



Wednesday, August 10, 2016

**BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
BOARD OF REGENTS MEETING AGENDA**

| <u>Approximate Times</u> | <u>Tab</u> | <u>Agenda Item</u> | <u>Presenter</u> |
|-------------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| 9:00 AM Room 8026 | 1 | Call to Order and Executive Session | Chairman Kessel D. Stelling, Jr. |
| 9:30 AM Room 7007 | 2 | Reconvene | Chairman Kessel D. Stelling, Jr. |
| | 3 | Invocation/Pledge of Allegiance | Ms. Victoria Brock, SGA Pres. Kennesaw State University |
| | 4 | Safety Briefing | Chief of Police Bruce Holmes |
| | 5 | Approval of May 10 th Minutes | Secretary Samuel C. Burch |
| | 6 | Special Recognition: <i>Lori S. Durden, President, Ogeechee Technical College</i> | Chairman Kessel D. Stelling, Jr. |
| | 7 | Special Recognition: <i>Drs. Kelli Brown; Stuart Rayfield; Ingrid Thompson-Sellers; Houston Davis; Jaimie Hebert</i> | Chancellor Henry M. Huckaby |
| | 8 | Chancellor's report | Chancellor Henry M. Huckaby |
| | 9 | 3 MT | Ms. Shelley Nickel Ms. Tara Bracken, UGA Mr. Rishi Masalia, UGA |
| | 10 | Personnel & Benefits | Regent James M. Hull Ms. Marion Fedrick |
| 11:00 AM Room 8003 Room 8003 | | <u>Track I Committee Meetings</u> | |
| | 11 | Academic Affairs | Regent Doreen Stiles Poitevint |
| | 12 | Organization & Law | Regent Larry Ellis |
| 11:00 AM Room 7007 Room 7007 | | <u>Track II Committee Meetings</u> | |
| | 13 | Internal Audit, Risk, and Compliance | Regent Larry Walker |
| | 14 | Real Estate & Facilities | Regent Sachin Shailendra |
| 11:55 AM Room 8026 | 15 | Lunch | |

BOARD OF REGENTS MEETING AGENDA
Wednesday, August 10, 2016

| <u>Approximate Times</u> | <u>Tab</u> | <u>Agenda Item</u> | <u>Presenter</u> |
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| 12:55 PM Room 7007 | 16 | Reconvene | Chairman Kessel D. Stelling, Jr. |
| | 17 | ITS Strategy Update | Dr. Bobby Laurine |
| | 18 | Economic Development | Regent W. Paul Bowers Mr. Mark Lytle |
| | 19 | Committee Reports: A. Executive & Compensation B. Academic Affairs C. Internal Audit, Risk, and Compliance D. Organization & Law E. Real Estate & Facilities | Chairman Kessel D. Stelling, Jr. Regent Doreen Stiles Poitevint Regent Larry Walker Regent Larry R. Ellis Regent Sachin Shailendra |
| | 1:50 PM | 20 | Unfinished Business |
| 21 | | New Business | Chairman Kessel D. Stelling, Jr. |
| 22 | | Petitions and Communications | Secretary Samuel C. Burch |
| 23 | | Executive Session | Chairman Kessel D. Stelling, Jr. |
| 24 | | Reconvene | Chairman Kessel D. Stelling, Jr. |
| 25 | | Adjourn | Chairman Kessel D. Stelling, Jr. |

AGENDA
COMMITTEE ON PERSONNEL AND BENEFITS

August 10, 2016

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| 2. Approval of 2017 Medicare Eligible Retiree Healthcare Contribution | 2 |

INFORMATIONAL ITEM

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| 3. FLSA regulatory change update | 3 |
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AGENDA

COMMITTEE ON PERSONNEL AND BENEFITS

August 10, 2016

1. Approval of Healthcare Plan Changes and Premiums for Plan Year 2017

Ms. Marion Fedrick, Vice Chancellor of Human Resources, will present for approval the healthcare plan changes and premiums for plan year 2017 as shown in the following Appendices for the University System of Georgia healthcare plans to become effective January 1, 2017.

2. Approval of 2017 Medicare Eligible Retiree Healthcare Contribution

Ms. Marion Fedrick, Vice Chancellor of Human Resources, will present for approval the 2017 Medicare eligible retiree healthcare contribution to become effective January 1, 2017.

INFORMATIONAL ITEM

3. **Informational Item: FLSA Regulatory change update**

Ms. Marion Fedrick, Vice Chancellor of Human Resources, will present information on the FLSA Regulatory change and the impact to our campuses.

