



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

**BOARD OF REGENTS MEETING AGENDA**  
**Tuesday, June 7, 2011**

<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Presenter</u>
<b>8:00 AM</b> Room 7005	<b>1</b>	Shared Services Center Task Force Update	Regent Benjamin Tarbutton
<b>8:45 AM</b> Room 7019	<b>2</b>	Executive & Compensation Committee Meeting	Chairman Willis Potts
<b>9:30 AM</b> Room 7007	<b>3</b>	Call to Order	Chairman Willis Potts
	<b>4</b>	Safety Briefing	Chief Bruce Holmes
	<b>5</b>	Attendance Report	Secretary J. Burns Newsome
	<b>6</b>	Invocation	Regent Jim Jolly
	<b>7</b>	Pledge of Allegiance	Regent Jim Jolly
	<b>8</b>	Approval of Special Telephonic May 6 <sup>th</sup> Minutes Approval of May 10 <sup>th</sup> Minutes	Chairman Willis Potts
<b>9:40 AM</b> Room 7007	<b>9</b>	COW: Personnel & Benefits	Regent Wanda Rodwell Tom Scheer
<b>10:40 AM</b> Room 7007	<b>10</b>	COW: Academic Affairs Policy Revision – Section 3.3.5 Transfer of General Ed. Courses from TCSG to USG	Regent William NeSmith Dr. Lynne Weisenbach
<b>11:30 AM</b>	<b>11</b>	Board Lunch	
<b>12:15 PM</b>	<b>12</b>	Reconvene	Chairman Willis Potts
<b>12:15 PM</b> Room 7007		<u>Track I Committee Meetings</u>	
Room 7007	<b>13</b>	Academic Affairs	Regent William NeSmith
Room 7007	<b>14</b>	Finance & Business Operations	Regent Benjamin Tarbutton
	<b>15</b>	Organization & Law	Regent Larry Walker
<b>12:15 PM</b> Room 5158		<u>Track II Committee Meetings</u>	
	<b>16</b>	Real Estate & Facilities	Regent James Jolly



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<b><u>Approximate Times</u></b>	<b><u>Tab</u></b>	<b><u>Agenda Item</u></b>	<b><u>Presenter</u></b>
<b>2:15 PM</b> Room 7007	<b>17</b>	Reconvene	Chairman Willis Potts
<b>2:15 PM</b> Room 7007	<b>18</b>	Committee Reports: A. Executive & Compensation B. Academic Affairs C. COW: Academic Affairs D. Finance and Business Operations E. Organization & Law F. COW: Personnel & Benefits G. Real Estate & Facilities H. Shared Services Center	Chairman Willis Potts Regent William NeSmith Regent William NeSmith Regent Benjamin Tarbutton Regent Larry Walker Regent Wanda Rodwell Regent James Jolly Regent Benjamin Tarbutton
<b>2:40 PM</b>	<b>19</b>	Election of Officers	Chairman Willis Potts
<b>2:45 PM</b>	<b>20</b>	Chancellor's Remarks	Chancellor Erroll Davis
	<b>21</b>	New Business	Chairman Willis Potts
	<b>22</b>	Petitions and Communications	Secretary J. Burns Newsome
	<b>23</b>	Chairman's Remarks	Chairman Willis Potts
	<b>24</b>	Executive Session	Chairman Willis Potts
	<b>25</b>	Adjournment	Chairman Willis Potts

**AGENDA**

**EXECUTIVE AND COMPENSATION COMMITTEE**

**June 7, 2011**

**Agenda Items**

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INFORMATION ITEMS

1. Executive Session

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## **AGENDA**

### **EXECUTIVE AND COMPENSATION COMMITTEE**

**June 7, 2011**

**1. Executive Session**

The Committee plans to discuss personnel and compensation matters, as well as Presidential Searches. Materials will be distributed in Executive Session.

**AGENDA**

**COMMITTEE OF THE WHOLE: PERSONNEL AND BENEFITS**

**June 7, 2011**

**Agenda Items**

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**INFORMATION ITEM**

1. Presentation on options and alternatives for Health Insurance Plan Changes for Plan Year 2012

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## **AGENDA**

### **COMMITTEE OF THE WHOLE: PERSONNEL AND BENEFITS**

**June 7, 2011**

**1. Presentation on options and alternatives for Health Insurance Plan Changes for Plan Year 2012**

Mr. Tom Scheer, Associate Vice Chancellor for Life and Health Benefits, will present options and alternatives for Health Insurance Plan Changes for Plan Year 2012.

**AGENDA**

**COMMITTEE OF THE WHOLE: ACADEMIC AFFAIRS**

**June 7, 2011**

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**CONSENT ITEM**

**I. Policy Revision**

1. Revision to *The Policy Manual*, Section 3.3.5, General Policy Directives –  
Section on Transfer of General Education Courses from TCSG to USG  
Institutions

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**AGENDA**

**COMMITTEE OF THE WHOLE: ACADEMIC AFFAIRS**

**June 7, 2011**

**I. Policy Revision**

**1. Revision to *The Policy Manual*, Section 3.3.5.2, General Policy Directives - Section on Transfer of General Education Courses from TCSG to USG Institutions**

Recommended: That the Board approve a Revision to *The Policy Manual*, Section 3.3.5, General Policy Directives – Section on Transfer of General Education Courses from TCSG to USG Institutions, effective June 7, 2011.

Abstract: *The Policy Manual*, subsection 3.3.5.2: General Policy Directives, is being revised to reflect the addition of five courses offered at the Southern Association of Colleges and Schools (SACS), Commission on Colleges (COC) accredited institutions in the Technical College System of Georgia (TCSG) to the mini-core (the English and mathematics courses that comprise area A) accepted for transfer at all university system institutions. A proposed transfer of the courses has been approved by the respective disciplinary academic advisory committees and the Regents Academic Advisory Committee on Academic Affairs which is comprised of the thirty-five vice presidents for academic affairs of university system institutions.

***CURRENT POLICY***

**Transfer of General Education Courses from TCSG to USG Institutions**

Apart from cooperative programs and essential skills courses in English and mathematics, there will not be an automatic assumption that general education courses will transfer from TCSG institutions to USG institutions. Each system will encourage its institutions to avoid unnecessary duplication by evaluating additional courses and programs in the other system for cross-listing or transfer on a case-by-case basis (i.e., course by course, depending on the student's program). USG institutions will accept the following core courses for transfer from TCSG institutions accredited by the Commission on Colleges of the Southern Association of Colleges and Schools:

Introduction to Mathematical Modeling - MATH 1101 (USG)/MAT 190 (TCSG)  
College Algebra - MATH 1111 (USG)/MAT 191 (TCSG)  
Pre-calculus - MATH 1113 (USG)/MAT 194 (TCSG)  
Composition I - ENGL 1101 (USG)/ENG 191 (TCSG)  
Composition II - ENGL 1102 (USG)/ENG 193 (TCSG)



**1. Revision to *The Policy Manual*, Section 3.3.5.2, General Policy Directives Under Section 3.3.5, Collaboration Between the USG and the Technical College System of Georgia (Continued)**

This agreement is effective for students who enroll in English and mathematics courses beginning January 2002 and who have met the requirements, including the minimum test score requirements agreed to by TCSG and the USG, for exemption or exit from developmental studies/learning support.

***REVISED POLICY***

**Transfer of General Education Courses from TCSG to USG Institutions**

Apart from cooperative programs and essential skills courses in English and mathematics, there will not be an automatic assumption that general education courses will transfer from TCSG institutions to USG institutions. Each system will encourage its institutions to avoid unnecessary duplication by evaluating additional courses and programs in the other system for cross-listing or transfer on a case-by-case basis (i.e., course by course, depending on the student's program).

USG institutions will accept the following core courses for transfer from TCSG institutions accredited by the Commission on Colleges of the Southern Association of Colleges and Schools:

Introduction to Mathematical Modeling - MATH 1101 (USG)/MAT 190 (TCSG)

College Algebra - MATH 1111 (USG)/MAT 191 (TCSG)

Pre-calculus - MATH 1113 (USG)/MAT 194 (TCSG)

Composition I - ENGL 1101 (USG)/ENG 191 (TCSG)

Composition II - ENGL 1102 (USG)/ENG 193 (TCSG)

**And**

**American Literature – ENGL 2130 (USG)/ENGL 2130 (TCSG)**

**Introduction to Psychology – PSYC 1101 (USG) / Introductory Psychology -- PSYC 1101 (TCSG)**

**Introduction to Economics – ECON 1101 (USG) / Principles of Economics -- ECON 1101 (TCSG)**

**Introduction to Sociology – SOCI 1101 (USG)/SOCI 1101 (TCSG)**

**Public Speaking – COMM 1201 (USG)/SPCH 1101 (TCSG)**

This agreement is effective for students who enroll in English and mathematics courses beginning January 2002 and who have met the requirements, including the minimum test score requirements agreed to by TCSG and the USG, for exemption or exit from developmental studies/learning support.

**AGENDA**  
**COMMITTEE ON ACADEMIC AFFAIRS**  
**June 7, 2011**

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**CONSENT ITEMS**

**I. Policy Revision**

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**I. Policy Revision****1. Revision to *The Policy Manual*, Section 8.3.15, Work in the Schools**

**Recommended:** That the Board approve a Revision to *The Policy Manual*, Section 8.3.15, Work in the Schools, effective June 7, 2011.

**Abstract:** The purpose of the policy change is to clarify the role of USG Faculty and the Scholarship of Teaching & Learning (SoTL) in both K-12 schools and our own institutions. The current policy title and language appears to focus solely on USG faculty working collaboratively in the K-12 arena. The proposed policy is more inclusive and explicitly addresses the important role SoTL can play in improving teaching and learning in both K-12 and USG institutions. The revised policy also supports USG faculty whose research efforts are intended to enhance teaching and student learning. The revised policy was originally drafted by a faculty-based committee representing all sectors of USG institutions and has been thoroughly reviewed and approved by the Educator Preparation Academic Advisory Committee and the Regents Administrative Committee on Academic Affairs.

***CURRENT POLICY*****8.3.15 Work in the Schools**

Board of Regents' approval of USG institutions to prepare teachers includes the expectation that public colleges and universities with a teacher preparation mission will collaborate with the K-12 schools. USG institutions that prepare teachers will support and reward all faculty who participate significantly in approved teacher preparation efforts and in school improvement through decisions in promotion and tenure, pre-tenure and post-tenure review, annual review and merit pay, workload, recognition, allocation of resources, and other rewards.

Participation in teacher preparation and in school improvement may include documented efforts of these faculty in:

1. Improving their own teaching so as to model effective teaching practices in courses taken by prospective teachers;
2. Contributing scholarship that promotes and improves student learning and achievement in the schools and in the university; and,
3. Collaborating with public schools to strengthen teaching quality and to increase student learning.

The Chancellor shall issue guidelines, to be published in the [Academic Affairs Handbook](#), which serve to encourage formal institutional recognition and reward for all faculty in realizing the expectations embodied in this policy (BoR Minutes, October 2006).

