non-profit associations, and Georgia citizens.

Regent Larry Walker will speak about his efforts toward creating a State History Museum. Dr. William Gray Potter, University Librarian and Associate Provost of University of Georgia, will follow with a presentation on the efforts thus far toward creating a State History Museum.

# AGENDA

## COMMITTEE ON ACADEMIC AFFAIRS

April 21, 2010

<b>Agenda Item</b>	<b>Page No.</b>
<b>PRIMARY POINTS / SUMMARIES</b>	<b>1</b>
<b>I. CONSENT ITEMS</b>	
<i>Policy</i>	
1. Revision to Policy 3.6.3, Comprehensive Academic Program Review (See Summary of Changes in Appendix I, page 31)	4
<i>Academic Programs</i>	
2. Establishment of an Accelerated Licensed Practical Nurse (LPN) to Associate Degree (ADN) Nursing Program, Bainbridge College	8
3. Establishment of a Bachelor of Science with a major in Chemistry, Clayton State University	10
4. Establishment of a Master of Arts in English (emphasis in Critical Studies in Literacy and Communication), Georgia Southwestern State University	12
5. Establishment of a Master of Science with a major in Computer Science (online), Georgia Southern University	13
6. Establishment of a Bachelor of Science in Education with a major in Early Childhood Education (Birth to Age Five), Kennesaw State University	15
7. Establishment of a Bachelor of Science in Health Informatics, College of Coastal Georgia	17
8. Establishment of a Bachelor of Science with a major in Biology (track in secondary teacher certification), College of Coastal Georgia	19
9. Establishment of a Doctor of Philosophy with a major in Music Technology, Georgia Institute of Technology	21
10. Establishment of the External (site-based and online) Offering of the Existing Specialist in Education with a major in Educational Leadership in Clayton, Fulton, Douglas, and Gwinnett Counties, University of West Georgia	23

# AGENDA

## COMMITTEE ON ACADEMIC AFFAIRS

April 21, 2010

<b>Agenda Item</b>	<b>Page No.</b>
<b>I. CONSENT ITEMS (Continued)</b>	
11. Termination of the Doctor of Education with a major in Social Studies Education, University of Georgia	24
<i>Named/Endowed Positions</i>	
12. Establishment of the James and Marjorie Waggoner Professorship in Small Animal Studies, University of Georgia	26
13. Establishment of the Daniel P. Amos Distinguished Professorship in Insurance, University of Georgia	27
14. Establishment of the UGA Athletic Association Distinguished Professorship in Biological Sciences, University of Georgia	28
15. Named Faculty Positions	29
<b>II. INFORMATION ITEMS</b>	
16. Academic Programs: The Approval Process and Why	30
17. Update on Regents' Test Exemptions	30
<b>Appendix I: Comprehensive Program Review Summary of Changes</b>	31
<b>Appendix II: New Academic Program Vetting</b>	34

## COMMITTEE ON ACADEMIC AFFAIRS

### PRIMARY POINTS / SUMMARIES

April 21, 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 3.6.3, Comprehensive Academic Program Review**

Based on the recommendations of a system-wide Task Force, extensive changes to the comprehensive program review process (i.e., the follow up assessment of academic programs) have been implemented over the past year. Policy 3.6.3, Comprehensive Program Review, has been revised to reflect those changes. Changes include institutional level program review in the context of strategic planning and Academic Affairs staff conducting periodic analyses on institutional reviews to ensure reviews are being used for program improvement. In addition, institutions will be required to review general education. A summary of the changes in comprehensive program review can be found in Appendix I (page 31).

##### **2. Establishment of an Accelerated Licensed Practical Nurse (LPN) to Associate Degree (ADN) Nursing Program, Bainbridge College**

Bainbridge College seeks to offer an accelerated Licensed Practical Nurse to Associate Degree Nurse option for existing students with the LPN credential. The accelerated program will enable students to achieve an associate's degree, sit for registered nurse licensure, remain employed, and matriculate through an intensive program on the fast track.

##### **3. Establishment of a Bachelor of Science with a major in Chemistry, Clayton State University**

Clayton State University seeks approval to establish a Bachelor of Science with a major in Chemistry. The program will complement institutional offerings at the undergraduate level in math and science and address the need to increase the number of science graduates.

## COMMITTEE ON ACADEMIC AFFAIRS

### PRIMARY POINTS / SUMMARIES

April 21, 2010

**4. Establishment of a Master of Arts in English (emphasis in Critical Studies in Literacy and Communication), Georgia Southwestern State University**

Georgia Southwestern State University seeks to establish a Master of Arts in English with an emphasis in Critical Studies in Literacy and Communication. The program has been developed to meet the needs of area teachers and professional writers. Although the institution offers several other master's degrees, the program would be the first under a Master of Arts degree for the institution.

**5. Establishment of a Master of Science with a major in Computer Science (online), Georgia Southern University**

Georgia Southern University seeks approval to establish a Master of Science with a major in Computer Science. The program will be offered online and is targeted to professionals who will be involved in the development and distribution of database systems and data warehousing.

**6. Establishment of a Bachelor of Science with a major in Early Childhood Education (Birth to Age Five), Kennesaw State University**

Kennesaw State University seeks approval to establish a Bachelor of Science with a major in Early Childhood Education (Birth to Age Five). The program will prepare students to work with infant, toddler, preschool, and kindergarten children and will enhance the quality of preschool programs in the metropolitan Atlanta area.

**7. Establishment of a Bachelor of Science in Health Informatics, College of Coastal Georgia**

The College of Coastal Georgia seeks approval to establish a Bachelor of Science in Health Informatics. The program was developed to provide opportunities for movement into managerial positions associated with information management in a health setting. Certification in the field is desirable in hospital, health insurance, and clinical venues.

**8. Establishment of a Bachelor of Science with a major in Biological Sciences (track in secondary teacher certification), College of Coastal Georgia**

The College of Coastal Georgia seeks approval to establish a Bachelor of Science with a major in Biological Sciences with a track in secondary teacher certification. The program will provide further opportunities for those individuals interested in pursuing biology for entry-level positions or graduate study and to teach in high schools.



## COMMITTEE ON ACADEMIC AFFAIRS

### PRIMARY POINTS / SUMMARIES

April 21, 2010

#### **9. Establishment of a Doctor of Philosophy in Music Technology, Georgia Institute of Technology**

The proposed program builds on the strength of the Department of Music located within the College of Architecture and is geared toward those professionals who seek sophisticated music technology skills in academia, the arts, and entertainment industries. Technological developments in areas such as music recording, acoustics, compression, distribution, and playback have changed musical practices and the need for well-educated music and audio technologists.

#### **10. Establishment of the External (site-based and online) Offering of the Existing Specialist in Education with a major in Educational Leadership in Clayton, Fulton, Douglas, and Gwinnett Counties, University of West Georgia**

The University of West Georgia seeks to offer its existing Specialist in Education with a major in Educational Leadership in four separate counties based on partnership agreements developed with area school systems. The program will be delivered partially online and at an external site using a cohort model. Students will have access to both faculty and school superintendents and coaches to support them in the program. The program includes a residency to enable leadership work to take place within a school setting.

## AGENDA

### COMMITTEE ON ACADEMIC AFFAIRS

April 21, 2010

#### 1. **Revision to Policy 3.6.3, Comprehensive Academic Program Review**

**Recommended:** That the Board revise Policy 3.6.3, Comprehensive Academic Program Review, as shown below effective, April 21, 2010.

**Background:** The policy change is recommended in order to reflect the revised policy concerning institutional responsibilities associated with the follow-up assessment of academic programs. Institutional autonomy will be present in the review of programs and follow-up action with regard to a determination of quality, viability, and productivity. Institutional reviews of programs will be completed on no more than a ten-year cycle with a follow-up report submitted to the system office. A summary of changes in comprehensive program review can be found in Appendix I (page 31).

#### **CURRENT POLICY**

##### **3.6.3 Comprehensive Academic Program Review**

Each USG institution shall conduct academic program review on a periodic basis. Consistent with efforts in institutional effectiveness and strategic planning, each USG institution shall develop procedures to evaluate the effectiveness of its academic programs through a systematic review of academic programs, to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. The review of academic programs shall involve analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence.

The cycle of review for all undergraduate academic programs shall be no longer than seven (7) years, and for all graduate programs no longer than ten (10) years. Programs accredited by external entities may substitute an external review for institutional program review, provided the external review meets USG and institution requirements for program review. If an external accreditation entity's review cycle for undergraduate programs is ten (10) years, the ten-year review cycle may be used for that program only. No program review cycle at any level shall exceed ten (10) years.

**1. Revision to Policy 3.6.3, Comprehensive Academic Program Review (Continued)**

The USG chief academic officer must approve each institution's plan for the conduct of a complete cycle of program review and may require changes in the plan, providing adequate time for the change to be implemented. Each institution shall conduct program review according to the terms of its approved plan, with annual updates and requests for changes to the plan as necessary. Requests for changes to the plan will be reviewed and approved by the USG chief academic officer. Updates to Comprehensive Program Review Schedules will be provided as notification items to the USG chief academic officer.