AGENDA

COMMITTEE ON ACADEMIC AFFAIRS

August 10, 2016

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| 4. | Establishment of a Master of Science in Athletic Training, Georgia College & State University | 12 |
| 5. | Establishment of a Master of Education with a major in Teaching Culturally and Linguistically Diverse Students, Georgia Southern University | 14 |
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| 7. | Establishment of a Bachelor of Business Administration with a major in Entrepreneurship, Kennesaw State University | 18 |
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1. Institutional Mission Statement Modification, Dalton State College

Recommendation: That the Board approve the request of President Margaret Venable that Dalton State College be authorized to revise its institutional mission statement, effective August 10, 2016.

Abstract: President Venable has requested that Dalton State College be authorized to revise its mission statement. The revised mission statement was developed through a strategic planning initiative that engaged the College community. The revised mission statement has been approved through the appropriate governance processes at the institution. Both current and revised mission statements are provided below.

Current Mission Statement:

~~Dalton State College is dedicated to providing broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life. As an institution of the University System of Georgia, Dalton State College offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities. The College's work is strengthened by partnerships between the College and Northwest Georgia businesses and industries, governments, and schools.~~

~~The mission of Dalton State College consists of the following core commitments:~~

- ~~1. selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment;~~
- ~~2. excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services;~~
- ~~3. public service through economic development and cultural activities that address the needs and improve the quality of life of the region;~~
- ~~4. continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment.~~

~~In fulfilling its mission, Dalton State College seeks to prepare and inspire its students to be active members within their professions and communities. As Dalton State College looks to the future and its place in a competitive, global society, it seeks to build upon its strengths as one of the most academically respected, student-oriented, and community-centered institutions of its kind.~~

Revised Mission Statement:

Dalton State College provides a diverse student population with opportunities to acquire the knowledge and skills necessary to attain affordable baccalaureate degrees, associate degrees, and certificates and to reach their personal and professional goals. Through challenging academics and rich collegiate experiences, we promote lifelong learning, active leadership, and positive contributions in Northwest Georgia and beyond.

2. **Establishment of a Master of Science with a major in Information Security Management, Augusta University**

Recommended: That the Board approve the request of President Brooks Keel that Augusta University (“AU”) be authorized to establish a Master of Science with a major in Information Security Management, effective August 10, 2016.

Program Summary: Augusta University seeks approval to establish a Master of Science with a major in Information Security Management. The proposed program will contribute to the university system’s Cybersecurity Initiative. It is anticipated that the program will enable Augusta University, in concert with metropolitan statistical area industry and government agencies, to enhance cybersecurity education and research, significantly develop and increase the cybersecurity workforce, and meet employment demands by providing a local and regional educational opportunity that is accessible and provides face-to-face instructional access. The proposed Master of Science with a major in Information Security Management will be housed within the Hull College of Business. The thirty-semester hour program focuses on managerial and governance aspects of information security and the curriculum is aligned with content recommendations of the Information Systems Audit and Control Association (ISACA). The program of study includes coursework in information systems security, network administration and secure systems, information risk and incident management, business analytics, data management and data science, and information technology management among other courses. Augusta University’s Cyber Institute further supports the proposed program through cross-institutional consortia, cyber resources, computing conferences, security summits, and other resources. The Cyber Institute includes educational and business alliances with the Augusta Metro Chamber of Commerce, Columbia County Chamber of Commerce, Augusta Technical College, Aiken Technical College, the Richmond County School System, the Columbia County School System, Fort Gordon, Augusta University, and the CSRA Alliance. Investments in Augusta University’s Cyber Institute were precipitated by technology sector growth in the metropolitan area.

Need and Demand: Augusta University is located in geographic proximity to the National Security Agency, the Cyber Center of Excellence at Fort Gordon, and the future home of the United States Army Cyber Command Headquarters. Regional stakeholders for the program include the Department of Energy at Savannah River Site National Laboratory and Georgia Power at Plant Vogtle. According to the Bureau of Labor Statistics, it is projected that approximately 14,432 jobs will be available nationally for information security analysts and separately 52,275 employment positions will require information system managers. It is further projected that approximately 403 jobs and 1,652 managerial positions will be required in Georgia. In addition to public and governmental agencies seeking individuals with master’s level expertise in the field, the program and its graduates will be highly sought after by private industries and businesses.

List of Similar Existing USG Programs and Productivity:

| Institution | Academic Program | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 |
|---------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| <i>Graduate Program</i> | | | | | | | |
| Georgia Institute of Technology | Master of Science in Information Security | 14 | 32 | 22 | 21 | 20 | 18 |
| <i>Undergraduate Programs</i> | | | | | | | |
| Savannah State University | Bachelor of Arts with a major in Homeland Security and Emergency Management | 4 | 5 | 10 | 11 | 24 | 32 |
| Kennesaw State University | Bachelor of Business Administration with a major in Information Security and Assurance | 0 | 0 | 0 | 0 | 1 | 15 |
| Clayton State University | Bachelor of Applied Science with a major in Homeland Security/Emergency Management | Clayton State University will implement the program during the 2016 – 2017 academic year. | | | | | |

Projected Enrollment:

| | First Year | Second Year | Third Year |
|-----------------------------|------------|-------------|------------|
| Student Majors | | | |
| Shifted from other programs | 3 | 2 | 1 |
| New to the institution | 5 | 8 | 11 |
| Total Majors | 8 | 18 | 22 |

Note: Total majors for the third year would be 10 second-year students from the year 2 entering cohort, and 12 first-year students from the year 3 cohort, for a total of 22 students.