1. **Revision to *The Policy Manual*, Section 8.3.15, Work in the Schools (Continued)**

***PROPOSED POLICY***

8.3.15 ~~Work in the Schools~~ **Enhancing Teaching And Learning In K-12 Schools And USG Institutions**

**The BOR recognizes the value of USG faculty engagement in the effort to continuously improve teaching and learning in K-12 schools and USG institutions.**

**8.3.15.1 Work in K-12 Schools**

~~Board of Regents' approval of USG institutions to prepare teachers includes the expectation that public colleges and universities with a teacher preparation mission will collaborate with the K-12 schools. USG institutions that prepare teachers will support and reward all faculty who participate significantly in~~ **significant and approved teacher preparation efforts to improve teaching and learning in K-12 schools, and in school improvement including teacher preparation,** through decisions in promotion and tenure, pre-tenure and post-tenure review, annual review and merit pay, workload, recognition, allocation of resources, and other rewards.

Participation in teacher preparation and in school improvement may include documented efforts of these faculty in:

1. Improving their own teaching so as to model effective teaching practices in courses taken by prospective teachers;
2. Contributing scholarship that promotes and improves student learning and achievement in the schools ~~and in the university;~~ and,
3. Collaborating with public schools to strengthen teaching quality and to increase student learning.

**8.3.15.2 Work in USG Institutions**

**USG institutions will support and reward faculty who participate in significant efforts to improve teaching and learning in USG institutions through decisions in promotion and tenure, pre-tenure and post-tenure review, annual review and merit pay, workload, recognition, allocation of resources, and other rewards.**

**Participation in improving teaching and learning in USG institutions may include documented efforts of these faculty in:**

**1. Improving their own teaching in ways that enhance student learning;**

**2. Contributing scholarship that promotes and improves student learning and achievement in the university; and,**

1. **Revision to *The Policy Manual*, Section 8.3.15, Work in the Schools (Continued)**

**3. Contributing scholarship that promotes and improves student learning in other colleges & universities or in their discipline.**

The Chancellor shall issue guidelines, to be published in the [Academic Affairs Handbook](#), which serve to encourage formal institutional recognition and reward for all faculty in realizing the expectations embodied in this policy (BoR Minutes, October 2006).

## **II. Academic Programs**

### **2. Establishment of a Master of Arts in Teaching with a major in Early Childhood Education, Georgia State University**

Recommended: That the Board approve the request of President Mark P. Becker that Georgia State University (“GSU”) be authorized to establish a Master of Arts in Teaching with a major in Early Childhood Education, effective June 7, 2011.

Abstract: The proposed Master of Arts in Teaching aims to serve post-baccalaureate elementary education students in attaining teacher certification and a graduate level degree. The program targets beginning teachers of record who have not matriculated with a traditional teacher preparation baccalaureate but who are working in their own classrooms. In an effort to recruit, support, and retain high quality teachers in urban schools, Early Childhood Education faculty will support novice teachers through their first two years of classroom instruction in order to meet their unique and contextually situated needs. The program will be delivered through the Early Childhood Education department of the College of Education. Courses have been designed to scaffold teachers’ development as they increase their reflexive practices, pedagogical and content knowledge, and ability to work as change agents in schools and communities. The program requires a waiver to degree credit hour. A total of 44 semester credit-hours will be required to complete the program.

Need: The proposed program is expected to contribute to Georgia’s goal of doubling the number of certified teachers by year 2020. The program offers currently employed teachers in Atlanta area schools an opportunity to earn teacher certification concurrent with a graduate degree. The program has ties to the university’s goal of increasing the number of graduate students overall. The program also links with the university’s strategic plan of becoming a premier urban research university. The program has been developed for individuals who began their training already serving as teachers of record in urban schools, who are often provisionally certified, and who are the sole individuals responsible for student learning.

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



### **3. Establishment of a Master of Science with a major in Geosciences, Georgia State University**

Recommended: That the Board approve the request of President Mark P. Becker that Georgia State University (“GSU”) be authorized to establish a Master of Science with a major in Geosciences, effective June 7, 2011.

Abstract: The proposed Master of Science with a major in Geosciences will enable students to obtain a graduate degree with a strong research component with a concentration in Geology or Geography. The program is supported by the strengths of the departmental faculty and facilities inclusive of geographic information systems, cartographic facilities, rock and mineral identification laboratories, and wet chemistry labs. The proposed curriculum will permit students to pursue further graduate studies in geology, geography, or related areas such as environmental studies and urban studies or to seek employment opportunities in these fields in private and government sectors.

The program highlights the study of the urban environment by offering a selection of graduate level courses involving collection of field data, mapping, synthesis of urban data, and addressing the physical, political, economic, and social conditions of the urban setting. The geography concentration is developed from a broad and traditional course of study in geography at the master’s degree level. The concentration includes courses in areas such as human geography (e.g., urban, economic, political, and cultural geography) and specific areas of regional geography particularly Asian and Middle East studies, geospatial techniques, physical geography, and methods courses. The geology concentration is patterned from a traditional graduate course of study in geology and features hydrogeology and geochemistry, soils/sedimentary geochemistry, environmental geology, isotope geology, analytical methods, and new offerings in geomatics.

Need: Society needs individuals in its leadership possessing knowledge about factors influencing social organization. Some of these factors are central to ongoing research and instruction in the geosciences and relevant to Atlanta, the state of Georgia, and the nation. These factors include the study of the impact of urbanization on physical and living environments, the causes and consequences of climate change, sequestration of carbon in Georgia, the study of radionuclide migration and absorption by piedmont soils, the study of microbial biodegradation of gulf coast shorelines and marshes contaminated by petroleum hydrocarbons, and study of the quality of water, soils, energy, and mineral resources.

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

**4. Establishment of a Doctor of Education with a major in Educational Leadership, Georgia State University**

Recommended: That the Board approve the request of President Mark P. Becker that Georgia State University (“GSU”) be authorized to establish a Doctor of Education with a major in Educational Leadership, effective June 7, 2011.

Abstract: The proposed Doctor of Education with a major in Educational Leadership was developed to advance the development and practice of effective educational leadership in leading schools, school districts, and school systems. Program objectives include the following: 1) providing the knowledge and skills necessary for K-12 leaders to deal effectively with complex issues facing secondary education; and 2) providing the methods of inquiry necessary to analyze current educational problems. The program will be delivered in a cohort model.

Need: Academic programs in this disciplinary area within the University System of Georgia have undergone revisions to meet state, regional, and national demands for more applied training in educational leadership. The Georgia Professional Standards Commission revised its certification requirements for all leadership preparation programs with one of the central requirements being a performance-based or applied learning module in the curriculum. The program has Memoranda of Understanding with all metropolitan area school districts, several Regional Education Service Agencies (RESAs), and several private schools to provide performance-based leadership instruction. Several school districts with which GSU has had on-going partnerships for years have inquired into the status of the program for prospective employees in the K-12 system who already hold a Master of Education, Master of Science, or Specialist in Education degree qualifications.

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

**5. Establishment of a Bachelor of Arts with a major in New Media Arts, Southern Polytechnic State University**

Recommended: That the Board approve the request of President Lisa A. Rossbacher that Southern Polytechnic State University (“SPSU”) be authorized to establish a Bachelor of Arts with a major in New Media Arts, effective June 7, 2011.

Abstract: The proposed Bachelor of Arts with a major in New Media Arts provides students with an opportunity to develop the technical and artistic skills needed to serve as practitioners in the fields of multimedia development and design, web design, and video production. The degree incorporates elements of the fine and applied arts with technology and as such encourages both creativity and practical application. Students will have an opportunity to develop a strong foundation in the traditional fine arts and learn to translate these skills to new media contexts. Students will also learn to approach the technical aspects of new media application as both an artist and technician. While providing an undergraduate degree option for students interested in entering careers in the fine and applied arts, it would also provide preparation for graduate study.

Need: According to the Bureau of Labor Statistics *Occupational Outlook Handbook, 2010 – 2011*, the demand for artists and related works will keep pace with average job growth across all sectors. The *Handbook* reports that multimedia artists should have better job opportunities than others in the field because of an increasing reliance on artists to create digital or multimedia artwork. The program will meet the demand for individuals with skills to produce video games, movie and television special effects, and three dimensional media. Based on the growing number of mobile technologies, additional job openings will arise from increased demands for web site development and computer graphics adaptation. The proposed degree provides students with a competitive edge in meeting workforce needs by emphasizing both the aesthetic and technical aspects of new media arts and production.

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 with a major in Biology (with secondary teacher certification), Southern Polytechnic State University**

Recommended: That the Board approve the request of President Lisa A. Rossbacher that Southern Polytechnic State University (“SPSU”) be authorized to establish a Bachelor of Science with a major in Biology (with secondary teacher certification), effective June 7, 2011.

Abstract: SPSU proposes the establishment of a Bachelor of Science with a major in Biology (with secondary teacher certification) to provide the graduate with a strong STEM (science, technology, engineering, and mathematics) foundation in general, and specifically a solid understanding of biology. The program will provide the graduate with an ability to teach biology at the secondary level and has been developed to educate aspirant teachers who understand the learning process and to effectively facilitate student learning in the secondary school environment. SPSU’s program begins with a strong, discipline based major and adds educational courses and experiences steeped in science and education research, preparing students to use best practices – practices that are student centered, hands-on, and utilize inquiry based learning.

Need: The National Science Foundation has led the call for the United States to systematically address the general lack of understanding of science, technology, engineering, and mathematics. Their report, *America’s Pressing Challenge – Building a Stronger Foundation: A Companion to Science and Engineering Indicators* (2006), identifies priorities for ensuring a world-class education in STEM fields for all Americans inclusive of strong public support for the value of STEM education, a high quality teaching workforce, appropriate opportunities to learn for all students, effective guidance counseling on STEM education and careers, and assessment tools that reinforce learning in STEM fields. Faculty and staff have been active in the community and state in promoting STEM learning and integration for all students through a variety of avenues, such as sponsorship of local and regional robotics competitions for middle and high school students, sponsorship for Science Olympiad at the middle and high school levels for the region, and working closely with area schools by serving on advisory committees, mentoring faculty, and assisting with various science and safety issues. A 2005 National Academies of Science report entitled “*Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future,*” found that approximately 70% of 13 to 14 year olds in the U.S. were being taught by teachers not properly qualified in the subject. In Georgia those teachers with deficient backgrounds are often broad field certified and do not have a baccalaureate major in the particular science or mathematics field.

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 with a major in Chemistry (with secondary teacher certification), Southern Polytechnic State University**

Recommended: That the Board approve the request of President Lisa A. Rossbacher that Southern Polytechnic State University (“SPSU”) be authorized to establish a Bachelor of Science with a major in Chemistry (with secondary teacher certification), effective June 7, 2011.

Abstract: SPSU proposes the establishment of a Bachelor of Science with a major in Chemistry (with secondary teacher certification) to provide the graduate with a strong STEM (science, technology, engineering, and mathematics) foundation in general, and specifically a solid understanding of chemistry. The program will provide the graduate with an ability to teach chemistry at the secondary level. The program has been developed to educate aspirant teachers who understand the learning process and to effectively facilitate student learning in the secondary school environment. SPSU’s program requires that students have a major in the science discipline they will be teaching.

Need: The Bureau of Labor Statistics *Occupational Outlook Handbook* (2010 – 2011 Edition) states that many school districts have difficulty hiring qualified teachers in mathematics and science subject areas. Institutional conversations with area school districts highlight the K-12 systems that are experiencing difficulty hiring and retaining science and mathematics teachers. It is estimated that 415 new high school chemistry teachers are needed across the State of Georgia. Capacity exists to expand education program options for an undergraduate chemistry major in the metropolitan Atlanta area. The National Science Foundation has led the call for the United States to systematically address the general lack of understanding of science, technology, engineering, and mathematics. Their report, *America’s Pressing Challenge – Building a Stronger Foundation: A Companion to Science and Engineering Indicators* (2006), identifies priorities for ensuring a world-class education in STEM fields for all Americans inclusive of strong public support for the value of STEM education, a high quality teaching workforce, appropriate opportunities to learn for all students, effective guidance counseling on STEM education and careers, and assessment tools that reinforce learning in STEM fields. A 2005 National Academies of Science report entitled “*Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future,*” found that approximately 70% of 13 to 14 year olds in the U.S. were being taught by teachers not properly qualified in the subject. In Georgia those teachers with deficient backgrounds are often broad field certified and do not have a baccalaureate major in the particular science or mathematics field.