Planning and conduct of academic program reviews shall be used for the progressive improvement and adjustment of programs in the context of the institution's strategic plan and in response to findings and recommendations of the reviews. Adjustment may include program enhancement, maintenance at the current level, reduction in scope, or, if fully justified, consolidation or termination. Actions taken as the result of reviews and strategic plans shall be documented as provided below.

Each institution shall submit an annual program review report to the USG chief academic officer, which shall include a list of academic programs reviewed and a summary of findings for programs reviewed during the previous year. The institution must summarize actions taken both as the result of current reviews and as follow-up to prior years' reviews. For each review, institutions must establish that the program has undergone review and is meeting rigorous standards. The report must identify quality, viability, and productivity parameters measured, and the findings relative to internal standards, the institution's strategic plan, and, as appropriate, external benchmarks.

The USG chief academic officer shall monitor annually a small number of performance indicators for academic programs and shall initiate dialogue with the chief academic officer of the institution when programs do not meet the guidelines defined by the indicators. If further investigation justifies additional study, the institution may be asked to conduct an off-cycle review of such programs.

**1. Revision to Policy 3.6.3, Comprehensive Academic Program Review (Continued)****PROPOSED POLICY****3.6.3 Comprehensive Academic Program Review**

Each USG institution shall conduct academic program review on a periodic basis. Consistent with efforts in institutional effectiveness and strategic planning, each USG institution shall develop procedures to evaluate the effectiveness of its academic programs ~~through a systematic review of academic programs~~ to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. ~~The~~ **Institutional** review of academic programs shall involve analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence. **Planning and conduct of academic program reviews shall be used for the progressive improvement and adjustment of programs in the context of the institution's strategic plan and in response to findings and recommendations of the reviews. Adjustment may include program enhancement, maintenance at the current level, reduction in scope, or, if fully justified, consolidation or termination.**

~~The~~ **Except for programs requiring a formal accreditation review, an institution's** cycle of review for all undergraduate academic programs shall be no longer than seven (7) years, and for all graduate programs no longer than ten (10) years. **Newly approved programs should automatically be reviewed seven years after launch. If successfully reviewed, the new program will then become part of the regular institutional cycle. If unsuccessful, the institution will present a plan of action to the System Office.** ~~Programs accredited by external entities may substitute an external review for institutional program review, provided the external review meets USG and institution requirements for program review. If an external accreditation entity's review cycle for undergraduate programs is ten (10) years, the ten-year review cycle may be used for that program only. No program review cycle at any level shall exceed ten (10) years.~~ **may not substitute an external review for institutional program review, but material submitted as part of an external accreditation process may be used in the institutional review. Institutions may align program review cycles with required external accreditation review, so long as no program review cycle at any level exceeds ten (10) years. Institutions must also review General Education every five (5) years; learning outcomes for each Area A-E of institutional core curricula must be approved by the Council on General Education. Institutions are also encouraged to review Learning Support programs.**

~~The USG chief academic officer must approve each institution's plan for the conduct of a complete cycle of program review and may require changes in the plan, providing adequate time for the change to be implemented. Each institution shall conduct program review according to the terms of its approved plan, with annual updates and requests for changes to the plan as necessary.~~

**1. Revision to Policy 3.6.3, Comprehensive Academic Program Review (Continued)**

~~Requests for changes to the plan will be reviewed and approved by the USG chief academic officer. Updates to Comprehensive Program Review Schedules will be provided as notification items to the USG chief academic officer.~~

**Each USG institution shall provide a web link outlining institutional comprehensive program review procedures and shall post program review results on a password protected institutional web site, which shall include the institutional review cycle and a summary of current institutional reviews.**

**Academic Affairs staff will perform periodic analyses on the posted institutional comprehensive program reviews to ensure that reviews are being used to inform institutional decision-making on the issues of program quality, productivity and viability. The System Office staff will continue to provide data on programs with low enrollment for institutional information.**

~~Planning and conduct of academic program reviews shall be used for the progressive improvement and adjustment of programs in the context of the institution's strategic plan and in response to findings and recommendations of the reviews. Adjustment may include program enhancement, maintenance at the current level, reduction in scope, or, if fully justified, consolidation or termination. Actions taken as the result of reviews and strategic plans shall be documented as provided below.~~

~~Each institution shall submit an annual program review report to the USG chief academic officer, which shall include a list of academic programs reviewed and a summary of findings for programs reviewed during the previous year. The institution must summarize actions taken both as the result of current reviews and as follow-up to prior years' reviews. For each review, institutions must establish that the program has undergone review and is meeting rigorous standards. The report must identify quality, viability, and productivity parameters measured, and the findings relative to internal standards, the institution's strategic plan, and, as appropriate, external benchmarks.~~

~~The USG chief academic officer shall monitor annually a small number of performance indicators for academic programs and shall initiate dialogue with the chief academic officer of the institution when programs do not meet the guidelines defined by the indicators. If further investigation justifies additional study, the institution may be asked to conduct an off cycle review of such programs.~~

2. **Establishment of an Accelerated Licensed Practical Nurse (LPN) to Associate Degree (ADN) Nursing Program, Bainbridge College**

**Recommended:** That the Board approve the request of President Thomas A. Wilkerson that Bainbridge College (“BC”) be authorized to establish an accelerated Licensed Practical Nurse (“LPN”) to Associate Degree (“ADN”) nursing program, effective April 21, 2010.

**Abstract:** BC seeks to offer an accelerated Licensed Practical Nurse (LPN) to Associate Degree (ADN) nursing program for the LPN who desires to advance his/her career and become a registered nurse. Bainbridge College already offers an Associate of Science in Nursing and an Associate of Applied Science in Health with an option in Practical Nursing offered in cooperation with Albany Technical College. The proposed accelerated bridge program recognizes the licensed practical nurses’ education and experience as a foundation and provides needed academic and clinical experiences for associate degree nursing education.

**Need:** Research on surrounding institutions, comments from practical nursing faculty, and surveys of students led to the development of an advanced placement track for licensed practical nurses. Offering an advanced placement track for licensed practical nurses would provide a seamless transition for BC graduates of the established LPN program as well as meet the needs of those LPNs within the institution’s service area. Offering an accelerated, bridge program is within the mission of Bainbridge College. According to the Southwest Georgia Area Health Education Center, approximately 20,000 new RNs will be needed by year 2010. Likewise, associate degree level registered nurses are listed as one of Georgia’s most viable careers through year 2016.

**Objectives:** The program enables students to complete studies toward becoming a registered nurse in a maximum three-year period. The program has been developed to begin annually during summer semester with completion at the end of spring semester.

**Curriculum:** A prerequisite for entry into the program is that students must show proof of an active and current practical nurse license and completion of a Licensed Practical Nurse program. BC will conduct a rigorous assessment of nursing skills already learned before admission to the accelerated program. The institution has worked with the Georgia Board of Nursing to develop a program that provides the foundation for associate level nursing degree work while providing full day courses for those on an accelerated schedule. The accelerated program will enable admitted students to obtain the requisite didactic and clinical instruction after three semesters of intense study to sit for the registered nurse licensure.

**Projected Enrollment:** The institution anticipates cohort enrollments of 20 students during the first three years of program implementation.

2. **Establishment of an Accelerated Licensed Practical Nurse (LPN) to Associate Degree (ADN) Nursing Program, Bainbridge College (Continued)**

Funding: President Wilkerson 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 Science with a major in Chemistry, 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 Bachelor of Science with a major in Chemistry, effective April 21, 2010.

Abstract: CLSU proposes the establishment of a Bachelor of Science with a major in Chemistry to meet the academic needs of the southern crescent region of metropolitan Atlanta. As the university grows in size, it has determined that it must also increase educational and career options. The addition of a chemistry major will enhance the university’s mission to offer undergraduate programs in a balanced array of disciplines that support the allied health and arts and sciences professions. The program will be housed within the existing Department of Natural Sciences that has a well-established and growing biology major with 373 undergraduate students, 89 students in pre-pharmacy, and 51 students in pre-engineering.

Need: According to the Bureau of Labor Statistics, chemists and materials scientists held about 94,000 jobs in 2008. Chemists accounted for about 84,300 of these, and materials scientists accounted for about 9,700 jobs. According to the American Chemical Society Survey of Young Career Chemists, only 1.1% of graduates were unemployed or seeking employment. Graduates trained in chemistry have opportunities in research, academia, government, patent law, medical/health services, pharmaceuticals, and other related areas. In addition to projected growth, the greater Atlanta area is home to research branches of the Centers for Disease Control and Prevention, Environmental Protection Agency, United States Department of Agriculture, and several leading technological and medical universities.

Objectives: It is anticipated that students completing the program will seek entry-level careers as chemists in a variety of professions or seek further study at the graduate level. With a diverse student body, administrators of the program will work to address the shortage of minority chemists.

Curriculum: The 120-semester hour curriculum will include a core of chemistry, physics, and mathematics courses that will provide students with skills essential for all chemistry-related careers and will be combined with directed electives in a selected area of interest. The curriculum will include existing chemistry courses, new upper-division core and elective courses, new physics elective courses, and existing courses from the related disciplines of physics, mathematics, computer science, and biology. The curriculum follows guidelines established by the American Chemical Society. Although it is a new major, the program builds on existing strengths and resources of the university as found in the Biology major and Chemistry minor.