Fiscal Summary: Resources for the program will come from new funds generated based on tuition revenue emanating from enrollment growth. The Hull College of Business will leverage its existing administrative structure to support implementation and maturation of the proposed academic program. The Master of Science with a major in Information Security Management will be reviewed for inclusion and accreditation by the Association to Advance Collegiate Schools of Business (AACSB) and with the ISACA Model Curriculum for Information Security Management.

Facilities Impact: The program will be delivered using the existing space and technology infrastructure of the institution.

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

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

Recommended: That the Board approve the request of President Paul Jones that Fort Valley State University (“FVSU”) be authorized to establish a Bachelor of Business Administration with a major in Supply Chain and Logistics Management, effective August 10, 2016.

Program Summary: Fort Valley State University seeks approval to establish a Bachelor of Business Administration with a major in Supply Chain and Logistics Management. The program is requested based on demands and trends from the business community and other constituents. The primary drivers that incited new academic program development include global sourcing, advancements in communications and technologies, and an increased emphasis on just-in-time inventory management to reduce costs and improve efficiency, profitability, and competitiveness. The Department of Business Administration and Economics began offering a minor in supply chain and logistics management in year 2011. The minor has experienced growth from an initial total of nine students to a range of between 46 and 65 enrollees in which students were immersed in coursework such as procurement, physical distribution, and business logistics. The proposed program will be offered in a traditional format and include discipline-based technology, simulation software, and quantitative analysis as part of didactic instruction. Evening classes will be offered at Fort Valley State University’s Warner Robins site to attract non-traditional students, to provide access to students living in the Warner Robins area, and to enable proximity to Robins Air Force Base participants. A majority of courses in the program will be offered on Fort Valley State University’s home campus. Fort Valley State University currently offers the following majors under the Bachelor of Business Administration degree: Accounting, Management, and Marketing. It is anticipated that graduates of the program will be able to develop strategies and best practices to reduce global supply chain costs and integrate supply chain management with other functional areas within organizations.

Need and Demand: As a discipline, logistics and supply chain management includes several job opportunities in areas such as transportation, distribution, storage, purchasing, and consulting. The national employment outlook for logisticians is expected to grow faster than the average (22%) according to the Bureau of Labor Statistics when compared against other occupational projections. Based on year 2014 Georgia Department of Labor State and Regional Occupational Projections, approximately 4,290 total annual job openings may occur across several logistics-related occupations inclusive of, but not limited to, business operations specialists, general and operations managers, industrial production managers, purchasing managers, transportation and distribution managers, buyers and purchasing agents, and logisticians. The institution has been in discussions with companies such as Norfolk Southern Corporation, Northrop Grumman Corporation, Target, Walmart, Office Depot, Blue Bird Bus Company, and Robins Air Force Base concerning academic program development and potential internship site placement. Fort Valley State University cited the deepening of the Savannah port, major airports, retail and consumer goods companies, and businesses across other industries within the state as potential areas for employment.

List of Similar Existing USG Programs and Productivity:

| Institution | Academic Program | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|
| Albany State University | Bachelor of Science in Supply Chain and Logistics Management | 0 | 1 | 2 | 4 | 6 | 9 |
| Clayton State University | Bachelor of Business Administration with a major in Logistics and Supply Chain Management | 0 | 15 | 23 | 23 | 35 | 28 |
| Georgia Southern University | Bachelor of Business Administration with a major in Logistics and Intermodal Transportation | 72 | 69 | 76 | 84 | 103 | 111 |
| Savannah State University | Bachelor of Business Administration with a major in Global Logistics and International Business | Recently approved program in year 2011; four graduates completed the program in academic year 2015. | | | | | |
| Georgia Highlands college | Bachelor of Business Administration with a major in Logistics and Supply Chain Management (includes distance education delivery) | Recently approved program in March 2016. | | | | | |

Projected Enrollment:

| | First Year | Second Year | Third Year |
|-----------------------------|-------------------|--------------------|-------------------|
| Student Majors | | | |
| Shifted from other programs | 20 | 15 | 10 |
| New to the institution | 15 | 25 | 35 |
| Total Majors | 35 | 40 | 45 |

Fiscal Summary: Resources for the program will come from new funds generated based on tuition revenue emanating from enrollment growth. Fort Valley State University recently terminated an undergraduate major in General Business. The institution will reallocate funds to support the proposed program. It is anticipated that the institution will hire one additional faculty member with appropriate qualifications to provide instruction in the program.