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 Physics (with secondary teacher certification), Southern Polytechnic State University**

Recommended: That the Board approve the request of President Lisa A. Rossbacher that Southern Polytechnic State University (“SPSU”) be authorized to establish a Bachelor of Science with a major in Physics (with secondary teacher certification), effective June 7, 2011.

Abstract: SPSU proposes the establishment of a Bachelor of Science with a major in Physics (with secondary teacher certification) to provide the graduate with a strong STEM (science, technology, engineering, and mathematics) foundation in general, and specifically a solid understanding of physics. The program will provide the graduate with an ability to teach physics at the secondary level. The program has been developed to educate aspirant teachers who understand the learning process and to effectively facilitate student learning in the secondary school environment. SPSU’s program requires that students have a major in the science discipline they will be teaching. SPSU’s program will enable teachers to have a comprehensive understanding of physics such that it is taught under the unifying principle of energy conservation with an integration of various conceptual units of the discipline.

Need: The Bureau of Labor Statistics *Occupational Outlook Handbook* (2010 – 2011 Edition) states that many school districts have difficulty hiring qualified teachers in mathematics and science subject areas. Institutional conversations with area school districts highlight the K-12 systems that are experiencing difficulty hiring and retaining science and mathematics teachers. It is estimated that 210 new high school physics teachers are needed across the State of Georgia while existing programs are projected to provide 15 graduates by year 2013. Capacity exists to expand education program options for an undergraduate physics major in the metropolitan Atlanta area. The National Science Foundation has led the call for the United States to systematically address the general lack of understanding of science, technology, engineering, and mathematics. Their report, *America’s Pressing Challenge – Building a Stronger Foundation: A Companion to Science and Engineering Indicators* (2006), states that nationally between 17 and 28 percent of public high school science teachers depending upon the field, and 20 percent of mathematics teachers lacked full certification in their teaching field in 2002; the problem was proportionally higher for middle grades teachers. A 2005 National Academies of Science report entitled “*Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future,*” found that approximately 70% of 13 to 14 year olds in the U.S. were being taught by teachers not properly qualified in the subject. In Georgia those teachers with deficient backgrounds are often broad field certified and do not have a baccalaureate major in the particular science or mathematics field.

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 Bachelor of Science with a major in Mathematics (with secondary teacher certification), Southern Polytechnic State University**

Recommended: That the Board approve the request of President Lisa A. Rossbacher that Southern Polytechnic State University (“SPSU”) be authorized to establish a Bachelor of Science with a major in Mathematics (with secondary teacher certification), effective June 7, 2011.

Abstract: SPSU proposes the establishment of a Bachelor of Science with a major in Mathematics (with secondary teacher certification) to provide the graduate with a strong STEM (science, technology, engineering, and mathematics) foundation in general, and specifically a solid understanding of mathematics. The program will provide the graduate with an ability to teach mathematics at the secondary level. The program has been developed to educate aspirant teachers who understand the learning process and to effectively facilitate student learning in the secondary school environment. SPSU’s program requires that students have a major in the science discipline they will be teaching. The USG has established a “20,000 by 2020” initiative to increase the number of new teachers graduating from public, postsecondary institutions to fill openings in Georgia schools in any given year.

Need: The Bureau of Labor Statistics *Occupational Outlook Handbook* (2010 – 2011 Edition) states that many school districts have difficulty hiring qualified teachers in mathematics and science subject areas. Institutional conversations with area school districts highlight the K-12 systems that are experiencing difficulty hiring and retaining science and mathematics teachers. The number of USG institutions that prepare teachers to teach mathematics has remained steady since year 2005. It is estimated that 1,740 new high school mathematics teachers are needed in the state while current UGS institutions are projected to provide 270 graduates by year 2013. Capacity exists to expand education program options for an undergraduate mathematics major in the metropolitan Atlanta area. The National Science Foundation has led the call for the United States to systematically address the general lack of understanding of science, technology, engineering, and mathematics. Their report, *America’s Pressing Challenge – Building a Stronger Foundation: A Companion to Science and Engineering Indicators* (2006), states that nationally between 17 and 28 percent of public high school science teachers depending upon the field, and 20 percent of mathematics teachers lacked full certification in their teaching field in 2002; the problem was proportionally higher for middle grades teachers. A 2005 National Academies of Science report entitled “*Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future*,” found that approximately 70% of 13 to 14 year olds in the U.S. were being taught by teachers not properly qualified in the subject. In Georgia those teachers with deficient backgrounds are often broad field certified and do not have a baccalaureate major in the particular science or mathematics field.

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 a New and Online Master of Arts in Literature and Language, Valdosta State University**

Recommended: That the Board approve the request of President Patrick J. Schloss that Valdosta State University (“VSU”) be authorized to establish a new and online Master of Arts in Literature and Language, effective June 7, 2011.

Abstract: VSU has developed a new, online Master of Arts in Literature and Language aimed specifically at middle grades and high school language arts teachers who wish to expand their content knowledge in areas of contemporary English studies, including literature, rhetoric, composition, linguistics, and creative writing. The proposed program is designed to serve the needs of language arts teachers by offering intensive instruction in sub-areas of English studies. The proposed courses will give students depth of content knowledge in areas vital to the teaching of language arts in middle grades and high school classrooms. Subfields incorporated in the curriculum include American Literature, British Literature, Creative Writing, and Rhetoric and Composition Studies. Courses will be taught by faculty within the Department of English using distance education technologies that enable the program to be offered online. VSU has demonstrated a strong commitment to quality distance education.

Need: Based on institutional calculations, there are potentially 1,181 graduates from fiscal year 2008 with an interest in pursuing the online degree option in Literature and Language. In addition to other admission criteria, candidates must hold a bachelor’s degree from a regionally-accredited institution in any one of the following three areas: English, Secondary Education – English, and Middle Grades Education – English. In the field of Language Arts, certified working teachers often encounter difficulty pursuing an advanced degree in a traditional setting. The situation iterates the need for online alternatives for teachers, especially middle-grades and secondary language arts teachers.

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. Establishment of a New and Online Bachelor of Science with a major in Organizational Leadership, Valdosta State University**

Recommended: That the Board approve the request of President Patrick J. Schloss that Valdosta State University (“VSU”) be authorized to establish a new and online Bachelor of Science with a major in Organizational Leadership, effective June 7, 2011.

Abstract: VSU proposes the establishment of a new, online Bachelor of Science with a major in Organizational Leadership for non-traditional adult and military students, students seeking a degree completion alternative, and traditional students who seek to improve their credentials and knowledge base for professional advancement. The focus on organizational leadership will be beneficial to those wanting to enter public service with an understanding of organizational management, administration, human resources, and technology skills applicable to the major area. The academic program will delve into the practices, theories, issues, parameters, and specific ramifications of organizational leadership. The program includes concentrations specializing in Public Service Administration, Law Enforcement Leadership, Legal Office Administration, and Office Administration and Technology. Students will complete the program with required courses in reflective practice and an independent capstone project/paper.

Need: The program will meet the needs of full-time professionals who do not have the time or opportunity to leave work for classes at the undergraduate level. The program will be offered completely online such that professionals and military personnel will have opportunities to take coursework from a mobile device. Delivery of the program eliminates the need to interrupt work to travel to and from campus while providing access to educational opportunities. The program provides a multidisciplinary program of study to appeal to non-traditional students. With the incorporation of courses from public administration and other areas, the program will provide a broad understanding of leadership and administrative issues to citizens who are already engaged at the municipal, regional, state, and national levels, or those who seek positions in the private sector.

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.

**12. Establishment of a Master of Education with a major in Higher 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 establish a Master of Education with a major in Higher Education, effective June 7, 2011.

Abstract: UGA proposes the establishment of a Master of Education with a major in Higher Education to prepare students for entry and mid-level administrative and research positions in postsecondary institutions, policy, and research organizations, and governmental and nonprofit entities in the state, region, and country. The graduate level program will introduce students to the field of higher education, surveying the critical issues of higher education management, research, and policy. The program requires students to delve deeply into one specialization in higher education research and practice to further develop interests and skills in a particular area within the broader field.

Need: Market research conducted by UGA in June 2010 illustrated the growing demand for entry and mid-level professionals with master’s degrees in higher education administration particularly in such areas as admissions, financial aid, advising, and other areas. The program will meet state, regional, and national demands for qualified personnel to work in higher education, nonprofit, and policy settings.

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.

**13. Establishment of a Master of Arts in Teaching, 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 establish a Master of Arts in Teaching, effective June 7, 2011.

Abstract: UWG proposes the establishment of a Master of Arts in Teaching to meet the needs of individuals who have a bachelor’s degree in a specific content area other than education, but who do not necessarily have a teaching certificate. The degree will allow prospective students to complete their requirements for a secondary teaching certificate and a master’s degree simultaneously. The program will prepare candidates with a primary concentration in mathematics, P-12 Spanish, broad field science, English, history, political science, biology, chemistry, economics, physics, P-12 health and physical education or business education. Passing the Georgia Assessments for the Certification of Educators (GACE), including the GACE Basic Skills and the GACE Content Area tests in the primary field of concentration are prerequisites for admission to the program. The primary objectives of the program are to prepare candidates to teach at the secondary and P-12 level and in some cases to strengthen the pedagogy, content knowledge, and teaching skills of candidates not seeking certification or who already have certification. Some prospective candidates will already be novice teachers and may be provisionally certified. The degree will also focus on attracting individuals who are career changers and who are not yet employed by a school district.

Need: UWG’s Department of Leadership and Applied Instruction has received several inquiries concerning the possibility of offering a Master of Arts in Teaching program. According to UWG, the proposed program will strengthen the University System of Georgia’s partnerships with the state’s other education agencies by opening the door to a smooth transition from an undergraduate degree to becoming a professional educator. Likewise, it provides an avenue for career changers to enter the education profession. It meets the goal of producing more educators and aspiring educational leaders for Georgia. Currently at UWG, there are over 100 open files of candidates in the secondary and P-12 initial certification programs. This is an indication that there is not only a market for the program, but an existing capacity for hosting the proposed program. According to data from the Georgia Professional Standards Commission (PSC), 15% of new teachers hired in Georgia stay only one year; provisional non-renewable certificates are double that dropout rate. Preparation and planning to encourage retention is built into this program.

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.

**14. Establishment of a Master of Arts with a major in History, Fort Valley State University**

Recommended: That the Board approve the request of President Larry E. Rivers that Fort Valley State University (“FVSU”) be authorized to establish a Master of Arts with a major in History, effective June 7, 2011.