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

Major core courses in the discipline include, but are not limited to, Quantum Mechanics, Thermodynamics and Kinetics, Biochemistry, Analytical Chemistry, and Instrumentation Analysis. An experiential learning component is part of the program in which students either complete an internship or engage in introductory research.

Projected Enrollment: The institution anticipates enrollments of between 75 to 120 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 Master of Arts in English (emphasis in Critical Studies in Literacy and Communication), Georgia Southwestern State University**

Recommended: That the Board approve the request of President Kendall A. Blanchard that Georgia Southwestern State University (“GSWU”) be authorized to establish a Master of Arts in English (emphasis in Critical Studies in Literacy and Communication), effective April 21, 2010.

Abstract: GSWU proposes the establishment of a Master of Arts in English. The program will include an emphasis on Critical Studies in Literacy and Communication as a means of distinguishing the program from other graduate programs in the University System. The program was founded on traditions of rhetorical and critical inquiry but will use emerging digital modes of communication in the liberal arts. The proposed program is closely aligned with the institution’s National Writing Project which serves teachers in a forty county area of southwest Georgia. The program includes some cross-disciplinary teaching and is applicable to a variety of career fields.

Need: It is anticipated that the program will enable area teachers and professional writers to earn professional learning units within a reasonable proximity to their home institutions. The program will target educators in the southwest Georgia region offering them an opportunity to further their education in a predominantly rural area.

Objectives: The program will develop graduates who are adept with current literacies and can respond to various digital types of communication.

Curriculum: The 36-semester hour program will include such courses as Introduction to Literacy Studies, Composition and Critical Literacy, Composition and Digital Literacy, seminars in the Technologies of Literacy, and the Social History of American English. The program includes a thesis or portfolio requirement.

Projected Enrollment: The institution anticipates enrollments of between 10 to 38 students during the first three years of program implementation.

Funding: President Blanchard 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 Master of Science with a major in Computer Science (online), Georgia Southern University**

Recommended: That the Board approve the request of President Brooks A. Keel that Georgia Southern University (“GSOU”) be authorized to establish a Master of Science with a major in Computer Science (online), effective April 21, 2010.

Abstract: GSOU proposes the establishment of a major in Computer Science under the Master of Science degree to be offered online. The institution currently offers the following programs in related areas: Bachelor of Science with a major in Computer Science and Bachelor of Science in Information Technology. The institution currently offers accredited academic programs in the liberal arts, sciences, and professional studies. The applied, online program was developed to bridge theory with practice and to provide advanced opportunities in computer science through distributed education.

Need: According to the U.S. Department of Labor’s Bureau of Labor Statistics, the rapid spread of computers and information technology has generated a need for highly trained workers proficient in various job functions. Personnel employed in such positions – computer scientists, database administrators, network systems analysts, and communication analysts – include a wide range of computer specialists. Occupational titles in the computer science job group reflect new areas of specialization, changes in technology, and preferences and practices of employers. Job growth will be driven by growth in computer systems design and related services. GSOU’s program focuses acutely on data intensive applications, data mining, and data warehousing. The program will address the demands of individuals who seek a master’s degree in order to teach as SACS-accredited faculty at two-year institutions. Based on advertised job openings in the state through various media between years 2005 and 2007, it was found that 35% to 57% of advertisements listed master’s level credentials as a requirement. In addition, research conducted by Georgia Tech’s Economic Development Institute in 2007 revealed that the number of computer systems and software specialists grew 12% in Georgia from 2001 to 2003. Lastly, GSOU’s College of Information Technology is actively involved in promoting companies to move computing services to rural areas for economic development purposes and outsourcing opportunities.

Objectives: Upon completion of the program, students will be able to analyze a problem and identify and define the computing requirements appropriate to its solution; use current techniques, skills, and tools necessary for computing practice; and produce a significant work on a topic in computer science.

Curriculum: The 30-semester hour program includes core courses such as Artificial Intelligence, Database Systems, Distributed Web Systems Design, Data Mining, and Distributed Database Systems, and Data Warehousing. Students will choose either a project or thesis option.

**5. Establishment of a Master of Science with a major in Computer Science (online), Georgia Southern University (Continued)**

The proposed program has a single concentration in Database and Knowledge Systems. Faculty needs will be supported through the University's Center for Online Learning.

Projected Enrollment: The institution anticipates steady enrollments of 24 students from within the university per year during the first three years of implementation for the online program. In addition to internal interest, it is also projected that at least 20 to 30 prospective students from across the state will apply to the program.

Funding: President Keel 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.

**6. Establishment of a Bachelor of Science in Education with a major in Early Childhood Education (Birth to Age Five), 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 Bachelor of Science with a major in Early Childhood Education (Birth to Age Five), effective April 21, 2010.

Abstract: KSU proposes the establishment of a Bachelor of Science with a major in Early Childhood Education (Birth to Age Five). If approved, the program would join the following existing programs offered by the institution: Bachelor of Science with a major in Early Childhood Education and Bachelor of Science with a major in Middle Grades Education. The proposed program will prepare undergraduate students to instruct and work with infant, toddler, preschool and kindergarten children. The program was developed to enhance the quality of preschool programs in the metropolitan Atlanta and northwest Georgia area. The program will focus on second language acquisition and working with English language learners.

Need: Current research indicates that strong early childhood programs with highly qualified teachers prevent harmful future conditions such as school failure and increased dropout rates. Nationally this research has supported a movement for increased professional development of preschool teachers. Recognizing the need for a degree program to be offered to preschool teachers, the Georgia Professional Standards Commission approved its first Birth to Five certification program in September 2004. Head Start, a national program that promotes school readiness by enhancing the social and cognitive development of children through educational, nutritional, health, social and other services, has required that at least half of its teachers have an associate, bachelor’s, or advanced degree effective September 2003.

Objectives: The proposed program is designed to prepare early childhood professionals to work effectively with infants, toddlers and children from three to five years of age.

Curriculum: The 126-semester program will be housed within the Department of Elementary and Early Childhood Education. With this proposal, KSU requests a waiver to degree credit-hour length to the maximum 120-semester hours for undergraduate programs. Upper-division requirements of the program include such courses as Organization and Administration of Early Childhood Programs, Child Development and Early Learning, Children’s Literature, Fostering Young Children’s Learning Through Play, Developmental Aspects of Movement and Physical Domain, Education of Exceptional Students, Families and Communities as Partners in Education, and Health, Wellness and the Young Child. The program also includes a track for those students interested in receiving certification in Montessori Education.

Projected Enrollment: The institution anticipates steady enrollments of 15, 20, and 25 students during the first three years of program implementation.

**6. Establishment of a Bachelor of Science in Education with a major in Early Childhood Education (Birth to Age Five), Kennesaw State University (Continued)**

Funding: President Papp 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. **Establishment of a Bachelor of Science in Health Informatics, College of Coastal Georgia**

**Recommended:** That the Board approve the request of President Valerie Hepburn that the College of Coastal Georgia (“CCG”) be authorized to establish a Bachelor of Science in Health Informatics, effective April 21, 2010.

**Abstract:** CCG seeks approval to establish a Bachelor of Science in Health Informatics. Health Informatics is the application of clinical data and information to improve health and support health care decisions. The program was identified as a targeted program of study through the College’s strategic master planning process with a broad cross section of campus and community partners. Presently, two undergraduate health informatics programs are offered in the system respectively at Macon State College and the Medical College of Georgia. With the rapid expansion of electronic medical records and health information management, the demand for qualified professionals in both the public and private sectors who can transition into managerial roles will be aided through the completion of a bachelor’s degree in this disciplinary area.

**Need:** Based on sources cited by CCG such as the *Chronicle of Higher Education* and the *Institute of Medicine*, projected job growth is positive and includes opportunities to work in hospitals, health insurance, laboratories, software vendors, clinics, government, and consulting. It is also anticipated that federal stimulus grants will be used to help establish health information technology regional extension centers.

**Objectives:** Upon completion of the program, it is anticipated that students will have the knowledge and skills to use data to improve efficiencies, lower costs, improve quality, reduce errors, increase safety, and engage patients.

**Curriculum:** The proposed 120-semester hour program of study requires an understanding of information technology, data, records and information management, management and business, health care indicators, and the ability to analyze and synthesize data for problem solving. Students will be required to complete an internship or field experience. The program of study was developed based on existing model programs and information from such organizations as the Commission on Accreditation for Health Informatics and Information Management Education, the American Health Information Management Association, and the Healthcare Information and Management Systems Society.

**Projected Enrollment:** The institution anticipates steady enrollments of 20, 47, and 64 students during the first three years of program implementation.

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

7. **Establishment of a Bachelor of Science in Health Informatics, College of Coastal Georgia (Continued)**

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. Establishment of a Bachelor of Science with a major in Biology (track in secondary teacher certification), College of Coastal Georgia**

Recommended: That the Board approve the request of President Valerie Hepburn that the College of Coastal Georgia (“CCG”) be authorized to establish a Bachelor of Science with a major in Biology (track in secondary teacher certification), effective April 21, 2010.