Facilities Impact: The program will be delivered using the existing space and technology infrastructure of the institution.

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

4. **Establishment of a Master of Science in Athletic Training, Georgia College & State University**

Recommended: That the Board approve the request of President Steve Dorman that Georgia College & State University (“GCSU”) be authorized to establish a Master of Science in Athletic Training, effective August 10, 2016.

Program Summary: Georgia College & State University seeks approval to establish a Master of Science in Athletic Training. Based on the profession, athletic trainers collaborate with physicians to provide preventative services, therapeutic intervention, emergency care, and rehabilitation of injuries and medical conditions. To become a certified athletic trainer, students must earn a degree from an accredited curriculum and pass a comprehensive examination administered by the Board of Certification. The discipline, over time, has emerged such that entry-level master’s programs have been accredited nationally to prepare students for professional practice at the graduate level. With the proposed new graduate program, if approved, Georgia College & State University would make preparations with the disciplinary accrediting body, the Commission on Accreditation of Athletic Training Education, to offer the program at an advanced level. As a result, GCSU’s existing Bachelor of Science with a major in Athletic Training would no longer admit undergraduate students and would finish the teach-out of those students while admitting graduate students into the new program.

Credit-Hour Waiver: The proposed master’s program would require a waiver to degree credit-hour length such that program completion would encompass 60 semester credit-hours. In order to meet the clinical education components, curricula, and required inter-professional education core competencies across a variety of integrative clinical care settings, students will complete the curriculum in order to sit for professional certification and for the institution to maintain programmatic national accreditation. The program is aligned with other nationally accredited and established master’s level athletic training programs (e.g., Chapman University, CA – 60 hours, Florida International University – 58 hours, Northern Arizona University – 58 hours, Saint Louis University – 58 hours, and Texas A&M University – 60 hours).

Need and Demand: The employment of athletic trainers occurs in various industries including educational settings, hospitals and clinics, occupational health, military, performing arts, professional sports, and public safety. Because athletic trainers are onsite with athletes, they are often the first responders when injuries occur. Based on Bureau of Labor Statistics employment projections, athletic trainers are anticipated to grow 21.2 percent between years 2012 to 2022, faster than the average when compared to other occupations. The Georgia occupational outlook is projected to have a 31.1 percent increase during the same time period. Based on employment projections and advances in injury prevention and detection along with technologically enhanced treatments, Georgia College & State University projects an increased demand for athletic trainers. The year 2012 report of the National Athletic Trainers Association entitled, “Future Directions in Athletic Training Education,” suggests that credentials for athletic trainers should involve graduate level preparation. As documented by the Commission on Accreditation of Athletic Training Education, approximately thirty (30) graduate programs exist in the country and five are located in the southeast at the University of Tennessee at Chattanooga, University of North Carolina at Greensboro, Life University, Florida International University, and Lenoir-Rhyne University. Georgia College & State University’s existing undergraduate program in Athletic Training has applications averaging thirty (plus) students each spring to begin the following year as a cohort. The institution has tracked approximately 112 pre-major athletic training students.

List of Similar Existing USG Programs and Productivity:

| Institution | Academic Program | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 |
|------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|
| Georgia College & State University | Bachelor of Science with a major in Athletic Training | 13 | 13 | 15 | 15 | 16 | 22 |
| Georgia Southern University | Bachelor of Science in Athletic Training | Recently approved program in year 2011; four graduates completed the program in academic year 2015. | | | | | |
| University of Georgia | Bachelor of Science in Education with a major in Athletic Training | 0 | 0 | 23 | 22 | 24 | 22 |
| University of North Georgia | Bachelor of Science with a major in Athletic Training | 7 | 6 | 7 | 9 | 8 | 16 |
| Valdosta State University | Bachelor of Science in Athletic Training | 12 | 15 | 7 | 14 | 12 | 12 |

Projected Enrollment:

| | First Year | Second Year | Third Year |
|-----------------------------|------------|-------------|------------|
| Student Majors | | | |
| Current students | 0 | 8 | 10 |
| Shifted from other programs | 5 | 6 | 8 |
| New to the institution | 3 | 4 | 4 |
| Total Majors | 8 | 18 | 22 |

Fiscal Summary: Resources for the program will come from new funds generated based on tuition revenue emanating from enrollment growth. Georgia College & State University recently terminated a major in General Business under the Bachelor of Business Administration. Georgia College & State University will reallocate funds to support the proposed program. It is anticipated that the institution will hire one additional faculty member with appropriate qualifications to provide instruction in the program.