Abstract: FVSU seeks approval to offer a Master of Arts with a major in History. Creation of the program fits the mission of the institution and advances liberal arts programs already offered at the undergraduate level. Based on anticipated program outcomes, graduates will be well versed in the history of the geographical regions and chronological areas included in their program of study; graduates will be skillful in the use of historical research methodology using both secondary and primary materials; and graduates will be able to write professionally in the disciplinary area. The program will include a specific emphasis on African-American and Diaspora History. It will also include regional history which will be supported by the Middle Georgia Oral History Project which was recently inaugurated at FVSU. The Oral History Project is intended to gather the personal history of a wide variety of Middle Georgians and create an archive at FVSU’s Hunt Memorial Library. Students will have an opportunity to participate in the archive’s development.

Need: The program will fill a role in providing graduate education opportunities to rural and minority Georgians. Geographic locations of existing programs are often prohibitive to students who would otherwise seek graduate opportunities in Fort Valley. The program furthers FVSU’s strategic goals of enhancing opportunities for the intellectual, personal, and professional development of the underserved segment of the population in the state. The proximity of large military bases, Fort Benning and Robbins Air Force Base, will make the program attractive to prospective applicants. It is anticipated that students majoring in this field will have occupational opportunities available within agencies that maintain historical sites, archival work, public and private records archives, museums, and positions in state and federal agencies.

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.

**15. Establishment of a Bachelor of Science with a major in Biology, Abraham Baldwin Agricultural College**

Recommended: That the Board approve the request of President David C. Bridges that Abraham Baldwin Agricultural College (“ABAC”) be authorized to establish a Bachelor of Science with a major in Biology, effective June 7, 2011.

Abstract: ABAC seeks to establish a Bachelor of Science with a major in Biology to offer a degree option to place-bound students and to respond to local, state, and regional workforce needs. The degree will include two options: 1) a general track for students interested in a basic biology degree leading to several different career options including a career in science research or 2) a pre-professional track for students who have selected careers in medicine, dentistry, pharmacy, veterinary medicine, or health care fields. The program will be offered in a traditional classroom setting at the home campus in Tifton.

Need: A survey of 315 ABAC students, conducted fall 2009 through the institution’s Office of Institutional Research, indicated that approximately 52% of survey participants would be interested in pursuing a bachelor’s degree at ABAC. The institution currently offers undergraduate programs at the bachelor’s degree level in the following areas: Rural Studies, Turfgrass and Golf Course Management, Diversified Agriculture, and Natural Resource Management.

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.

**16. Substantive Change of the Existing Bachelor of Science in Communications and Information Technology, Macon State College**

Recommended: That the Board approve the request of President David Bell that Macon State College (“MSC”) be authorized to substantively change the existing Bachelor of Science in Communications and Information Technology, effective June 7, 2011.

Abstract: MSC reviewed its existing Bachelor of Science in Communications and Information Technology. The program was established in 1999 as an interdisciplinary degree that emphasizes Information Technology and the Humanities. The current program has proven difficult for students to navigate given the track system in the curriculum. Moreover, the program does not reflect dramatic changes in technology, the academic discipline, student demographics, and the job market. Upon reviewing the program and based on departmental recommendations, the program would be renamed to a Bachelor of Science in New Media and Communications. The curriculum will be revised to better prepare students for professional work in the field. Proposed specific changes include eliminating program tracks and creating a streamlined curriculum that relies less on traditional information technology coursework and emphasizes the new media and communication skills that are in high demand in today’s professional arena.

**17. Substantive Change of the Existing Master of Science with a major in Rural and Small Town Planning, 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 substantively change the existing Master of Science with a major in Rural and Small Town Planning, effective June 7, 2011.

Abstract: For over twenty years, UWG has offered a Master of Science with a major in Rural and Small Town Planning. The program has produced a number of planners working in the public, non-profit, and private sectors in the state. Based on a recent review of the program, the institution proposes a substantive change to the program’s direction and focus. Enrollments in the program have declined over time. UWG found that planning activities are more active in urban areas and at the regional level. According to the directory of planning schools through the Association of Collegiate Schools of Planning website, none of the planning schools are named with Rural and Small Town Planning. Courses in the program have been modified to better position the program toward helping students acquire skills and knowledge in more pressing need areas. Program requirements have changed such that students will have exposure to Environmental Planning, Housing and Community Development, Land Use Planning, Planning for Transportation, Sustainable Development, and Economic Development. In addition to substantive curricular content changes, UWG will undertake action to rename the program to a Master of Urban and Regional Planning.

**18. Substantive Change of the Existing Doctor of Dental Medicine, (Advanced Standing Program), Georgia Health Sciences University**

Recommended: That the Board approve the request of President Ricardo Azziz that the Georgia Health Sciences University (“GHSU”) be authorized to substantively change the existing Doctor of Dental Medicine, effective June 7, 2011.

Abstract: GHSU seeks a substantive change to the existing Doctor of Dental Medicine degree. The curricular revision involves a reduction in the actual contact hours for the program; however, no change in the earned curricular content. The purpose of the revision is to offer an opportunity for the institution’s non-U.S. degree holding dentist faculty to earn a U.S. Doctor of Dental Medicine degree. The accelerated program of study awards transfer of credit for course work already completed in the candidate’s previously awarded non-U.S. dental degree training. Candidates will be required to demonstrate competency in the learning objectives for all transferred credit. The advantage of offering the program in this manner is to enhance faculty retention in a difficult recruitment market. The curricular change in the degree is designed for candidates who have full-time faculty appointment in the GHSU College of Dental Medicine and who have equivalent dental professional degrees from international institutions which are not accredited by the American Dental Association, Commission on Dental Accreditation. The advanced standing aspect of the existing program is proposed as a means of supporting faculty recruitment and retention efforts in the College of Dental Medicine at GHSU.



**19. Termination of the Bachelor of Science in Health Science with a major in Health Behavior, Georgia Southern University**

Recommended: That the Board approve the request of President Brooks A. Keel that Georgia Southern University (“GSOU”) be authorized to terminate the Bachelor of Science in Health Science with a major in Health Behavior, effective fall 2011.

Abstract: GSOU requests approval to terminate the Bachelor of Science in Health Science with a major in Health Behavior. For the past several years, the program has attracted minor student interest. Students interested in the field will still have the option of completing the Bachelor of Science in Health Science with a major in Health Education and Promotion. Currently, there are no students enrolled in the major in Health Behavior and no new students have been accepted into the program. Termination of the major in Health Behavior will not have an adverse impact on students or faculty.

### III. Mission Changes, Sector Changes, Two-Year Colleges and Bachelor's Degrees

#### 20. South Georgia College

##### 20a. Revised Institutional Mission Statement, South Georgia College

Recommended: That the Board approve the request of President Virginia Carson that South Georgia College ("SGC") be authorized to revise its institutional mission statement, effective June 7, 2011.

Abstract: President Carson has requested that SGC be authorized to revise its mission statement in order to change its status from a two-year college to a state college, to reflect its movement toward offering targeted, workforce specific, economically viable bachelor's degrees, and the institution's shift in resources, faculty and philosophy to support both an access mission that enables continued offerings of associate's degrees and emergent bachelor's degrees. The revised mission has been approved by all academic units and administrative layers of the institution. Both the current and revised mission statements are provided below.

#### *Current Mission Statement*

##### **Vision**

To lead in providing a student-centered environment that produces life-long learners who will succeed in a global society, and to serve as an economic development catalyst for the region.

##### **Mission**

South Georgia College is a two-year residential institution that serves the educational, social, and economic development of the region by providing accessible, high quality student-centered education. Through close collaboration with faculty and staff, students are engaged in educational opportunities that empower them for success in a sustainable global society. South Georgia College prepares students to think critically, communicate proficiently, and act responsibly as civic-minded, environmentally conscious citizens.

#### *Revised Mission Statement*

South Georgia College is a ~~two-year~~ **four-year** residential institution that serves the educational, social, and economic development of the region by providing accessible, high quality student-centered education **associate degrees and a limited number of baccalaureate degree programs.** Through close collaboration with faculty and staff, students are engaged in educational opportunities that empower them for success in a sustainable global society. South Georgia College prepares students to think critically, communicate proficiently, and act responsibly as civic-minded, environmentally conscious citizens.

**20b. Establishment of a Bachelor of Science in Nursing (RN to BSN), South Georgia College**

Recommended: That the Board approve the request of President Virginia Carson that South Georgia College (“SGC”) be authorized to establish a Bachelor of Science in Nursing (RN to BSN completion), effective June 7, 2011.

Abstract: SGC proposes the addition of the Bachelor of Science in Nursing (RN to BSN completion program) for nurses on the South Georgia College campus located in Douglas, Georgia. SGC currently offers an Associate of Science in Nursing. The college is accredited by the Southern Association of Colleges and Schools and the National League for Nursing. If approved, the RN to BSN completion program will be the institution’s first bachelor’s degree. The program is designed to provide a registered nurse with an associate’s degree the opportunity to earn a bachelor’s degree in order to enhance his or her basic education, learn new knowledge and skills, and promote career progression and mobility. The program also provides the foundation for graduate study in a specialty area of nursing and enhances the scope and practice of the professional nurse who already holds licensure. The Georgia RN to BSN Articulation plan is the basis for this program. The articulation plan supports and facilitates career mobility for registered nurses in Georgia. The proposed program is designed to increase the number of SGC baccalaureate prepared RNs annually by 25 graduates; improve access to the baccalaureate degree option for registered nurses in the geographic area of south central and southeastern Georgia; and secure additional student funding and mentoring through scholarships and partnerships with regional health care providers. The program is designed to provide educational and career progression conforming to standards set by the Georgia Board of Nursing and the National League for Nursing. The program is also consistent with the American Nurses Association’s core competencies for baccalaureate nurse programs. The objectives of the Bachelor of Science in Nursing degree are intended to complement those of South Georgia College’s existing Associate of Science in Nursing program. Students will enter the upper-division program after successfully completing the Associate of Science in Nursing degree which includes a general education component. Prior to graduation, students must demonstrate completion of the 128 semester credit-hour education requirement which includes the specialized upper-division nursing courses and the remaining SGC general education requirements. A waiver to degree credit-hour will be required for the program that involves the completion of 128 semester hours which is above the 120 semester credit-hour for bachelor’s degree programs.

Need: The specific need for the Bachelor of Science in Nursing arises from documented national, state, and local supply and demand issues in the nursing profession. Georgia hospitals and nursing homes report vacancy rates for nurses and therapy professions as high as 15% which is at or above national rates. A recent report by the Institute of Medicine of the National Academy of Sciences recommends that states work to raise the educational level of the RN workforce. Specifically, the report indicated the need to increase the percentage of RNs with a baccalaureate degree in nursing who are practicing in each state to 80% of the RN workforce.

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.

**21. East Georgia College****21a. Revised Institutional Mission Statement, East Georgia College**

Recommended: That the Board approve the request of President John B. Black that East Georgia College (“EGC”) be authorized to revise its institutional mission statement, effective June 7, 2011.

Abstract: President Black has requested that EGC be authorized to revise its mission statement in order to change its status from a two-year college to a state college, to reflect its movement toward offering targeted, workforce specific, economically viable bachelor’s degrees, and the institution’s shift in resources, faculty and philosophy to support both an access mission that enables continued offerings of associate’s degrees and emergent bachelor’s degrees. The revised mission has been approved by all academic units and administrative layers of the institution. Both the current and revised mission statements are provided on the following pages.