Abstract: CCG seeks approval to establish a Bachelor of Science with a major in Biology with a track in secondary teacher certification. A pre-professional biology alternative track is proposed for students who seek careers outside of teacher education and who want to pursue graduate study. To date, the institution offers the following baccalaureate programs: Bachelor of Business Administration in General Business, Bachelor of Science with a major in Middle Grades Education, Bachelor of Science in Education with a major in Early Childhood Education/Special Education, Bachelor of Science in Nursing, and an RN to BSN completion nursing program. Based on CCG’s strategic plan, the proposed program addresses a need in the service area and fits the revised mission and vision of the institution.

Need: Regionally, Valdosta State University, Armstrong Atlantic State University, and Savannah State University are the closest University System institutions offering degrees in the biological sciences. The capacity of the area is such that an additional biological sciences offering will provide opportunities for students who seek such a degree in the coastal Georgia area. According to the Bureau of Labor Statistics, employment of biological scientists is projected to grow 21 percent over the 2008 to 2018 decade, much faster than the average for all occupations, particularly as biotechnological research and development continue to drive job growth. Similarly, the employment of elementary, middle and secondary teachers is expected to grow by 13 percent between years 2008 and 2018, approximately as fast as the average for all occupations.

Objectives: Upon completion of the program, it is anticipated that students will have the knowledge and skills to have a broad knowledge of biology including such areas as ecology, microbiology, and botany. In addition to didactic coursework, students will also gain specific knowledge required to become a teacher in the secondary school setting.

Curriculum: A waiver to degree credit-hour is requested for the teacher certification track in order to offer the program at 128-semester credit hours. The proposed program of study will include new junior-level core courses. Elective courses will also be developed to allow students to customize their degree. State and national norms for biology education will be adhered to as new coursework is developed. The institution will also use models gleaned from the National Academy of Science’s Summer Institute on Undergraduate Education in Biology to further enhance the quality of the proposed program. The institution has indicated that new courses will also be developed in such cognate areas as chemistry, physics, and mathematics. The secondary education track was developed to prepare future secondary biology teachers for the region.

**8. Establishment of a Bachelor of Science with a major in Biology (track in secondary teacher certification), College of Coastal Georgia (Continued)**

The secondary education curriculum will adhere to guidelines and standards of the Georgia Professional Standards Commission, the National Council for the Accreditation of Teacher Education, and the Regents' Principles for the Preparation of Teachers.

Projected Enrollment: The institution anticipates steady enrollments of 20, 45, and 85 students during the first three years of program implementation.

Funding: President Hepburn 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. Establishment of a Doctor of Philosophy with a major in Music Technology, 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 Music Technology, effective April 21, 2010.

Abstract: GIT proposes the establishment of a Doctor of Philosophy with a major in Music Technology. The proposed program builds on the strength of the Department of Music located within the College of Architecture. The program is geared toward those professionals who seek sophisticated music technology skills in academia, the arts, and entertainment industries. Technological developments in areas such as music recording, acoustics, compression, distribution, and playback have changed musical practices and the need for well-educated music and audio technologists. The proposed program would complement the existing Master of Science in Music Technology. The program will draw upon the resources of such existing programs as Human Computer Interaction, Electrical Engineering, Industrial Design, Digital Media, Mechanical Engineering, and the Center for Music Technology.

Need: According to the National Association of Schools of Music, students must acquire the ability to use technologies in their current area of specialization. These new pedagogical needs in music technology have led to opportunities for faculty positions. Few programs currently exist in music technology and thus a shortage of candidates exists for such positions. Doctoral students will be able to pursue research agendas that enhance music technology across a spectrum of the technological uses of music in the arts, cognitive sciences, and engineering and design. In year 2008, the Georgia Tech Center for Music Technology was founded to bring together researchers across campus to create an international center for creative and technological research in music, focusing on the development of musical instruments and applications as well as the pragmatic and aesthetic deployment of them in performance. The Center will give Music Technology doctoral students access to a variety of projects and disciplinary perspectives.

Objectives: The research divisions of companies such as Microsoft, Yahoo, Sun, and Google are actively developing music recommendation services, music search engines, streaming audio codecs, and audio frameworks for new programming languages. For such research, the companies are looking for doctoral students who can make intellectual contributions to core algorithms and technologies.

Curriculum: The 66-semester hour curriculum will require such courses as Music Perception and Cognition, Interactive Music, Computational Music Analysis, and a music technology core, a minor, electives, a qualifying paper, comprehensive examination, and completion and defense of a dissertation. Resources for the program will be provided by the Center for Music Technology.

**9. Establishment of a Doctor of Philosophy with a major in Music Technology, Georgia Institute of Technology (Continued)**

Projected Enrollment: The institution anticipates modest enrollments of between 2 to 6 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.

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. Establishment of the External (site-based and online) Offering of the Existing Specialist in Education with a major in Educational Leadership in Clayton, Fulton, Douglas, and Gwinnett Counties, 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 externally the existing Specialist in Education with a major in Educational Leadership in Clayton, Fulton, Douglas, and Gwinnett Counties, effective April 21, 2010.

Abstract: UWG seeks approval to offer its existing Specialist in Education with a major in Educational Leadership at external specific sites in Clayton, Fulton, Douglas, and Gwinnett counties. UWG has established relationships with area school systems to offer a total off-campus, cohort delivery model for the Specialist in Education with a major in Educational Leadership. The objective of the program is to produce professionals for leadership roles in schools and school systems. According to the Professional Standards Commission, Specialist in Education programs are developed through formalized partnerships with school systems. UWG’s degree requires students to participate in program-long residencies where they engage in authentic leadership work in school settings. Based on partnership agreements with the aforementioned counties, the program is offered at a partnering school system’s site. Students are supported on-site daily by their school sponsor, typically their principal and/or their coach. UWG professors support students’ learning and engagement through seminars and formal coursework. Based on this model, school systems have recommended a cohort of students for participation in the externally delivered program. The program is supported through the institution’s Department of Educational Leadership and Professional Studies. The curriculum is the same as that offered on the home campus. Program delivery involves both face-to-face at the external site and online instruction. The Department seeks to offer the program to students seeking an advanced degree in Educational Leadership who could not otherwise attend classes offered at the home campus due to individual commitments and schedules, distance, and time constraints.

Projected Enrollment: Based on the aforementioned agreements, a cohort of 18 students are involved in the Educational Leadership program at each site. The county school systems that have committed to providing facilities for instruction are Clayton, Fulton, Douglas, and Gwinnett.

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.

**11. Termination of the Doctor of Education with a major in Social Studies Education, University of Georgia**

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to terminate the Doctor of Education with a major in Social Studies Education, effective April 21, 2010.

Abstract: On August 21, 2009, faculty members of the Social Studies Education program within the Department of Elementary and Social Studies Education voted unanimously to terminate its Doctor of Education (“EdD”) program. This action was taken based on the following assessment of the program:

- a) The program had graduated only two candidates since year 2004.
- b) The program has only two students currently pursuing the EdD degree.
- c) In the last four years, three other students applied to the program but subsequently changed to a PhD program.
- d) It is the program’s sense that in the recent past, the EdD has served primarily as a recruiting tool for the PhD.
- e) In the last two years, the department’s Graduate Coordinators have received no inquiries about the program and the program has received no applications for admission.
- f) The EdD in Social Studies Education is the only EdD program in the department.

In contrast to the proposed termination of the Doctor of Education, the Doctor of Philosophy in Social Studies Education has graduated nine candidates since 2004 and currently enrolls twelve students. The Social Studies Education faculty members, as a whole, are convinced that there is low and declining demand for the Doctor of Education major and that any remaining demand can be met by existing Doctor of Philosophy programs. The two students who are currently classified as Doctor of Education students will have the option to complete the aforementioned degree or transition to a Doctor of Philosophy program. The decision to terminate the EdD with a major in Social Studies Education will not have an adverse impact on faculty.

**Establishment of Named Faculty Positions**

Recommendations for action encompassing Items 11 through 13 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.

<b>Research and Regional Universities</b>		<b>State Colleges, State Universities, and Two Year-Colleges</b>	
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 11 through 13) to establish a named position can be found on successive pages within this document.

**12. Establishment of the James and Marjorie Waggoner Professorship in Small Animal Studies, University of Georgia**

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to establish the James and Marjorie Waggoner Professorship in Small Animal Studies, effective April 21, 2010.

Abstract: UGA seeks approval to establish the James and Marjorie Waggoner Professorship in Small Animal Studies. The College of Veterinary Medicine has established an endowed fund for the endowed position. The University of Georgia Foundation has on deposit \$271,970 to establish and support the special position.

The James Cowan Waggoner and Marjorie Schear Waggoner Distinguished Scholarship Fund was executed on November 30, 1999 to provide scholarships for a student in the College of Veterinary Medicine. The Waggoner’s sought a change in the purpose of the fund to a professorship. An addendum to the original fund agreement was then executed.

The proposed professorship will be housed in the Department of Small Animal Medicine and Surgery in the College of Veterinary medicine. The purpose of the professorship is to support scholarly activities of the holder of the position. The teaching responsibilities will include the Doctor of Veterinary Medicine and graduate training programs. It is UGA’s intention to award the professorship to a distinguished faculty member in the department. The holder of the professorship may be a new hire resulting from a national search, or may be awarded to an internal candidate.