Facilities Impact: The program will be delivered using the existing space and technology infrastructure of the institution.

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

5. **Establishment of a Master of Education with a major in Teaching Culturally and Linguistically Diverse Students, Georgia Southern University**

Recommended: That the Board approve the request of President Jaimie Hebert that Georgia Southern University (“GSOU”) be authorized to establish a Master of Education with a major in Teaching Culturally and Linguistically Diverse Students, effective August 10, 2016.

Program Summary: Georgia Southern University seeks approval to establish a major in Teaching Culturally and Linguistically Diverse Students under the Master of Education degree. The proposed program enables literacy coordinators, teachers, and school leaders to develop skills, competencies, critical knowledge, and pedagogical understandings that are important for instructional processes involved in educating linguistically different, bilingual, multicultural, and English as second language learners. Given consistent growth in educational services coupled with an increase in cultural and linguistic minority students, the Master of Education with a major in Teaching Culturally and Linguistically Diverse Students will meet a burgeoning need for education professionals in the southern Georgia area. The proposed program is submitted with a focus on building upon Georgia Southern University’s existing English for Speakers of Other Languages (ESOL) Endorsement and the Teaching Culturally and Linguistically Diverse Students (T-CLAD) Certificate program. Students earn the endorsement for practitioner cultural competency, applications of diagnostic and descriptive linguistics, and subject-specific pedagogical knowledge. Students add the certificate in order to gain school-level knowledge about diagnostic and clinical case study interventions and advanced understandings of pedagogical models for serving culturally and linguistically diverse students. The master’s level program provides county-and-regional-level leadership inclusive of policy studies, research methodology, specialized data gathering and problem-solving expertise, effective assessment and learning strategies, and the design and assessment of innovative and interactive instruction that respects cultural differences. The proposed program was developed to address the need for education professionals given increased capacity among diverse student groups. Online delivery of the majority of program will enable the institution to provide access to a broad group of educators.

Need and Demand: The Georgia Department of Labor has listed specific “hot careers” for the decade between years 2012 and 2022 that include elementary and secondary school administrators (370 openings per year), educational and school guidance counselors (320 openings per year), instructional coordinators (150 openings per year), and elementary school teachers (2,320 opening per year). Growth has occurred in the K-12 student populations among Hispanic/Latino and Asian linguistic minority groups in the state of Georgia. Based on recent census data and briefs, in 1990, Hispanics made up 1.7% of the Georgia population compared to 8.8% of the state’s population in year 2010. At the state level, in year 2013, Hispanic students comprised 13% of Georgia public school students. In southern Georgia, approximately nineteen counties exhibited more than 10% Hispanic students (e.g., Echols, Atkinson, and Toombs). Similarly, in year 1990, Asians comprised 1.1% of the Georgia population; whereas, in year 2010, Georgia’s Asian population had increased to 3.2% of the overall census. At the state level, in year 2013, Asian students made up 4% of the K-12 student population with pronounced growth in the South Georgia counties of Columbia, Lee, and Bryan. The academic program was designed to better prepare classroom, school, county, and regional leaders to enable the postsecondary success of cultural and linguistic minority students. It is anticipated that the program will produce professionals who will further enhance high school cohort completion rates through evidence-based practices thereby improving upon the current 58% and 32% rates exhibited by Hispanic and English Language Learners, respectively. Only three master’s level English as a Second Language (ESOL) programs exist within the university system at the following institutions: Georgia State University, Kennesaw State University, and the University of Georgia.

List of Similar Existing USG Programs and Productivity:

| Institution | Academic Program | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 |
|---------------------------|----------------------------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Georgia State University | Master of Arts in Teaching with a major in English to Speakers of Other Languages (ESOL) Education | 14 | 14 | 18 | 13 | 7 | 6 |
| Kennesaw State University | Master of Education with a major in Teaching English to Speakers of Other Languages (ESOL) | NA | 0 | 0 | 0 | 0 | 7 |
| University of Georgia | Master of Arts in Teaching with a major in Teaching English to Speakers of Other Languages | 0 | 0 | 0 | 0 | 0 | 1 |

Projected Enrollment:

| | First Year | Second Year | Third Year |
|-----------------------------|------------|-------------|------------|
| Student Majors | | | |
| Shifted from other programs | 0 | 0 | 0 |
| New to the institution | 10 | 10 | 10 |
| Total Majors | 10 | 20 | 30 |

Fiscal Summary: Resources for the program will come from new funds generated based on tuition revenue emanating from enrollment growth.

Facilities and Distance Education Impact: The program will be delivered using the existing space and technology infrastructure of the institution. The program will utilize Georgia Southern University's course delivery and assessment systems to offer more than fifty percent of the program online.