***Current Mission Statement***

East Georgia College, a fully accredited two-year college of the University System of Georgia, provides a wide range of credit and non-credit academic programs in an atmosphere contributing to intellectual and cultural growth. Located in Swainsboro, the College serves a fourteen county rural region that has an economic mix of agriculture and manufacturing. The 207-acre campus, opened in 1973, provides all of the intellectual and physical resources necessary to maintain a high quality general education opportunity. Although most students commute to the campus, the College extends its mission through the Dublin Campus and through the cooperative Associate of Applied Science programs with neighboring technical institutes. East Georgia College is committed to a positive and growing impact on its constituency, an impact that will:

- de-mystify the college experience among those for whom higher education has not been a part of their experience;
- increase college participation among those who otherwise would not have the opportunity;
- foster increased intellectual aspiration and attainment among all.

In addition, the College enthusiastically meets the needs of a developing economy through its fourteen county region. In these endeavors, the College seeks to sustain and enhance its tradition of excellence.

East Georgia College shares with other institutions in the University System of Georgia the following characteristics:

- a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty and staff;
- cultural, ethnic, racial, and gender diversity in the faculty, staff and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
- technology to advance educational purposes, including instructional technology, student support services, and distance education;

**21a. Revised Institutional Mission Statement, East Georgia College (Continued)**

- collaborative relationships with other System institutions, State agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.

East Georgia College shares with other two-year colleges in the University System the following characteristics:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of a local area and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning;
- a high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs designed to insure access and opportunity for a diverse student body, and a limited number of certificate programs to complement neighboring technical institute programs;
- a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the college's scope of influence;
- a commitment to scholarship and creative work to enhance instructional effectiveness and meet local needs.

East Georgia College is known for its strong academic standards, its dedicated and skillful faculty, and its commitment to quality improvement through a college-wide comprehensive assessment process. East Georgia College, proud of its role as learning resource for the people of rural east central Georgia, seeks to build upon its strength and to justify recognition as one of the most student-oriented, community-centered, and academically respected institutions of its kind.

21a. **Revised Institutional Mission Statement, East Georgia College (Continued)**

*Revised Mission Statement*

**East Georgia College is an associate degree granting, liberal arts institution of the University System of Georgia providing its students access to both academically transferable programs of study and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities. The College prepares traditional and nontraditional students for success in the global 21<sup>st</sup> century through a technologically advanced teaching and learning environment that fosters personal growth by utilizing an expanding range of resources and amenities, including an on-campus student residential option. The College also continuously engages the communities it serves through public service and cultural enrichment.**

**21b. Establishment of a Bachelor of Science with a major in Biology, East Georgia College**

Recommended: That the Board approve the request of President John B. Black that East Georgia College (“EGC”) be authorized to establish a Bachelor of Science with a major in Biology, effective June 7, 2011.

Abstract: EGC proposes the establishment of a Bachelor of Science with a major in Biology that will help meet the growing need for persons trained in Biology in Georgia. The proposed program reflects the current Board of Regents Five-Year Strategic Plan, and, in particular, the STEM Initiative by addressing the widening shortage of mathematics and science professionals in EGC’s geographic area. The institution seeks to design and implement a professional Biology program and prepare students to enter the high tech workforce. If approved, this will be the first bachelor’s degree program for the institution. In addition to didactic coursework, an internship or research project will be required of all biology majors. The internship exists to allow students to gather accurate information concerning potential career paths; to enable effective use of scientific methods; to collect and analyze scientific data; and to communicate in-depth scientific information in various formats.

Need: Nationally and in Georgia a shortage exists of mathematics and science majors. According to the National Assessment of Educational Progress (2005), only 18 percent of U.S. high school seniors are proficient in science. The national 4-H organization has responded to the challenge of the shortage of scientists by proposing strategies in its report entitled “One Million New Scientists: One Million New Ideas.” Area 4-H programs continue to provide quality, applied programs for students that encourage interest in the fields of science and engineering. The goal of the University System of Georgia’s STEM initiative in 2008 was to increase the number of students entering STEM areas. A goal of this program is to steer students into not only the Biology program but also into careers that require biological science training. The proposed program will be housed on the main campus in Swainsboro and will be delivered in a traditional face-to-face format. The program was developed to extend educational access and improve the quality of the workforce of East Central Georgia in a way that reflects the opportunities and needs of the area. The proposed program fits well with EGC’s sustained interest in helping improve achievement in mathematics and science in its service area.

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.

**22. Revised Institutional Mission Statement, Armstrong Atlantic State University**

Recommended: That the Board approve the request of President Linda Bleicken that Armstrong Atlantic State University (“AASU”) be authorized to revise its institutional mission statement, effective June 7, 2011.

Abstract: President Bleicken has requested that AASU be authorized to revise its mission statement since the institution has engaged in a strategic planning process that resulted in revisions to vision and value statements for the University. An institutional Strategic Planning and Resource Council was empanelled in February 2010. The Council was charged with developing and implementing a process that enabled the Armstrong community to identify and state its mission, define its vision, and elucidate its core values. Feedback was garnered from stakeholders across campus and the Savannah community to develop a strategic plan. The revised mission has been approved by all academic units and administrative layers of the institution. Both the current and revised mission statements are provided on the following pages.

***Current Mission Statement***

As a unit of the University System of Georgia, Armstrong Atlantic State University is committed to the following:

- Educating students in the liberal arts tradition through quality programs in the arts and sciences, teacher education, health professions, and computing and technology;
- Providing students with intellectual challenges, professional experiences, and extracurricular activities that prepare them for citizenship, leadership, career services, and a lifelong passion for learning; and
- Advancing teaching, scholarship, creative endeavors, and service to the community by supporting the collaborative initiatives of students, faculty and staff.

***Revised Mission Statement with the University’s Vision and Values*****Our Mission**

Armstrong is teaching-centered and student-focused, providing diverse learning experiences and professional programs grounded in the liberal arts.

**Our Vision**

Armstrong strives to be an academically selective institution of first choice, recognized nationally for undergraduate, graduate, and professional education.



**22. Revised Institutional Mission Statement, Armstrong Atlantic State University  
(Continued)**

**Our Values**

Armstrong embraces these core values:

- We value education that is student-focused, transformative, experiential and rigorous, leading to student success.
- We value balance among teaching, mentoring, and scholarship.
- We value an environment of mutual trust and collegiality that builds an inclusive community.
- We value transparency that fosters shared governance.
- We value respect and diversity.
- We value ethical behavior and accountability that support high standards of performance.
- We value civic engagement through outreach and service.
- We value our relationship with Savannah, its unique geographic location, rich history, and abundant opportunities.

**23. Revised Institutional Mission Statement, Georgia College & State University**

Recommended: That the Board approve the request of President Dorothy Leland that Georgia College & State University (“GCSU”) be authorized to revise its institutional mission statement, effective June 7, 2011.

Abstract: President Leland has requested that GCSU be authorized to clarify its mission statement in order to be congruent with the recommendations of the Southern Association of Colleges and School’s (SACS) and elucidate the institution’s status as Georgia’s Public Liberal Arts University. A recommendation from SACS was for the institution to develop a more concise mission statement that reflects its unique status as Georgia’s Public Liberal Arts University. The institution undertook a year-long study of its mission in order to reflect its institutional values and culture and simultaneously adhere to university system mandates. GCSU is in the midst of preparing for its ten-year SACS reaffirmation visit and is in the process of updating strategic planning processes. The next iteration of GCSU’s Quality Enhancement Plan is under development. The revised mission statement is one aspect of being prepared for an institutional accreditation and reaffirmation visit. The revised mission has been approved by all academic units and administrative layers of the institution. Both the current and revised mission statements are provided on the following pages.

***Current Mission Statement***

As the state’s only public liberal arts university, Georgia College & State University is committed to combining the educational experiences typical of esteemed private liberal arts colleges with the affordability of public higher education. GCSU is a residential learning community that emphasizes undergraduate education and offers selected graduate programs. The faculty is dedicated to challenging students and fostering excellence in the classroom and beyond. GCSU seeks to endow its graduates with a passion for achievement, a lifelong curiosity, and exuberance for learning.

***Principles***

Georgia College & State University seeks to produce graduates who are well prepared for careers or advanced study and who are instilled with exceptional qualities of mind and character. These include an inquisitive, analytical mind; respect for human diversity and individuality; a sense of civic and global responsibility; sound ethical principles; effective writing, speaking, and quantitative skills; and a healthy lifestyle.

While GCSU’s faculty members are committed to community service and are creatively engaged in their fields of specialization, they focus their attention primarily on maintaining excellence in instruction and guiding students. Students are endowed with both information and values through small classes, interdisciplinary studies, and close association with the faculty and staff, both in and beyond the classroom. The GCSU experience provides lively involvement in cultural life, and service to the community. In turn, GCSU seeks to provide communities and employers with graduates who exhibit professionalism, responsibility, service, leadership, and integrity.

23. **Revised Institutional Mission Statement, Georgia College & State University (Continued)**

*Revised Mission Statement with the University's Vision and Values*

**Mission**

**As Georgia's public liberal arts university, Georgia College offers undergraduate programs of study to talented and motivated students in a residential college setting. Georgia College also provides at multiple locations, graduate and professional studies that support the needs of the region and create pathways to individual success and personal fulfillment. Its academically engaging, student-centered programs often take learning beyond the traditional classroom and develop the intellectual, professional, and civic skills and dispositions that enable graduates to thrive in an information-intensive and diverse global society. Through its teaching, research, and service, Georgia College enriches the lives of students and their local and global communities.**

**Values**

**Georgia College is committed to providing . . .**

**An Expansive Undergraduate Educational Experience.** Georgia College is committed to providing a residential liberal arts educational environment that invests in its students the extensive knowledge and strategic skills for them to thrive as productive citizens of a globally engaged democracy. Georgia College students experience multidiscipline intellectual encounters with both enduring and contemporary questions, intensive study in the major, and capstone experiences that integrate and apply learning.

**Excellence in Graduate Education.** Georgia College is committed to providing post-baccalaureate education that successfully prepares graduates for professional advancement, life-long intellectual pursuits, and informed participation in today's complex society. In graduate and professional studies the rigor, quality, and relevance of our programs intentionally bridge the gap between theory and practice.

**Challenging, Innovative Teaching.** Georgia College is committed to teaching excellence in and beyond the classroom. Using a balance of evidence-based, innovative teaching, high-impact pedagogies along with meaningful student-faculty interaction, Georgia College develops students equipped to clearly, critically, and creatively address societal challenges.

**Opportunities for Community Engagement.** Georgia College values collaboration with community partners to address mutually identified needs and to promote public well-being through teaching, learning, scholarship, and outreach. Community engagement advances Georgia College students' academic and civic learning. It also helps them become more informed citizen leaders ready to serve the public good, locally and globally.

**23. Revised Institutional Mission Statement, Georgia College & State University (Continued)**

*Revised Mission Statement with the University's Vision and Values*

**Preparation for Leadership.** Georgia College is committed to promoting “Reason, Respect, and Responsibility” by deepening students’ individual, group, and community values through greater understanding of self, promotion of reasoned and respectful discourse, and the development of engaged citizenship. Georgia College prepares responsible leaders capable of affecting positive social change in a pluralistic world.

**IV. Named/Endowed Positions**

**Establishment of Named Faculty Positions**

Recommendations for action encompassing items 24 and 25 of this document have been submitted by university system institutions seeking to establish or advance 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.

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

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

The institutional requests (items 24 and 25) to establish or advance a named position can be found on successive pages within this document.

**24. Advancement of the Z. W. Gramling Scholarship Fund to the Z. W. Gramling Professorship of Anesthesiology, Georgia Health Sciences University**

Recommended: That the Board approve the request of President Ricardo Azziz that Georgia Health Sciences University (“GHSU”) be authorized to advance the Z. W. Gramling Scholarship Fund to the Z. W. Gramling Professorship of Anesthesiology, effective June 7, 2011.