Biosketch: Dr. James Cowan Waggoner is a Georgia native from Ellenwood, Georgia. He graduated from Jonesboro High School in Jonesboro, Georgia and received his Doctor of Veterinary Medicine from the College of Veterinary Medicine at UGA in 1969. Dr. Waggoner is the owner of the Stockbridge Veterinary Hospital in Stockbridge, Georgia and Henry County Veterinary Hospital in McDonough, Georgia. Mrs. Marjorie Schear Waggoner was born in Shaker Heights, Ohio and is a graduate of South Broward High School in Hollywood, Florida. She received her degree in Elementary Education from The University of Florida. The Waggoners, longtime supporters of the institution, are founding members of the President’s Club and Annual President’s Club. Dr. Waggoner has served on the College of Veterinary Medicine Alumni Board.



**13. Establishment of the Daniel P. Amos Distinguished Professorship in Insurance, University of Georgia**

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to establish the Daniel P. Amos Distinguished Professorship in Insurance, effective April 21, 2010.

Abstract: The Terry College of Business has completed arrangements for the funding of the Daniel P. Amos Distinguished Professorship in Insurance. As of February 28, 2010, the University of Georgia Foundation had on deposit \$999,135 to establish the endowed position. The Daniel P. Amos Distinguished Professorship was developed to strengthen the insurance program. The Professorship is available based on a gift from the Amos Family Foundation and named for the chairman and CEO of AFLAC, Inc.

The Daniel P. Amos Distinguished Professorship will be housed in the Terry College’s Department of Insurance, Legal Studies, and Real Estate. The purpose of the Distinguished Professorship is to further the mission of the department by providing supplemental salary support, requisite fringe benefits, professional travel expenses, research and/or teaching assistance, and payment of other expenses that enhance the effectiveness of the position. The appointed professor shall be engaged in teaching, research, public service, or a combination of such duties consistent with the purpose of the Professorship. Per the fund agreement, the candidate is subject to selection and appointment at the sole discretion of the College using the qualifications that the individual chosen shall have an outstanding national reputation and that s/he be a full professor. A national search will be conducted to identify and select a candidate for the Distinguished Professorship.

Biosketch: Mr. Daniel Amos, a long-time friend and supporter of the University of Georgia and the Terry College of Business, received a bachelor’s degree in risk management and insurance from UGA in 1973. He joined AFLAC in 1973 after graduating from UGA and became president in 1983, chief operating officer in 1987, CEO of AFLAC Inc. in 1990 and chairman in 2001.

**14. Establishment of the UGA Athletic Association Distinguished Professorship in Biological Sciences, University of Georgia**

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to establish the UGA Athletic Association Distinguished Professorship in Biological Sciences, effective April 21, 2010.

Abstract: The Franklin College of Arts and Sciences has completed arrangements for the funding of the UGA Athletic Association Distinguished Professorship in Biological Sciences. As of February 28, 2010, the University of Georgia Foundation had on deposit \$510,306 to establish the endowed position.

The Athletic Association established an initiative to endow seven professorships. One of the endowed professorships was assigned to the Franklin College of Arts and Sciences to establish a distinguished professorship in the Division of Biological Sciences. The Director of Athletics agreed to the Provost’s request to combine the funding for two professorships to establish a Distinguished Professorship at the endowment minimum of \$500,000.

The individual appointed to this professorship shall have an outstanding national reputation, shall be a full professor with tenure and shall not hold the Distinguished Professorship in conjunction with any other chair or special professorship. The Distinguished Professor shall be engaged in teaching, research, public service, or a combination of such duties.

**15. Named Faculty Positions**

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

**16. Information Item: Academic Programs: The Approval Process and Why**

Regent Tarbutton will lead a discussion on the academic program approval process (See Appendix II, page 34). System Office staff will assist as needed.

**17. Information Item: Update on Regents' Test Exemption**

Regent Tarbutton will provide an update on institutional exemptions to the Regents' Test.

**APPENDIX I**

**Comprehensive Academic Program Review**

**Summary of Changes**

**Background:** Based on the recommendations of a system-wide task force last year, several significant changes in the way comprehensive review of academic programs is done have been implemented. These changes have moved program review and assessment to the institutional level with emphasis from the System Office on ensuring campuses have effective processes in place and that results are used to improve academic programs. This chart illustrates the principal differences between what was in place before and what is in place now.

FORMER PROCESS	CURRENT GUIDELINES
<i>Institutional Responsibilities</i>	
Former practice called for the creation of an institutional comprehensive review process approved by System Office, but follow through on this was uneven	Institutional process approved by System Office; with emphasis on program improvement  System Office will provide workshops, consultations, and support to institutions to assist with this
Most degrees were reviewed; reviews varied by institution	Review of all degrees conferred by University System of Georgia institutions will be completed by the degree-granting institution; the reviews will be used for the improvement and adjustment of programs at the institutional level within the context of an institution's strategic plan
Formal proposal requested information on the proposed programs Affirmative Action impact on the institution's desegregation and affirmative action programs, including faculty, staff, administrators, and students	Institution will establish and evaluate as part of comprehensive program review program-level goals for diversity of students, faculty and staff; review report should include analysis of why goals are or are not met
Ongoing and systematic review of general education (core curriculum) not required	Institutional review of general education is required; in addition, institutions may elect and are encouraged to review groups of courses considered as part of a program (e.g. English as a Second Language, First Year Experience, Senior Experience, etc.); review process assures institution that

FORMER PROCESS	CURRENT GUIDELINES
	desired student learning outcomes are being met. General Education must be reviewed every five years and learning outcomes for Areas A – E must be approved by the Council on General Education; institutions are also encouraged to review Learning Support
Institutions submitted three- page comprehensive program reviews in hard copy form to University System Office	Institution will post program review results on <i>a password protected</i> institutional web site; Academic Affairs System Office staff will have access to these sites and review a sample as part of periodic analyses of institutional processes
Triggered (low enrollment) program reports required institutional response to the System, even though low enrollments may not mean a program is in academic trouble	Triggered program reports are informational reports to the institution’s leadership for review and follow-up as appropriate by the institution
Reviewing all new programs in three years did not allow enough time to get a sense of the success of the program, plus it is “out of sync” with Comprehensive Program Review	Each new program will be reviewed within seven years (not to exceed ten) to allow institutions to include new programs into regular comprehensive review cycle; a successful new program is defined as on track, making adequate progress toward becoming firmly established; unsuccessful is defined as not on track and making inadequate progress (if deemed unsuccessful, institution should submit a plan and timeline for corrective actions);
Accredited programs substituted accreditation results for Comprehensive Program Review; however, the goals of these processes differed (meeting minimum or threshold standards versus improvement toward excellence, respectively)	Program accreditation reports cannot be substituted for Comprehensive Program Review; however, institutions are expected to use information from the accreditation process for Comprehensive Program Review purposes

FORMER PROCESS	CURRENT GUIDELINES
<i>System Responsibilities</i>	
Academic Affairs System Office staff reviewed all programs submitted for review, often in the same year	Academic Affairs System Office staff will perform periodic analyses on institutional reviews posted to respective institutional web sites to ensure institutional decision making follows programmatic recommendations for improvement
System Office emphasis was on oversight	Academic Affairs System Office emphasis is on quality assurance, facilitation, and support
The term “culture of evidence” was not objectively defined	Culture of evidence – indicators or outcomes collected, tracked and analyzed to help determine how to improve the quality of a program; the goal is for programs to seek improvement, not just decide if high quality or not
Comprehensive Program Review guidelines for online programs were not clear	Online programs are reviewed by the same guidelines

## APPENDIX II

### New Academic Program Vetting

1. Institutions submit a formal proposal for new academic programs to the Office of Academic Programs that includes indicators of need, demand, conformance to institutional mission, similarity and differentiation with other programs in the system, curriculum, fiscal resources, facilities, faculty, and general readiness to offer the program. *If an institution submits a proposal for a degree that runs counter to the institutional mission, then a proposal may be returned to the institution at this step.*

The criteria for various types of degrees (e.g., associate, bachelor's, master's, and doctoral degrees) are readily accessible at the following dedicated webpage:

[http://www.usg.edu/academic\\_programs/new\\_programs/](http://www.usg.edu/academic_programs/new_programs/)

2. Institutions are notified that their proposal has been accepted for review at the system level through the Office of Academic Programs. Internal system office proposal assignments, external notification, and the solicitation of external, out-of-state reviews for doctoral programs are conducted by the Office of Academic Programs.
3. Programs are shared with other USG institutions via the following avenues:
  - a. All proposals are posted with their status on the following dedicated web page:  
[http://www.usg.edu/academic\\_programs/proposals/](http://www.usg.edu/academic_programs/proposals/)  
The status of programs ranges from proposal review at the system office, returned to the institution to clarify issues, institution invited to submit a formal proposal, awaiting external consultant reviews, and developed as a Board recommendation. With each status change, next action steps are also indicated in terms of the point at which action will occur next (e.g., system office, institution, Board of Regents).
  - b. A listserv announcement is sent to all chief academic officers of the system indicating which proposals have been submitted by respective institutions. *Should a proposal be a direct duplication of existing offerings, senior administrators discuss this issue and then a proposal may be returned to the institution at this step.*
  - c. Proposals are shared with the most appropriate disciplinary Academic Advisory Committee through the Office of Academic Programs. Each academic advisory committee consists of disciplinary faculty representatives from each USG institution. The system currently has 23 such committees. Feedback from the committee is then returned to the system office.