Accountability: 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 joint Master of Science/Doctor of Philosophy with a major in Translational Biomedical Sciences, Georgia State University**

Recommended: That the Board approve the request of President Mark Becker that Georgia State University (“GSU”) be authorized to establish a joint Master of Science/Doctor of Philosophy with a major in Translational Biomedical Sciences, effective August 10, 2016.

Program Summary: Georgia State University seeks approval to establish a joint Master of Science/Doctor of Philosophy with a major in Translational Biomedical Sciences. Georgia State University’s Institute for Biomedical Sciences was established in January 2014 as part of the institution’s strategic plan to enhance contributions to the sciences, health, and medical education. The Institute is dedicated to advancing fundamental and innovative biomedical research that improves human health and educates future generations of biomedical scientists. The joint master’s/doctoral program will educate graduates to become future researchers who translate advances in basic biomedical sciences from the laboratory into new clinical therapies for human diseases. The areas of educational focus will be translational systems biology and bioinformatics, cancer biology, immunology, diagnostics and vaccinology, as well as microbial pathogenesis and infectious diseases, and molecular and cellular immunology and medicine. Major goals of the joint program are to provide research opportunities in biomedical and health professions and to foster scientific discoveries. As such, the program will leverage Georgia State University’s partnerships with the Georgia Research Alliance, other research universities, industry, and government.

Need and Demand: According to the Georgia Life Sciences Industry Analysis in year 2012, one out of every 40 jobs in Georgia was tied to the life sciences industry with a projected increase given that the state is becoming a hub for biomedical science companies such as Baxter, GE Healthcare, Johnson & Johnson, GeoVax, Galectin Therapeutics, Immucor Inc., Halyard Health, CIBA Vision, Kimberly-Clark, and Solvay, as well as the Centers for Disease Control and Prevention, the Department of Agriculture, area universities, and the military. According to the Metro Atlanta Chamber of Commerce, the bioscience industry has a significant imprint in the state with more than 100,000 jobs and an annual economic impact of \$23 billion in reported revenue. Nationally, the Bureau of Labor Statistics projects a 21 percent growth in the employment of biological scientists between years 2008 and 2018. The growth rate is expected to be faster than the average when compared to other occupations and is driven by opportunities in biotechnology including the development of new medical treatments, diagnostics, biomaterials, and biofuel developments.

Joint Administration of the Master of Science/Doctor of Philosophy Program: The proposed, joint Master of Science/Doctor of Philosophy program will not accept students into a stand-alone master’s level degree. The Master of Science will be conferred as a step towards the Doctor of Philosophy degree upon successful fulfillment of coursework and a qualifying examination. Should a student not be permitted to proceed to candidacy for the Doctor of Philosophy degree or choose to leave the doctoral program prior to completion, a terminal Master of Science degree may be granted if requirements for the degree are completed satisfactorily. The program includes core courses in the basic disciplines of immunology, microbiology, virology, biomedical science, and molecular and cellular biology/medicine. The courses will be taught with a translational focus, in other words, a focus on how to apply research and experimental approaches to the laboratory, clinic, and industry.

List of Similar Existing USG Programs and Productivity:

| Institution | Academic Program | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 |
|---------------------------------|----------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Augusta University | Master of Clinical and Translational Science | 2 | 2 | 2 | 0 | 1 | 0 |
| Georgia Institute of Technology | Master of Biomedical Innovation and Development | NA | 0 | 0 | 0 | 0 | 10 |
| University of Georgia | Doctor of Philosophy with a major in Interdisciplinary Biomedical Sciences | NA | NA | NA | 0 | 0 | 0 |

Projected Enrollment:

| | First Year | Second Year | Third Year |
|-----------------------------|------------|-------------|------------|
| Student Majors | | | |
| Shifted from other programs | 0 | 0 | 0 |
| New to the institution | 10 | 10 | 10 |
| Total Majors | 10 | 20 | 30 |

Fiscal Summary: Resources for the program will come from new funds generated based on tuition revenue emanating from enrollment growth. Georgia State University's Petit Science Center and the Institute for Biomedical Sciences will leverage their existing administrative structure to support implementation and maturation of the proposed academic program. Research assistantships will be made available through Georgia State University's Second Century Initiative.

Facilities Impact: The program will be delivered using the existing space and technology infrastructure of the institution.

Accountability: 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 Business Administration with a major in Entrepreneurship, Kennesaw State University**

Recommended: That the Board approve the request of Interim President Houston Davis that Kennesaw State University (“KSU”) be authorized to establish a Bachelor of Business Administration with a major in Entrepreneurship, effective August 10, 2016.