Abstract: GHSU requests approval to advance the Z. W. Gramling Scholarship Fund to the Z. W. Gramling Professorship of Anesthesiology. The Medical College of Georgia Foundation, Inc. has an endowment of approximately \$255,740 on deposit for the advancement of this fund toward the establishment of an endowed chair.

The Z. W. Gramling Scholarship Fund was originally created to support scholarly academic endeavors for one or more medical students, an annual lectureship, and to build an endowed professorship in anesthesiology in recognition of its namesake, Dr. Zachariah W. Gramling, Sr. Dr. Gramling was instrumental in the reconstruction of the anesthesia elective program for medical students, the founding of the Respiratory Therapy Department of the College of Allied Health Sciences, and the establishment of a Shock/Trauma Unit. The purpose of the proposed professorship is to maintain an outstanding Department of Anesthesiology in the areas of teaching, patient care, and research.

**25. Establishment of the Alex W. Smith Professorship in Law, 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 Alex W. Smith Professorship in Law, effective June 7, 2011.

Abstract: UGA requests approval to establish the Alex W. Smith Professorship in Law within the School of Law. As of March 2011, The Arch Foundation for the University of Georgia had approximately \$292,757 on deposit to establish the endowed chair. Its purpose will be to strengthen programs of the School of Law by supporting the work of a full professor of outstanding reputation. The holder shall be engaged in teaching, student advising, research, and public service, or a combination of such duties consistent with the purpose of the professorship.

The John and Mary Franklin Foundation of Atlanta, Georgia, and the law firm of Smith, Gambrell & Russell made gifts totaling \$250,000 to The Arch Foundation to establish the Alex W. Smith Professorship in Law at the University of Georgia School of Law. Alexander Wyly Smith III was an Atlanta attorney, civic leader and philanthropist. The John and Mary Franklin Foundation made its gift in gratitude for Mr. Smith’s long service on the foundation’s board. Smith, Gambrell & Russell, an Atlanta-based law firm operating since 1893, with additional offices in Frankfurt, Germany, Jacksonville, Florida, New York, New York and Washington, DC made its gift in honor of Mr. Smith’s service to the firm, its clients, and the community. A 1942 graduate of the Marist School, Mr. Smith studied at the College of the Holy Cross before volunteering for service in the U.S. Army Air Force. After World War II, he continued his studies at Oxford University and the University of Georgia, earning his B.B.A. in 1948 and his L.L.B. in 1949 from Georgia. Mr. Smith and his wife of 63 years, Mrs. Betty Smith, previously established the Alex & Betty Smith Scholarship at the School of Law. In addition to his philanthropic and service commitment to the University of Georgia, Mr. Smith was named a Knight of St. Gregory by Pope John Paul II for his service to the Catholic Church. In his lifetime he received numerous other awards in recognition of his character and service, including the School of Law’s highest honor, the Distinguished Service Scroll Award, in 1990. Mr. Smith passed away in 2008.

**26. Named Faculty Positions**

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



## AGENDA

### COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

June 7, 2011

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#### APPROVAL ITEMS

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| 2. | Redirect \$32 of Student Activity Fee at Kennesaw State University for Student Recreation & Activity Center Project | 2 |
| 3. | Revision of <i>The Policy Manual</i> , Section 7.3.5.3, Military Service Refunds                                    | 3 |
| 4. | Authorization of Resolution to Commend Dr. Lindsay A. Desrochers  | 5 |

## AGENDA

### COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

June 7, 2011

#### 1. Fiscal Year 2012 Operating and Capital Budgets

Recommended: That the Board approve the fiscal year 2012 operating and capital budgets for the University System of Georgia as shown in Appendix I.

Summary: The total FY 2012 budget for the University System of Georgia is approximately \$7.1 billion, which includes funding from all unrestricted and restricted sources. The FY 2012 budget represents projections by each institution for next fiscal year, which includes the state funds allocation by the Board as well as the tuition and fee rates as approved in April 2011. Institutions also have projected the fall enrollment that is supported by the planned revenues and expenditures.

The FY 2012 budget includes the following major categories:

**Educational and General Funds:** Educational and General Funds serve the primary mission of the University System: teaching, research and public service, as well as academic support, student services, institutional support and plant operations. It includes restricted funds, such as sponsored research funding from federal, state and private sources, and unrestricted funds, such as state funds, tuition, and other general funds. The total educational and general budget for the University System for FY 2012 is \$5.95 billion.

**Auxiliary Enterprises:** Auxiliary Enterprises include student housing, parking, food services, bookstore operations, transportation, athletics, health clinics and other functions that primarily serve the students, faculty and staff at the institutions. The FY 2012 auxiliary enterprises budget is \$802 million, as compared with \$745 million in the original budget for FY 2011. Auxiliary operations are self-supporting and rates for the various services are set to cover the cost of operations.

**Capital:** The capital budget includes routine maintenance and repair projects, MRR projects, and other capital projects that are managed by the institutions. The FY 2012 budget is \$141 million, as compared with \$159 million in the original budget for FY 2011. All bond projects funded by the state are recorded and accounted for in GSFIC's budget, unless the institution has responsibility for managing the project.

**Student Activities:** Student Activities include a range of activities funded by student fees, such as student government activities, campus newspaper, radio/television, and other extracurricular activities. The FY 2012 budget is \$158 million, as compared with \$144 million in FY 2011, due to the projected increase in enrollment, increase in mandatory fees, and use of prior year reserves for specific purposes.

**2. Redirect \$32 of Student Activity Fee at Kennesaw State University for Student Recreation & Activity Center Project**

Recommended: That the Board approve the request of President Dan Papp to redirect \$32 of the student activity fee to a new Student Recreation & Activity Center project. The original purpose of the \$32 fee was for a student activity center that, after completion of payments, will be used for the new student recreation and activity building. The redirection of the \$32 fee will be in two phases: \$20 in FY 2012 and \$12 in FY 2017.

Background: Kennesaw State University (KSU) proposes to renovate and expand the existing recreation building and construct a new Student Recreation and Activities Center at an approximate cost of \$57 million. The total project cost of \$57 million a project cost of \$48 million, as well as \$9 million for the related capitalized interest fund, working capital fund and cost of issuance.

In April 2011, the Board approved a \$35 fee for this project, effective FY 2013. Further, the Student Fee Committee at KSU recommended the redirection of \$32 from the student activity fee as well as the use of \$3 million from the student activity fee reserve for the new project.

Due to student enrollment growth, and based on overcrowded conditions and severe space limitations, there is great demand for additional student recreation and activity space. The most cost effective plan to address the increased demand is to initiate one comprehensive project. The redirection is contingent upon the Board's approval of the new project as proposed to the Committee on Real Estate and Facilities.

**3. Revision of *The Policy Manual*, Section 7.3.5.3, Military Service Refunds**

Recommended: That the Board approve a revision to *The Policy Manual*, Section 7.3.5.3, Military Service Refunds, effective immediately.

Background and Rationale: When the current policy was implemented, activation and deployment of the reserve component of the U.S. military was deemed a response to “emergency” situations to supplement active duty forces. The nature of military deployment has since evolved and now requires temporary duty (TDY) of both active duty and reserve personnel as part of normal unit rotation in the ongoing war in the Iraq and Afghanistan. While TDY plays a crucial role in relocating military personnel to meet the needs of the services, a service member’s orders may not indicate the temporary assignment is an “emergency” even if it is to a combat zone. These temporary assignments can last up to 179 days. A move of 180 days or more is considered a permanent change of station (PCS). Orders to go TDY are not optional.

Georgia currently has 62,714 active duty and 42,910 Reservists and National Guard members. Each of these federalized service members has access to \$4,500 per year in tuition assistance for higher education. A large percentage of these service members are within the age cohort of the under-served, non-traditional student. Enlisted personnel must actively work toward obtaining an Associate’s or Bachelor’s degree to be eligible for promotion or to receive advanced military training. Officers must work toward a Master’s degree or higher to be considered for promotion and to receive highly rated Officer Effectiveness Reports. It is in the best interest of the University System of Georgia (USG) to support policy that enables service members to attend and return to USG institutions from TDY without penalty and financial hardship.

Understandings: The proposed recommendation for Section 7.3.5.3, Military Service Refunds, constitutes a revision of the previous policy. Proposed revisions are provided below. Please note that any strikethrough text represents a deletion from the current version, and the bold, highlighted text represents an addition to current policy.

<i>Current Policy</i>	<i>Proposed Policy</i>
<b>7.3.5.3, Military Service Refunds</b>	<b>7.3.5.3, Military Service Refunds</b>
Subject to institutional policies, full refunds of tuition and mandatory fees and pro rata refunds of elective fees are hereby authorized for students who are: <ol style="list-style-type: none"> <li>Military reservists (including members of the National Guard) who receive emergency orders to active duty after having enrolled in a USG institution and paid tuition and fees;</li> </ol>	Subject to institutional policies, full refunds of tuition and mandatory fees and pro rata refunds of elective fees are hereby authorized for students who are: <ol style="list-style-type: none"> <li>Military reservists (including members of the National Guard) who, <b>after having enrolled in a USG institution and paid tuition and fees,</b> receive <del>emergency</del>-orders to active duty <b>or are reassigned for temporary</b></li> </ol>

**3. Revision of *The Policy Manual*, Section 7.3.5.3 Military Service Refunds (Continued)**

<i>Current Policy</i>	<i>Proposed Policy</i>
<b>7.3.5.3, Military Service Refunds</b>	<b>7.3.5.3, Military Service Refunds</b>
<ol style="list-style-type: none"> <li>1. Commissioned officers of the United States Public Health Service Commissioned Corps (PHSCC) and who receive deployment orders in response to a public health crisis or national emergency after having enrolled in a USG institution and paid tuition and fees;</li> <li>2. Active duty military personnel and who receive emergency reassignment after having enrolled in a USG institution and paid tuition and fees; or,</li> <li>3. Otherwise unusually and detrimentally affected by the emergency activation of members of the reserve components or the emergency deployment of active duty personnel of the Armed Forces of the United States and who demonstrate a need for exceptional equitable relief.</li> </ol>	<ol style="list-style-type: none"> <li><b>duty or mandatory training that prevents completion of the term</b> after having enrolled in a USG institution and paid tuition and fees;</li> <li>2. Commissioned officers of the United State Public Health Service Commissioned Corps (PHSCC) and who receive deployment orders in response to a public health crisis or national emergency after having enrolled in a USG paid tuition and fees;</li> <li>3. Active duty military personnel and who, <b>after having enrolled in a USG institution and paid fees,</b> receive emergency reassignment <b>or a temporary duty assignment or a training assignment that would prevent completion of the term</b> after having enrolled in a USG institution and paid tuition and fees; or,</li> <li>4. Otherwise unusually and detrimentally affected by the emergency activation of members of the reserve components or the emergency deployment of active duty personnel of the Armed Forces of the United States and who demonstrate a need for exceptional equitable relief.</li> </ol>

**4. Authorization of Resolution to Commend Dr. Lindsay A. Desrochers**

Recommended: That the Board authorize Vice Chancellor Fiscal Affairs, Usha Ramachandran, and Vice Chancellor of Facilities, Linda Daniels, to author a proper recognition and commendation for Lindsay A. Desrochers, Ph.D. acknowledging her many contributions to Higher Education and the University System of Georgia to be presented to her on the occasion of her retirement from Portland State University on June 15, 2011.