## APPENDIX II (Continued)

For example, a proposal for a bachelor's or master's degree in psychology would be shared with the Academic Advisory Committee on Psychology. The committees provide invaluable feedback on curricular content. If a proposal is interdisciplinary, then more than one committee will be included in the review. *If the curriculum and faculty resources for a proposal are not available or a plan is not in place to acquire resources, then a proposal may be returned to the institution at this step.*

- d. In the case of doctoral programs, an external review is conducted by faculty from aspirant programs in the disciplinary area. External consultative reviews are primarily completed by institutions located in other states or by faculty at notable programs at private institutions in-state. USG institutions are asked to provide a list of five to eight aspirant programs and contacts from which to solicit reviews. *If the proposed doctoral program does not meet the rigors and quality required of such a degree or major in the specific, proposed discipline upon external review, then a proposal may be returned to the institution at this step.*
  - e. Proposals are assigned to an internal academic affairs review team that consists of two to three persons.
  - f. In addition, all proposals are routinely shared with the system's Office of Facilities and the Office of Fiscal Affairs. In cases where a proposal specifically requests an executive level tuition, a targeted announcement is shared with the Office of Fiscal Affairs for weigh-in and feedback. The Office of Facilities routinely provides feedback on whether a proposal will have a facilities impact. Program managers in the office of facilities contact institutions directly when such cases occur. *If an institution indicates that program implementation is contingent upon the development of a facility that is not currently signed as a lease arrangement or direct build for the institution, a proposal may be returned to the institution at this step.*
4. Feedback from all of the parties involved in the review of a proposal is consolidated at the system level, vetted, and then shared appropriately with the institution. Internal vetting occurs through a variety of means inclusive of face-to-face program staff meetings, document sharing, reviews posted to an internal site, and e-mail exchanges. Programs that involve mission-related changes are further vetted by senior administrators who are members of the Chancellor's cabinet.
  5. Recommendations are reviewed and thoroughly vetted by academic affairs staff and leadership before being placed on a draft agenda for an upcoming Board meeting.

## **APPENDIX II (Continued)**

6. Academic Affairs recommendations on a draft agenda are further vetted at agenda review, a meeting of the administrators of the different divisions with the Chancellor in anticipation of a forthcoming Board meeting.
  
7. Program recommendations that have been through the aforementioned steps in the review process are presented to the Committee on Academic Affairs.

## **AGENDA**

### **COMMITTEE ON ORGANIZATION AND LAW**

**April 21, 2010**

<b>Agenda Item</b>	<b>Page No.</b>
<b>I. APPROVAL ITEMS</b>	
1. Mutual Aid Agreements between the University of West Georgia and the City of Carrolton and Carroll County	1
2. Policy Manual Revision, Section 4.7, Appeals	2
3. Policy Manual Revision, Section 8.2, General Policies for all Personnel	3
4. Applications for Review	4
<b>II. INFORMATION ITEM</b>	
5. Bylaws, Article VIII	5

## AGENDA

### COMMITTEE ON ORGANIZATION AND LAW

April 21, 2010

1. **Mutual Aid Agreements between the University of West Georgia and the City of Carrollton and Carroll County**

Recommended: That the Board approve the following mutual aid agreements between the University of West Georgia and the City of Carrollton and Carroll County, effective immediately.

Background: The University of West Georgia has reached an agreement with the City of Carrollton and Carroll County to provide for the rendering of extraterritorial assistance as defined in Georgia Code 36-69-2 (local emergency) and under the conditions established in Georgia Code 36-69-3 (extraterritorial cooperation and assistance to local law enforcement agencies or fire departments; commander of operations). Both mutual aid agreements follow a statutory format and have been approved by the Office of Legal Affairs.

## 2. Policy Manual Revision, Section 4.7, 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 Sections 4.7.1 and 4.7.2 of The Policy Manual be amended as follows:

### 4.7 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 rests with the president of the institution at which the appeal is heard, **unless the Chair of the Board’s Committee on Organization and Law, in consultation with the Board’s chief legal officer, determines that the matter should be presented to the Board.**

#### 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 Revision, Section 8.2, General Policies for all Personnel**

Recommended: That the Board revise Policy 8.2 (“General Policies for all Personnel”) to reflect the addition of a new section, 8.2.21, Employment Appeals.

*(Changes are represented by bold, underlined text)*

**8.2.21 Employment Appeals**

**Except as provided below, applications from University System employees for Board of Regents’ review of presidential decisions shall be limited to instances in which an employee is terminated, demoted, or otherwise disciplined in a manner which results in a loss of pay. Other applications may be heard only if the Chair of the Board’s Committee on Organization and Law, in consultation with the Board’s chief legal officer, determines that the matter should be presented to the Board. In considering whether applications other than the types listed above shall be presented to the Board, the Chair shall consider (1) whether the record suggests that a miscarriage of justice might reasonably occur if the application is not reviewed by the Board, (2) whether the record suggests that the institutional decision, if not reviewed by the Board, might reasonably have detrimental and system-wide significance, or (3) any other facts which, in the judgment of the Chair, merit consideration by the Board of Regents.**

**4. 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.

**5. Bylaws, Article VIII (Information Item)**

At its May meeting, the Committee will consider and take action upon the following proposed amendment to Article VIII of the Board's Bylaws:

- VIII. Any ~~person~~ **student or employee** 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. Nothing in this policy shall be construed to extend to any employee or student substantive or procedural rights not required by federal or state law. This policy shall not be construed to extend to employees or students any expectation of employment, admission, or additional due process rights.**

~~The~~ Each 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.

**Appeals brought by students shall be governed by Policy 4.7.1 of The Policy Manual of the Board of Regents. Appeals brought by employees shall be governed by Policy 8.2.21 of The Policy Manual of The Board of Regents.**

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**

**April 21, 2010**

**Agenda Item** **Page No.**

---

**APPROVAL ITEM**

1. Approval of Fiscal Year 2010 Amended Revision of Allocation from State Funds to Federal Stimulus Stabilization Funds 1

**INFORMATION ITEM**

2. Presentation of the Fiscal Year 2009 Audit Results for the University System of Georgia (*Joint presentation with Committee on Internal Audit, Risk & Compliance*) 3

## AGENDA

### COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

April 21, 2010

1. **Approval of Fiscal Year 2010 Amended Budget Revision of Allocation from State Funds to Federal Stimulus Stabilization Funds**

Recommended: That the Board approve the revision of allocation from state funds to Federal Stimulus stabilization funds in the Fiscal Year (“FY”) 2010 Budget (Appendix I).

Background: The American Recovery and Reinvestment Act of 2009 (“ARRA”) was signed into law on February 17, 2009. Recipients of funds under the ARRA are subject to quarterly reporting requirements and oversight by federal agencies such as the General Accountability Office and the United States Department of Education.

The University System of Georgia (“USG”) is responsible for maintaining financial and other information as required by the ARRA for reporting in conformity with existing federal agency and program requirements, for compliance with any additional reporting requirements that may be issued by the federal government relating to specific grant awards and for reporting to the executive management of the State.

For FY2010, HB 119 (original budget) included \$92.6 million in stabilization funds for USG institutions. These funds supplanted an equal amount of state funds at each institution. The Board of Regents approved the allocation of \$92.6 million in stabilization funds, along with the corresponding reduction in state funds in April 2009.

In accordance with the instructions received from the Office of Planning and Budgets (“OPB”), the \$92.6 million in Federal Stimulus stabilization funds for FY2010 was expended in July and August 2009 to support payroll expenditures.

The University System of Georgia received an additional \$47.6 million in November 2009 offsetting an equal amount in state funds. The Governor’s revised budget for FY2010 includes the \$47.6 million in federal stimulus funds along with an additional \$117 million in March 2010. In accordance with instructions from OPB, the \$47.6 million was expended for payroll expenditures in October and November, and the \$117 million was expended for payroll expenditures in January, February and March 2010.

1. **Approval of Fiscal Year 2010 Amended Budget Revision of Allocation from State Funds to Federal Stimulus Stabilization Funds (Continued)**

In total, the University System of Georgia has received a total of \$257.2 million in federal stimulus stabilization funds for FY2010, all of which have been expended and reported in accordance with guidelines.

Since the University System also received stabilization funds in FY2009 of \$17.2 million, the cumulative total is \$274.4 million for FY2009 and FY2010 combined, which is the equivalent of retaining approximately 2,980 positions.

2. **Information Item: Presentation of the Fiscal Year 2009 Audit Results for the University System of Georgia (Joint presentation with Committee on Internal Audit, Risk & Compliance)**

At the March, 2010 Board Meeting, Vice Chancellor Usha Ramachandran presented the Fiscal year (“FY”) 2009 Financial Audit results for the University System of Georgia institutions. This presentation included highlights of the opinions, findings and management letter comments for the twelve institutions receiving Full Audit engagements and five institutions receiving Full Disclosure Management Reports. Vice Chancellor Ramachandran provided an update on the progress made by Fort Valley State University and Abraham Baldwin Agricultural College on audit findings and management letter comments since the conclusion of their FY2009 audit engagements.