Program Summary: Kennesaw State University seeks approval to establish a Bachelor of Business Administration with a major in Entrepreneurship for which the majority of classes will be offered in a traditional classroom setting. The program will be housed in the Coles College of Business within the Department of Management and Entrepreneurship. The primary goal of the degree is to perpetuate an environment for the students that fosters deep thinking, experimentation, observation, and reflection as a means of instigating creativity and action into economic development. The proposed program seeks to educate and produce an entrepreneurial mindset with students that can be translated into the necessary knowledge and skills needed as an entrepreneur. The emphasis of the program will be on entrepreneurial application rooted in a solid foundation formed by successful organizational practices and theory.

KSU’s strategic plan identifies “increased engagement and prominence in the local community, Georgia, the nation and the world.” One of the Coles College of Business strategic goals is to “intensify engagement with the local business community”. Specifically, the B.B.A. in Entrepreneurship would work directly with the KSU Entrepreneurship Center to provide opportunities for students to engage with the local entrepreneurs in the business community. Strategic Partners include Cox Family Enterprise Center, Kennesaw State University Small Business Development Center (SBDC) and the Edge which can enhance multiple programs/opportunities for students and the external community. Additionally, the proposed B.B.A. program would be the first within the USG system. The program is supported by the advisory board and successful entrepreneurs affiliated with the KSU Entrepreneurship Center. The B.B.A. in Entrepreneurship is a top priority for the Coles College of Business and for KSU. The program will have an integrated, cross-discipline, experiential, practitioner orientation with a focus on developing synergy across other units/schools on campus and within the business community as well as starting ventures including not for profit/social enterprises, and corporate venturing.

Need and Demand: Georgia was recently ranked by Site Selection Magazine as the 2015 #1 state for business for the third year in a row. Also in 2015, the Pricewaterhouse Coopers Money Tree report ranked Georgia as the #9 state for venture capital funding. Additionally, CNN Money ranked Atlanta as the #6 best city to launch a start-up. Finally, the KSU Entrepreneurship Center has secured over sixty testimonials of local employers who would be willing and eager to hire graduates from this program. The proposed B.B.A. in Entrepreneurship would provide students with the necessary skills to be innovative and help educate future entrepreneurs to support economic development in the state.

Projected Enrollment:

| | First FY2017 | Second FY2018 | Third FY2019 | Fourth FY2020 |
|-----------------------------|-------------------------|--------------------------|-------------------------|--------------------------|
| Student Majors | | | | |
| Shifted from other programs | 50 | 30 | 15 | 10 |
| New to the institution | 30 | 66 | 100 | 128 |
| <i>Total Majors</i> | 80 | 96 | 115 | 138 |

The total proposed will be twenty-one 3-hour credit courses in these areas.

Fiscal Summary: Resources for the program will come from new funds generated based on tuition revenue emanating from enrollment growth.

Facilities Impact and Distance Delivery: The program will be delivered using the existing space and technology infrastructure of the institution.

Accountability: 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 reviews.

8. **Establishment of a Bachelor of Science with a major in Atmospheric Sciences, University of Georgia**

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to establish a Bachelor of Science with a major in Atmospheric Sciences, effective August 10, 2016.

Program Summary: The University of Georgia seeks approval to establish a Bachelor of Science with a major in Atmospheric Sciences. Based on recent discussions with the National Weather Service and The Weather Channel, it was suggested that the combination of atmospheric sciences, geographic information science, journalism, and communication could fill an emerging need in digital, applied, and broadcast meteorology. The University of Georgia offers a certificate in atmospheric science that has experienced growth recently. The proposed program, if approved, would be one of the first undergraduate programs in atmospheric science with the exception of the Georgia Institute of Technology which offers a major in Earth and Atmospheric Science. The Franklin College of Arts and Sciences has a strong partnership with the Grady College of Journalism and Mass Communication. Under the auspices of existing journalism programs, the University of Georgia has established a formal, summer internship collaboration with the National Weather Service. The program will involve cross-disciplinary perspectives that will be valuable to students across industries. The University of Georgia recently became the 78th member of the University Corporation for Atmospheric Research. Based on research initiatives at the institution, the Franklin College of Arts and Sciences has the resources and expertise to develop a program that meets federal civil service and military educational requirements for a meteorologist. The program includes an internship component or research course for completion.

Need and Demand: The University of Georgia anticipates strong demand for the program based on the popularity of atmospheric sciences among K-12 students in terms of extreme weather, forecasting, storm chasing, and climate initiatives. The program, if approved, would appear in high school guidance counselor databases as a potential option when advising students. Based on surveys of current and prospective students, establishment of the program would enable potential applicants to remain in-state and pursue their career goals. According to the Bureau of Labor Statistics, the employment of atmospheric scientists is projected to grow 9% from years 2014 to 2024, faster than the average for all occupations. The University of Georgia anticipates that local and regional employers such as Delta Airlines, Southern Company, Panasonic, and the Coca-Cola Company will employ graduates of the program based on emerging needs. The private sector represents an area of growth in this field in terms of digital media, agriculture, consulting, forestry, media, and other sectors and agencies such as the Department of Energy and the Federal Emergency Management Agency.