Background: Dr. Lindsay A. Desrochers, Senior Vice Chancellor for Capital Resources, served the Board of Regents of the University System of Georgia from August 9, 1995 to October 31, 2000. She oversaw accounting, budgeting, internal and external auditing, and capital outlay planning. She also managed and remolded various business processes and procedures to improve and comply with new regulations and implement best practices in addition to having worked closely with the Senior Vice Chancellor for Academic Affairs on strategic planning for the University System. Providing financial oversight of the System's \$4.0 billion budget for thirty-four institutions comprising of four research universities, fifteen state universities, thirteen two-year colleges as well as a number of campus centers including Skidaway Institute of Oceanography. Under her leadership, the University System undertook physical master planning for all campuses, launched and/or completed major capital outlay projects and regularized funding of major renovation and repair for all campuses. As Treasurer to the Board of Regents, Dr. Desrochers staffed four Board Committees: Finance and Business Operations, Real Estate and Facilities, Audit, and Teaching Hospital, including serving on the Medical College of Georgia Health, Inc. (MCGHI) Governing Board from 1999 – 2000.

**AGENDA**

**COMMITTEE ON ORGANIZATION AND LAW**

**June 7, 2011**

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3. Amendment to Rental Agreement	3

## **AGENDA**

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

**June 7, 2011**

#### **1. Applications for Review**

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



**AGENDA**

**COMMITTEE ON ORGANIZATION AND LAW**

**June 7, 2011**

**2. Mutual Aid Agreements**

Fort Valley State University (FVSU) seeks permission from the Board of Regents to enter into a mutually beneficial arrangement to engage in emergency management services with the City of Fort Valley, as well as Peach County.

**3. Amendment to Rental Agreement**

Recommended: That the Board amend its Lease Agreement with the University of Georgia Athletic Association, Inc. to remove the requirement that the Athletic Association contribute to the university's One Diversity Scholarship Program and to provide for the Athletic Association's support of the university's administrative leadership.

Background: Another of the university's cooperative organizations has assumed responsibility for contributing to the One Diversity Scholarship Program. Consistent with direction from the Board of Regents and the Chancellor, the Athletic Association is prepared to assume a commitment to support administrative leadership at the university.

The proposed amended language for page three of the Lease Agreement would be as follows:

Tenant (Athletic Association) agrees to provide as in-kind consideration the following services:

- (a) – (f) ... [unchanged]
- (g) shall contribute ~~annually to the Institution's One Diversity Scholarship Program~~ to the Institution's general fund an amount to assist with presidential compensation as determined annually by the Board of Regents;
- (h) – (i) ... [unchanged].

This lease agreement amendment will be presented to the Athletic Association for approval at the next available meeting.

## AGENDA

### COMMITTEE ON REAL ESTATE AND FACILITIES

June 7, 2011

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## **AGENDA**

### **COMMITTEE ON REAL ESTATE AND FACILITIES**

**June 7, 2011**

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**AGENDA**

**COMMITTEE ON REAL ESTATE AND FACILITIES**

**June 7, 2011**

**1. Executive Session: Approval of Real Property Acquisition**

Materials to be handed out in executive session.

**2. Authorization of Project, Project No. BR-85-1103, Student Center Renovation, Bainbridge College**

Recommended: That the Board authorize Project No. BR-85-1103, Student Center Renovation, Bainbridge College (“BC”), with a total project budget of \$1,564,100 to be funded from \$1,322,100 BC institutional funds and \$242,000 Fiscal Year 2011 MRR funds.

Understandings: This renovation will create a one stop shop for success in the student center, including student counseling and job placement offices, tutoring services, testing services, business services offices, student financial aid, admissions and records, and security office.

The estimated construction cost for this project is \$ 1.3 million.

The project is consistent with BC’s master plan.

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

**3. Authorization of Project, Project No. BR-30-1112, Faculty Laboratory Partial Build-Out, Molecular Science and Engineering Building, Georgia Institute of Technology**

Recommended: That the Board authorize Project No. BR-30-1112, Faculty Laboratory Partial Build-Out, Molecular Science and Engineering Building, Georgia Institute of Technology (“GIT”), with a total project budget of \$6.4 million to be funded from \$5.6 million in research funding and \$800,000 GIT institutional funds for equipment.

Understandings: Third floor west tower shell space in the Molecular Science and Engineering Building will be built-out as a faculty laboratory for a faculty member being recruited as a GRA Eminent Scholar. The build-out of shared instrumentation space for specialized equipment may also be included as part of this project.

The estimated construction cost for this project is \$4.6 million.

The project is consistent with GIT’s master plan.

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

**4. Authorization of Project, Project No. BR-30-1113, Renovation of Robert Ferst Center for the Arts, Georgia Institute of Technology**

Recommended: That the Board authorize Project No. BR-30-1113, Renovation of Robert Ferst Center for the Arts, Georgia Institute of Technology (“GIT”), with a total project budget of \$5.4 million to be funded from \$100,000 Major Repair and Renovation (“MRR”) funds, \$2.65 million donor funds, and \$2.65 million GIT institutional funds.

Understandings: This renovation to the Robert Ferst Center for the Arts and the adjacent theater space for DramaTech will include interior renovations, audio visual (“AV”) upgrades, acoustic enhancements, and site improvements to the plaza and creation of a grand outdoor stairs. Additionally, steam piping adjacent to the east of the building and west of G. Wayne Clough Undergraduate Learning Commons and Tech Green will be replaced.

The building will continue to be used to showcase student, national, and international music and dance performances. It will also be used to support artist-in-residence programs, exhibit fine arts, and host special cultural programming.

The estimated construction cost for this project is \$3.8 million.

The project is consistent with GIT’s master plan.

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



**5. Authorization of Project, Project No. BR-30-1114, Renovation of Stephen C. Hall Building, Georgia Institute of Technology**

Recommended: That the Board authorize Project No. BR-30-1114, Renovation of Stephen C. Hall Building, Georgia Institute of Technology (“GIT”), with a total project budget of \$3.3 million to be funded from \$1.0 million Major Repair and Renovation (“MRR”) funds, \$1.3 million donor funds, and \$1.0 million GIT institutional funds.

Understandings: The Stephen C. Hall Building, which is listed on the National Register of Historic Places, will be renovated to house the Writing and Communication Program of the School of Literature, Communications, and Culture within the Ivan Allen College of Liberal Arts. The Stephen C. Hall Building is adjacent to several other buildings that house schools within the Ivan Allen College of Liberal Arts.

The estimated construction cost for this project is \$2.1 million.

The project is consistent with GIT’s master plan and the GIT historic preservation plan.

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

**6. Authorization of Project, Project No. BR-90-1102, Carmichael Student Center Renovation, Kennesaw State University**

Recommended: That the Board authorize Project No. BR-90-1102, Carmichael Student Center Renovation, Kennesaw State University, (“KSU”), with a total project budget of \$3,925,000, to be funded from KSU auxiliary reserve funds.

Understandings: Renovations to the Carmichael Student Center, built in 1973, will include infilling the open 2<sup>nd</sup> floor area to provide an additional approximately 3,100 square feet, upgrading the interior finishes, and upgrading the building systems including mechanical, electrical, fire protection and fire alarm and fire sprinkler systems.

The estimated construction cost for this project is \$3.3 million.

The project is consistent with KSU’s master plan.

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

**7. Authorization of Project, Project No. PPV-90-1101, Student Recreation and Activities Center Renovation and Expansion, Kennesaw State University**

Recommended: That the Board authorize Project No. PPV-90-1101, Student Recreation and Activities Center Renovation and Expansion, Kennesaw State University, (“KSU”), with a total project development budget of \$48.0 million to be funded through a public private venture.

Understandings: Renovations to the 55,000 square foot (“SF”) Student Recreation and Activities Center will include system and finishes upgrades, and re-organization of existing floor layout for maximum efficiency. The gymnasium will be converted into a multi-activity court. The building will also be expanded by approximately 119,000 SF to provide a leisure pool and lap pool, indoor jogging track, and rock climbing wall.

The estimated construction cost for this project is \$37.0 million.

The project will be funded with the \$35 KSU Student Recreation Center fee approved by the Board in April 2011, the redirection of a \$32 KSU student activity fee being considered in the Committee on Finance and Business, and \$3.0 million from the KSU student activity fee reserve.

The project is consistent with KSU’s master plan.

If authorized by the Board the University System Office staff and KSU will proceed with the selection of professional consultants in accordance with Board of Regents procedures.

It is anticipated that the Board will be requested to take further action concerning this project, including the appointment of program management, design professional and construction management firms, and approval of ground leases and rental agreements.

**8. Authorization of Project Budget Modification, Project No. BR-30-1115, Renovate Ground Floor, Boggs Chemistry Building, Georgia Institute of Technology**

Recommended: That the Board modify the budget of Project No. BR-30-1115, Renovate Ground Floor, Boggs Chemistry Building, Georgia Institute of Technology (“GIT”), to increase the total project budget from \$3,187,000 to \$4,900,000.

Understandings: The Renovate Ground Floor, Boggs Chemistry Building project, approved by the Board in August 2010, is in construction. A donor is contributing a more powerful piece of equipment valued at \$ 7.5 million. Redesign is needed to accommodate this new equipment. The additional needed work will not delay completion of the project in August 2011.

Funding for this project (including the cost increase of \$ 1,713,000) will be from GIT institutional funds.

	<u>August 2010</u>	<u>Now</u>
Total Project Cost	\$3,187,000	\$4,900,000
Construction Cost (Stated Cost Limitation)	\$2,898,000	\$4,100,000

**9. Ground Lease and Rental Agreement, Student Center, Bartow Campus, Georgia Highlands College**

Recommended: That the Board declare an approximately 1.67 acre tract of unimproved real property on the Bartow Campus of Georgia Highland College (“GHC”) to be no longer advantageously useful to GHC or other units of the University System of Georgia, but only to the extent and for the purpose of allowing this real property to be ground leased to the GHC Student Center, LLC, (the “LLC”) for the purpose of providing an approximately 55,000 square foot student center and site amenities (the “Student Center”).

Recommended further: That the Board authorize the execution of ground leases, including necessary access, use, and construction easements and encroachments, between the Board of Regents, Lessor, and the LLC, Lessee, for the above referenced approximately 1.67 acres of real property on the campus of GHC for a period not to exceed 32 years (not to exceed 30 years from the date the LLC obtains a certificate of occupancy for the Student Center and providing a construction period of not more than two years), with an option to renew for up to an additional five years should there be debt outstanding at the end of the original ground lease term for the purpose of providing the Student Center.

Recommended further: That the Board authorize the execution of a rental agreement between the LLC, Landlord, and the Board of Regents, Tenant, for the Student Center for the period commencing on the first day of the first month after the LLC obtains a certificate of occupancy for the Student Center but not earlier than August 1, 2012 and ending the following June 30 at rent not to exceed \$800,000, with an option to renew for one year at a rent not to exceed \$1,500,000, with further options to renew on a year-to-year basis until June 30, 2041 with rent increasing no more than 3% for each further consecutive option period exercised.

Recommended further: That the terms of these agreements be subject to review and legal approval of the Georgia Department of Law.

Recommended further: That the Board authorize the execution of site licenses between the LLC, Licensee and the Board of Regents, to allow early site access to mobilize and install erosion control, commence site work including clearing and grading, install access roads, and relocate utilities.