The FY2009 Annual Financial Report was provided to Board members, along with an overview of the revenues and expenditures, surplus, assets, liabilities, and net assets for the year. Emerging accounting issues related to compensated absences and Other Post-Employment Benefits (“OPEB”) and the effect of these accounting issues on net asset balances were discussed.

As required by Government Accounting Standards, Ms. Claire Arnold, Deputy Director, Georgia Department of Audits and Accounts, will present the results of the FY2009 Audit Cycle, including financial statement and federal award findings, management letter comments, misstatements, and an overall summary of engagement results. Ms. Arnold also will discuss changes in auditing standards for FY2010.

Chief Audit Officer and Associate Vice Chancellor John Fuchko, III will present the ratings of the external financial audits and will highlight any issues in the FY2009 audit reports that will be addressed in future internal audits.

Vice Chancellor Ramachandran and the Office of Fiscal Affairs staff have reviewed all of the audit findings, management letter comments and misstatements and have incorporated issues noted in the fiscal year-end training, development of additional reports and queries for institutions, revision of monthly and year-end checklists and training documents and have provided additional guidance to University System of Georgia institutions on key financial issues that will be the focus of audit engagement efforts in FY2010. All audit results have been provided to each University System of Georgia institution so that lessons learned can be leveraged across all institutions.

## AGENDA

### COMMITTEE ON REAL ESTATE AND FACILITIES

April 21, 2010

**Agenda Item** **Page No.**

---

#### APPROVAL ITEMS

1. Rental Agreement, 575 Fourteenth Street, Georgia Institute of Technology 1
2. Authorization of Gift Acceptance, Ground Lease and Rental Agreement, 875 West Peachtree Street, Georgia Institute of Technology 2
3. Naming of the James A. Burran Bell Tower, Dalton State College 4
4. Naming of Dahlberg Hall, Georgia State University 5
5. Naming Robert J. Hill Memorial Courtyard, University of Georgia 6
6. Demolition of Buildings, 676 Mechanical Engineering Drive (Facility #48), 220 Bobby Dodd Way (Facilities #23A & #23B), Georgia Institute of Technology 7
7. Non-exclusive Easement, Georgia Power Company, College Station Road, University of Georgia 8
8. Authorization of Project No. BR-50-1002, Classroom Building South Addition, Georgia State University 9
9. Authorization of Project Budget Modification, Project No. J-154 New Central Utility Plant – Northwest Precinct, University of Georgia 10
10. Authorization of Projects Funded by American Recovery and Reinvestment Act 11
11. Resolution 2010A and 2010B General Obligation Bond Issue, Georgia State Financing and Investment Commission, University System of Georgia 12
12. Executive Session 14

## AGENDA

### COMMITTEE ON REAL ESTATE AND FACILITIES

April 21, 2010

**1. Rental Agreement, 575 Fourteenth Street, Georgia Institute of Technology**

Recommended: That the Board authorize the execution of a rental agreement between VLP I, LLC, Landlord, and the Board of Regents, Tenant, for an approximately 111,159 square foot building located at 575 Fourteenth Street, Atlanta, for the period July 1, 2010, through June 30, 2011, at a monthly rent of \$116,243.30 (\$1,394,919.60 per year annualized/\$12.55 per square foot per year) with options to renew on a year-to-year basis for nineteen consecutive one-year periods, with rent for each option period indicated below, for the use of Georgia Institute of Technology (“GIT”).

Option	Monthly Rent	Annual Rent	Per Square Foot Rent
1-2	\$116,243.30	\$1,394,919.60	\$12.55
3-4	\$120,874.93	\$1,450,499.10	\$13.05
5-6	\$125,506.55	\$1,506,078.60	\$13.55
7-9	\$134,769.80	\$1,617,237.60	\$14.55
10-14	\$101,895.75	\$1,222,749.00	\$11.00
15-19	\$111,159.00	\$1,333,908.00	\$12.00

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

Understandings: GIT has occupied portions of this building since 1998. There is no other space available on the GIT campus that provides this combination of high-bay space and robust systems infrastructure.

This building will be used by the GIT Department of Housing, the GIT School of Applied Physiology, the GIT Institute of Paper Science and Technology, GIT Parking and Transportation, and various GIT student competition groups. These relocations will provide for needed expansion of the Aerospace Engineering program and the Georgia Tech Research Institute on the main campus.

Operating expenses, including insurance, utilities, maintenance, janitorial, security, management fee and other administrative expenses, are estimated to be \$793,337 per year annualized.

2. **Authorization of Gift Acceptance, Ground Lease and Rental Agreement, 875 West Peachtree Street, Georgia Institute of Technology**

Recommended: That the board accept of a gift of approximately 0.96 acre of improved real property from the Georgia Tech Foundation, Inc. (the “Foundation”), located at 875 West Peachtree Street NW, Atlanta, known as the Academy of Medicine, for the use and benefit of the Georgia Institute of Technology (“GIT”).

Recommended further: That acquisition of this real property be subject to completion of an environmental assessment of the real property indicating no significant problems or, if environmental problems are indicated, said problems be mitigated before the real property is acquired.

Recommended further: That the legal details involved with accepting this gift of real property be handled by the Office of the Attorney General.

Recommended further: That the Board declare approximately 0.96 acre of improved real property located at 875 West Peachtree Street NW, Atlanta 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 improved real property to be ground leased to Georgia Tech Facilities, Inc. (the “GTFI”) for the purpose of renovating the approximately 19,000-square-foot Academy of Medicine Building.

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 0.96 acre of improved real property for a period not to exceed 23 years (not to exceed 20 years from the date GTFI obtains a certificate of occupancy for the renovated Academy of Medicine Building and providing a construction period of not more than 3 years) for the purpose of renovating the approximately 19,000 square-foot Academy of Medicine Building for use as a student and special event center.

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 0.96 acre tract of improved real property for the period commencing when GTFI obtains a certificate of occupancy for the renovated Academy of Medicine Building and ending the following June 30 at a rent not to exceed \$430,000 annualized with options to renew on a year-to-year basis for up to twenty consecutive one-year periods (the total not to exceed 20 years from the date GTFI obtains a certificate of occupancy for the renovated Academy of Medicine Building) at the same rent rate.

2. **Authorization of Gift Acceptance, Ground Lease and Rental Agreement, 875 West Peachtree Street, Georgia Institute of Technology (Continued)**

Understandings: The property, which is on the National Register of Historic Places, is a gift from the Georgia Tech Foundation. GTFI will renovate the building to include upgrades to the mechanical, plumbing and life safety systems and building envelope while preserving the historical nature of the facility. The renovated facility will serve as a student and special events center for GIT.

The source of funds for the rental agreement will be from GIT auxiliary and/or student center fee funds.

Acquisition of this real property is consistent with the GIT master plan.

This real property is improved with an approximately 19,000-square-foot building built in 1941. The building was designed by Philip Trammell Shutze, who was a member of the first entering class of architecture students at GIT in 1908.

The following are restrictions on the property –

- The property is listed on the National Register of Historic Places
- The property is designated a City of Atlanta Landmark
- Surplus development rights are being retained by Academy of Medicine, LLC (the “LLC”)
- The museum established by Atlanta Medical Heritage, Inc. will be maintained
- The building shall continue to be named the Academy of Medicine
- The property shall not be used by any medical society, medical association, or other medical entity other than either the LLC, or any medical society, medical association, or other medical entity sponsored by or affiliated with Emory Medical School, or GIT
- A request will not be made nor consent requested to any change in the designation of the property as a landmark nor shall a request be made for a Certificate of Appropriateness from the City of Atlanta dealing with historic preservation designations without approval of the LLC

There are no other restrictions on the gift and no other known reversions, restrictions, or adverse easements on the real property.



**3. Naming of the James A. Burran Bell Tower, Dalton State College**

Recommended: That the Board approve the naming of the bell tower at Dalton State College (“DSC”) the “James A. Burran Bell Tower” in recognition of Dr. James A. Burran.

Understandings: President John O. Schwenn confirms that this naming conforms to the DSC naming guidelines and with the Board of Regents naming policy.

Dr. James A. Burran was the President of DSC for 13 years during which he moved the institution forward in significant ways. He led the change in 1998 of DSC’s mission from a two-year college to a four-year baccalaureate degree-granting institution to better serve the higher education needs of northwest Georgia.

During the presidency of Dr. Burran, DSC created ten new bachelor degrees to meet the demands of area residents, and the number of students increased from 3,168 students to 4,532 students. The Dalton State College Foundation’s assets grew from \$2.3 million to \$30.1 million. Dr. Burran was instrumental in the Foundation’s first-ever comprehensive fundraising campaign in 2006-2008 which raised \$21 million. Funding for the \$1.25 million bell tower and the surrounding quadrangle was a campaign objective and was paid for solely with private gifts.

**4. Naming of Dahlberg Hall, Georgia State University**

Recommended: That the Board approve the naming of Alumni Hall at Georgia State University (“GSU”) the “Dahlberg Hall” in recognition of A.W. “Bill” Dahlberg.

Understandings: President Mark P. Becker confirms that this naming conforms to the GSU naming guidelines and with the Board of Regents naming policy.

Mr. Dahlberg is the retired CEO of the Southern Company, Georgia Power Company, and Mirant Corporation. He served on the boards of Equifax Inc., Mirant Corporation, Protective Life Corporation and SunTrust Banks.