Understandings: In May 2010, the Executive Director of Real Estate Ventures, Marty Nance presented an information item concerning the need for a student center for the Bartow Campus at GHC through a privatization process.

This project was authorized and a program management firm appointed by the Board in August 2010. A design professional firm was appointed by the Board in September 2010. A construction management firm was appointed by the Board in October 2010.

**9. Ground Lease and Rental Agreement, Student Center, Bartow Campus, Georgia Highlands College (Continued)**

The anticipated schedule is for the LLC to have a bond closing by the end of July 2011 and commence construction immediately thereafter. Construction is expected to be complete in August 2012 to allow occupancy by GHC for the beginning of fall semester 2012.

At the end of the term of the ground lease the real property, all improvements, and any accumulated capital reserves will become the property of the Board of Regents.

**10. Gift of Real Property, North Warehouse Portion of 20 Collins Industrial Way, Lawrenceville, Georgia Gwinnett College**

Recommended: That the Board accept a gift of approximately 2.95 acres of improved real property located at 20 Collins Industrial Way, Lawrenceville, from GGC Real Estate Parking I, LLC (the “LLC”), for the use and benefit of Georgia Gwinnett College (“GGC”).

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 acquisition of this real property be subject to completion of a facility condition analysis indicating no significant maintenance, repair, or replacement issues.

Recommended further: That the legal details involved with accepting this gift of real property be handled by the Georgia Department of Law.

Understandings: Acquisition of this real property is consistent with the GGC master plan.

This real property is improved with an approximately 45,930 square foot masonry and steel warehouse building constructed in 1984. If the gift is accepted, GGC will renovate the facility for use by various academic departments for faculty offices. The renovation budget is \$420,000.

This real property is part of a 5.01 acre tract of real property that was acquired by the LLC in December 2006 for \$3,750,000. An appraisal conducted by Gregory Malcolm, Snellville, in May 2011 values the gift property at \$1.7 million. The balance of the real property, after the gift, will remain owned by the LLC.

The gift is subject to a cross access easement to allow ingress and egress to both Collins Hill Road and Collins Industrial Way for both the gift real property and the remaining LLC real property. There are no restrictions on the gift and no known reversions, restrictions, or other adverse easements on the real property.

**11. Gift of Real Property, 2300 University Parkway, Lawrenceville, Georgia Gwinnett College**

Recommended: That the Board accept a gift of approximately 7.705 acres of improved real property located at 2300 University Parkway, Lawrenceville, from the State of Georgia Department of Transportation (“GDOT”) for the use and benefit of Georgia Gwinnett College (“GGC”).

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 acquisition of this real property be subject to completion of a facility condition analysis indicating no significant maintenance, repair, or replacement issues.

Recommended further: That the legal details involved with accepting this gift of real property be handled by the Georgia Department of Law.

Understandings: Acquisition of this real property is consistent with the GGC master plan.

This real property is improved with an approximately 38,000 square foot one story former automobile dealership built before 1986. If acquired, the building will be used for storage and future development. Access to the site, and cost to obtain this access, from the GGC campus is to be determined.

This real property was acquired by GDOT in June 2010 as part of the land acquisition for the improvement of the University Parkway / Collins Hill Road interchange. An appraisal conducted by Greg Malcolm, Snellville, in May 2011 values the property at \$965,000.

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



**12. Rental Agreement, Poultry Research Center, University of Georgia**

Recommended: That the Board declare approximately 24,328 square feet of space located at the Poultry Research Center, South Milledge Avenue, Athens, Georgia, no longer advantageously useful to the University of Georgia (“UGA”) or other units of the University System of Georgia, but only to the extent and for the purpose of allowing this space to be rented to Synageva BioPharma Corporation (“Synageva”) for the benefit of UGA.

Recommended further: That the Board authorize the execution of a rental agreement between the Board of Regents, Landlord, and Synageva, Tenant, covering approximately 24,328 square feet of space located at the Poultry Research Center, South Milledge Avenue (a.k.a. Transgenic Poultry Building), Athens, Georgia, for the period July 1, 2011, through June 30, 2013, at a monthly rental of \$1,265 (\$15,180 per year/\$0.62 per square foot per year) with options to renew for two consecutive two year periods at a monthly rent of \$2,027.33 (\$24,328 per year/\$1.00 per square foot per year).

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

Recommended further: That the terms of this rental agreement are subject to review by the Georgia Department of Law.

Understandings: The Transgenic Poultry Building is a Georgia Research Alliance-funded project for the purpose of attracting incubator companies in the field of biotechnology, such as Synageva. The facility has been rented to Synageva (as Synageva and also under its former name AviGenics, Inc.) since 2001. Research conducted by Synageva primarily involves hatching and raising chickens in a specific pathogen-free environment. This facility was specifically constructed with all equipment necessary to incubate and hatch eggs, brood chicks, and breed adult chickens in the conduct of this research

The use of the property is in compliance with the UGA mission and physical master plan.

**13. Resolution 2011 A&B 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 2011 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 2011 G. O. Bonds for the following projects:

FY 2010 Capital Project Funding

J-152	“Consolidated Medical Education Commons” Georgia Health Sciences University	<u>\$2,000,000</u>
	Subtotal	\$2,000,000

FY 2011 Capital Project Funding

GRA	“R & D Equipment Statewide” Georgia Research Alliance	6,000,000
J-101	“Health Science Building” Valdosta State University	\$700,000
J-161	“Library Renovations” Armstrong Atlantic State University	\$5,000,000
J-164	“Biology Building” Georgia Southern University	\$14,000,000
J-171	“Major Repair and Renovations” University System of Georgia	\$30,000,000
J-181	“Ray Charles Fine Arts Building” Albany State University	\$500,000
J-182	“Wrightsboro Site Expansion” Augusta State University	\$500,000
J-183	“Humanities-Law Building” Georgia State University	\$1,200,000

**13. Resolution 2011 A&B General Obligation Bond Issue, Georgia State Financing and Investment Commission, University System of Georgia (Continued)**

J-184	“Veterinary Medical Learning Center” University of Georgia	<u>\$900,000</u>
	Subtotal	\$58,800,000
<u>FY 2012 Capital Project Funding</u>		
GPL-56	“Middle Georgia Regional Library” Jeffersonville, Twiggs County	\$1,150,000
J-141	“Historic/Tift/Lewis/Herring Renovation” Abraham Baldwin Agricultural College	\$3,250,000
J-164	“Biology Building” Georgia Southern University	\$21,000,000
J-165	“Nursing Building” University of West Georgia	\$16,500,000
J-167	“Academic Sciences Building” Atlanta Metropolitan College	\$1,000,000
J-168	“Health and Human Sciences Building” Georgia Southwestern State University	\$7,800,000
J-173	“Eco-Commons Area A - Infrastructure” Georgia Institute of Technology	\$4,200,000
J-185	“Forsyth County Campus” North Georgia College & State University	\$3,000,000
J-186	“Infrastructure” South Georgia College	\$1,200,000
J-187	“Teacher Education & Learning Center” College of Coastal Georgia	\$7,600,000
J-189	“Education Facility” Kennesaw State University	\$2,000,000

**13. Resolution 2011 A&B General Obligation Bond Issue, Georgia State Financing and Investment Commission, University System of Georgia (Continued)**

J-191	“Major Repair and Renovations” University System of Georgia	\$45,000,000
J-192	“4-H Rock Eagle” University of Georgia	\$2,500,000
J-193	“Ag Experiment Station and Cooperative Extension MRR” University of Georgia	\$4,000,000
J-194	“Ag Experiment Station and Cooperative Extension Equipment” University of Georgia	\$1,000,000
J-195	“Infrastructure – Campus-wide” Georgia Gwinnett College	\$7,100,000
J-196	“Renovation of Gamble Hall” Armstrong Atlantic State University	\$2,750,000
	Subtotal	<u>\$131,050,000</u>
	<b>Total Bond Sale</b>	<b>\$191,850,000</b>

**14. Fiscal Year 2012 Major Repair and Renovation Funds**

Recommended: That the Board authorize distribution of Major Repair and Renovation (“MRR”) funds in accordance with staff recommendations.

Understandings: Major Repair and Renovation funds in the amount of \$45 million are in the Fiscal Year 2012 budget; all \$45 million are in bonds and will be available after the appropriate bond sale takes place.

The University System Office of Facilities staff has reviewed project requests from each institution for appropriateness, quality and cost. The staff’s recommendations generally follow institutional priorities; however, all must meet the tests of efficiency, effectiveness, and return on investment.

Guidelines are used to screen the institutions’ requests for MRR project funding. MRR funds are not used for new construction or land acquisitions. These funds are not used for projects in auxiliary facilities, such as dormitories or dining halls, unless there are bona fide critical conditions that the campus’ own auxiliary reserves cannot cover.

Institutions are expected to perform routine general and preventive maintenance and upkeep of their facilities. MRR funding is intended to provide for significant non-routine expenditures. Priority is given to building systems and building integrity projects such as roof replacements and the upgrade of mechanical and electrical systems over programmatic renovations.

MRR Project Category Codes in Priority Order

- “X” Critical Life Safety or Code Compliance Issue
- “A” Structural and Building Envelope Stabilization (roofing replacement, waterproofing or glazing systems, retooling and pointing masonry, etc.)
- “B” Utility and Building Systems Replacement and Upgrades
- “C” General Renovations and Rehabilitation
- “D” Regulatory Projects (building safety code issues, energy/environmental requirements, American Disability Act, and other regulatory issues).
- “E” Other
- “F” Not Eligible for MRR Funds\*

\*Some campus requests do not meet the definitional requirements for use of MRR proceeds and are not recommended for MRR funding.

**15. Authorization of Resolution to commend Dr. Lindsay A. Desrochers**

Recommended: That the Board authorize Vice Chancellor Fiscal Affairs, Usha Ramachandran, and Vice Chancellor of Facilities, Linda Daniels, to author a proper recognition and commendation for Lindsay A. Desrochers, Ph.D. acknowledging her many contributions to Higher Education and the University System of Georgia to be presented to her on the occasion of her retirement from Portland State University on June 15, 2011.

Understandings: Dr. Lindsay A. Desrochers, Senior Vice Chancellor for Capital Resources, served the Board of Regents of the University System of Georgia from August 9, 1995 to October 31, 2000. She oversaw accounting, budgeting, internal and external auditing, and capital outlay planning. She also managed and remolded various business processes and procedures to improve and comply with new regulations and implement best practices in addition to having worked closely with the Senior Vice Chancellor for Academic Affairs on strategic planning for the University System. Providing financial oversight of the System's \$4.0 billion budget for thirty-four institutions comprising of four research universities, fifteen state universities, thirteen two-year colleges as well as a number of campus centers including Skidaway Institute of Oceanography. Under her leadership, the University System undertook physical master planning for all campuses, launched/completed major capital outlay projects and regularized funding of major renovation and repair for all campuses. As Treasurer to the Board of Regents, Dr. Desrochers staffed four Board Committees: Finance and Business Operations, Real Estate and Facilities, Audit, and Teaching Hospital, including serving on the Medical College of Georgia Health, Inc. (MCGHI) Governing Board from 1999 – 2000.

**16. Information Item: Outcome of FY12 Budget and Outlook for Future Capital Implementation Plan**

The Director for Planning, Alan Travis, will provide an update on the Outcome of FY12 Budget and Outlook for Future Capital Implementation Plan.

**17. Information Item: Public Private Ventures Update**

The Executive Director for Public Private Ventures, Marty Nance, will provide an update on the Public Private Ventures (“PPV”) program.