He is a former trustee of the Georgia State University Foundation Board, received an honorary degree from GSU in 2002, and received the GSU Robinson College of Business’s Lifetime Achievement Award in 2003.

Mr. Dahlberg served on the Board of Regents from 1995 until 1998.

Mr. Dahlberg was instrumental in GSU’s first comprehensive campaign, serving as the chairman of the campaign committee.

Mr. Dahlberg’s financial contributions total over \$1.1 million to GSU. He has given over \$700,000 to the GSU Foundation and recently made a \$100,000 gift to the GSU football team.

**5. Naming of Robert J. Hill Memorial Courtyard, University of Georgia**

Recommended: That the Board approve the naming of the courtyard in Founders Memorial Garden at the University of Georgia (“UGA”) the “Robert J. Hill Memorial Courtyard” in recognition of Robert J. Hill.

Understandings: President Michael F. Adams confirms that this naming conforms to the UGA naming guidelines and with the Board of Regents naming policy.

Robert J. Hill earned a Bachelor of Landscape Architecture in 1954, and Master of Landscape Architecture in 1964 from UGA. Professor Hill was a Professor Emeritus of the College of Environment and Design at UGA and was with the Environment and Design program for 33 years. Professor Hill was the director the Founders Memorial Garden as part of his faculty duties for many years.

Professor Hill began a scholarship program in 1995 to recognize deserving students in landscape architecture. The scholarship has grown to the point it awards 2-3 scholarships annually.

A gift from Professor Hill’s estate for \$1.47 million to “insure the maintenance and teaching of landscape architecture at the University of Georgia” was made in honor of his grandparents.

**6. Demolition of Buildings, 676 Mechanical Engineering Drive (Facility #48), 220 Bobby Dodd Way (Facilities #23A & #23B), Georgia Institute of Technology**

Recommended: That the Board declare the Mechanical Engineering Research Building (Facility #48), located at 676 Mechanical Engineering Drive, and the Army Reserve Officer Training Corps (the “ROTC”) Office Building (Facility #23A) and Army ROTC Armory Building (Facility #23B), both located at 220 Bobby Dodd Way, on the campus of the Georgia Institute of Technology (“GIT”), to be no longer advantageously useful to GIT or other units of the University System of Georgia and authorize demolition and removal of these buildings.

Recommended further: That the Board request the Governor to issue an Executive Order authorizing the demolition and removal of these buildings from the campus of GIT.

Recommended further: That demolition and removal of these buildings be subject to adequate mitigation of all adverse environmental impacts.

Understandings: The 8,000-square-foot Mechanical Engineering Research Building is a two-story, metal building originally constructed by the United States Army during World War II as a heavy vehicle maintenance facility. The building was reconstructed on the GIT campus in 1947. It has not been renovated, is obsolete, is in need of major repair to address life safety, code, and structure issues, and is no longer necessary to support academic programs. The site is needed as a pedestrian corridor between the historic hill district and a new transportation hub, prior to closure of the Skiles Walkway in conjunction with the Clough Undergraduate Learning Center in December 2010. Demolition of this building is in compliance with the 2004 GIT Campus Master Plan Update and the 2006 GIT Campus Landscape Master Plan.

The 2,375-square-foot Army ROTC Office Building is a single story, wood frame structure. The 11,407-square-foot Army ROTC Armory Building is a two-story, wood frame structure with a partial basement. Both buildings were constructed in 1927, are in need of major structural repair, are obsolete, and no longer needed to support academic programs. The 2004 GIT Campus Master Plan Update identified this site for a new academic building for the Ivan Allen College.

As required by the Georgia Environmental Policy Act and the appropriate State Stewardship review, consultation between GIT and the Georgia Historic Preservation Division (“HPD”) is complete. Appropriate measures to mitigate the adverse impact upon these historic resources have been agreed upon by Board of Regents staff, GIT, and HPD. All demolitions are consistent with the 2009 Update to the 2001 Campus Historic Preservation Plan.

A hazardous materials survey and assessment has been conducted of all three buildings and has identified recommendations for the proper management and disposal of asbestos-containing materials, lead based paint, and other hazardous materials during demolition to ensure compliance with environmental regulations.

7. **Non-exclusive Easement, Georgia Power Company, College Station Road, University of Georgia**

Recommended: That the Board declare an approximately 1.97 acre tract of unimproved real property located on College Station Road, Athens, on the campus of the University of Georgia (“UGA”), to be no longer advantageously useful to UGA or other units of the University System of Georgia but only to the extent and for the purpose of granting a non-exclusive easement to Georgia Power Company (“Georgia Power”) for a 115KV transmission line.

Recommended further: That the Board authorize the execution of a non-exclusive easement with Georgia Power for the above-referenced tract of real property.

Recommended further: That the granting of this non-exclusive easement be subject to completion of a satisfactory GEPA Evaluation of environmental impacts.

Recommended further: That the terms of this non-exclusive easement be subject to review and legal approval by the Office of the Attorney General.

Understandings: This non-exclusive easement is for a transmission line to serve a new sub-station that will provide power to a new waste water treatment plant being constructed by Athens-Clarke County.

Consideration for granting this non-exclusive easement is \$15,170 and termination of a 0.84 acre non-exclusive easement to Georgia Power.

**8. Authorization of Project No. BR-50-1002, Classroom Building South Addition, Georgia State University**

Recommended: That the Board authorize Project No. BR-50-1002, Classroom Building South Addition, Georgia State University, (“GSU”) with a total project budget of \$5,730,000, to be funded from GSU Institutional Funds.

Understandings: This approximately 18,720-square-foot addition to the Classroom South Building will provide sixteen new general classrooms, computer laboratories, and student study areas.

The estimated construction cost for this project is \$3,930,000.

The proposed project is consistent with the goals of the GSU master plan, and is an incremental solution that gives partial remedy to the classroom space deficit for the near term.

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

**9. Authorization of Project Budget Modification, Project No. J-154 New Central Utility Plant – Northwest Precinct, University of Georgia**

Recommended: That the Board modify the budget of Project No. J-154 New Central Utility Plant – Northwest Precinct, University of Georgia (“UGA”), to increase the total project budget from \$6,400,000 to \$8,500,000.

Understandings: The New Central Utility Plant – Northwest Precinct, approved by the Board in November 2008, has received bids for construction. Favorable bids will allow inclusion of bid alternates to include a second chiller and expansion space for additional chillers. The second chiller will service the Northwest Precinct and result in estimated annual savings of \$200,000. The State Cost Limitation will increase from \$5,000,000 to \$7,265,000.

Funding of this cost increase of \$2,100,000 will be from UGA Institutional funds.

	<u>November 2008</u>	<u>Now</u>
Total Project Cost	\$6,400,000	\$8,500,000
Construction Cost (Stated Cost Limitation)	\$5,000,000	\$7,265,000

**10. 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.



**11. Resolution 2010A and 2010B General Obligation Bond Issue, Georgia State Financing and Investment Commission, University System of Georgia**

Recommended: That the Board adopt the Resolution prepared by the Revenue Division of the Department of Law covering the issuance of 2010A and 2010B General Obligation Bonds (the “G. O. Bonds”) by the State of Georgia through the Georgia State Financing and Investment Commission for use in funding projects for the University System of Georgia.

The Revenue Division of the Office of the Attorney General has prepared on behalf of the Board of Regents a Resolution (Appendix I) to cover the sale of 2010A and 2010B G. O. Bonds for the following projects:

		<u>Original Request</u>
J-135	“Equipment for Alpharetta Academic Facility” Georgia State University/Georgia Perimeter College	\$1,000,000
J-139	“Equipment for Nursing/ Health Building” Gordon College	\$1,260,000
J-152	“Consolidated Medical Education Commons” Medical College of Georgia	\$4,000,000
J-155	“Huntington Hall, Ohio Hall & Isaac Miller Science Building” Fort Valley State University	\$11,600,000
J-159	“Historic Facility Renovations & Additions” North Georgia College & State University	\$13,845,000
J-167	“Academic Sciences Building” Atlanta Metropolitan College	\$1,200,000
J-169	“Science Equipment and Other Technology” University System of Georgia	\$3,000,000
GPLS	“Tallapoosa Public Library” Tallapoosa, Haralson County	\$400,000
GPLS	“Walnut Grove Library,” Uncle Remus Library System Walnut Grove, Walton County	\$1,250,000
GPLS	“Warren P. Sewell Memorial Library” Bremen, Haralson County	\$1,355,000

**11. Resolution 2010A and 2010B General Obligation Bond Issue, Georgia State Financing and Investment Commission, University System of Georgia (Continued)**

GPLS	“Rockmart Library” Rockmart, Polk County	\$1,395,000
GPLS	“Forest Park Branch Library” Forest Park, Clayton County	\$1,500,000
GPLS	“Commerce Public Library,” Piedmont Regional Library System Commerce, Jackson County	\$1,515,000
GPLS	“Thomasville Central Library Addition” Thomasville, Thomas County	\$2,000,000
GPLS	“Northeast Regional Library,” Unincorporated Area Cherokee County	\$2,000,000
	<b>Total Bond Sale</b>	<b>\$47,320,000</b>

**12. Executive Session**

Materials to be handed out during the Executive Session.