List of Similar Existing USG Programs and Productivity:

| Institution | Academic Program | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 |
|---------------------------------|--------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Georgia Institute of Technology | Bachelor of Science in Earth and Atmospheric Science | 10 | 15 | 14 | 9 | 18 | 6 |
| Georgia Institute of Technology | Master of Science in Earth and Atmospheric Science | 7 | 8 | 10 | 9 | 6 | 7 |
| Georgia Institute of Technology | Doctor of Philosophy with a major in Earth and Atmospheric Science | 9 | 10 | 14 | 6 | 17 | 6 |

Projected Enrollment:

| | First Year | Second Year | Third Year |
|-----------------------------|------------|-------------|------------|
| Student Majors | | | |
| Current students | 0 | 15 | 30 |
| Shifted from other programs | 25 | 15 | 10 |
| New to the institution | 5 | 10 | 10 |
| Total Majors | 30 | 40 | 50 |

Fiscal Summary: Resources for the program will come from new funds generated based on tuition revenue emanating from enrollment growth. The University of Georgia will use existing faculty resources for the program. Depending on enrollment growth, it is anticipated that the institution will hire an additional part-time faculty member with appropriate qualifications to provide instruction in the program.

Facilities Impact: The program will be delivered using the existing space and technology infrastructure of the institution.

Accountability: 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 Arts with a major in Strategic and Security Studies, University of North Georgia**

Recommended: That the Board approve the request of President Bonita Jacobs that the University of North Georgia (“UNG”) be authorized to establish a Bachelor of Arts with a major in Strategic and Security Studies effective August 10, 2016.

Program Summary: The University of North Georgia seeks approval to establish a Bachelor of Arts with a major in Strategic and Security Studies. The program will be jointly administered by the Departments of History, Anthropology & Philosophy and Political Science & International Affairs. The degree is intended to prepare ROTC and civilian students for careers in public and private sector security with emphases on military and international applications. The program is divided into five concentrations that reflect the scope of the discipline: Cyber Security, History, International Affairs, Languages, and Military Science. Each concentration has the same eighteen-hour common curriculum built around courses in international affairs, history, and geography. The goals of this program are fourfold: 1) to provide ROTC and civilian students with the opportunity to pursue an interdisciplinary program of study focusing on one aspect of strategic and security studies; 2) to ensure that participating students gain a study abroad experience; 3) to provide ROTC students with the opportunity to build upon their Military Science studies with a degree program that will situate them for career advancement within the U.S. Army; and 4) to provide ROTC and civilian students (after their service) with career opportunities in governmental or private-sector security careers.

As a premier senior military college, the University of North Georgia is exceptionally well positioned to inaugurate a bachelor’s degree program in Strategic and Security Studies. Building upon its programs in Computer Science, Criminal Justice, History, International Affairs, Languages, and Military Science, this degree program combines elements from these disciplines to offer ROTC and civilian students the opportunity to craft an interdisciplinary, exciting, and relevant degree program. In short, the program fits within university’s mission by providing exciting career options for UNG students.

Need and Demand: The degree is being proposed at this time because of the national need for ROTC and civilian graduates who are trained in security affairs and with advanced abilities in critical languages as well as study abroad experience. According to the 2014 Bureau of Labor Statistics, it is projected that approximately 14,800 jobs will be available nationally for Information Security Analysts. This represents a projected growth of 18 percent from 2014 to 2024, which is much faster than the average for all occupations. Similarly, the 53,700 Computer and Information Systems Managers positions are indicative of a 15 percent projected growth from 2014 to 2024. Cyber security is already in great demand, and Army officers with this kind of academic background, coupled with a significant study abroad experience, will be in great demand. More than 209,000 cybersecurity jobs in the U.S. are unfilled, and postings are up 74% over the past five years, according to a 2015 analysis of numbers from the Bureau of Labor Statistics by Peninsula Press. This degree program leverages existing resources to create a new degree program for ROTC and civilian students interested in careers focusing on the security and strategic needs of the United States.

Projected Enrollment:

| | First FY2017 | Second FY2018 | Third FY2019 | Fourth FY2020 |
|-----------------------------|-------------------------|--------------------------|-------------------------|--------------------------|
| Student Majors | | | | |
| Shifted from other programs | 25 | 15 | 15 | 5 |
| New to the institution | 20 | 35 | 50 | 65 |
| Total Majors | 45 | 50 | 65 | 70 |

List of Similar Existing USG Programs and Productivity:

| Institution | Academic Program | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 |
|---------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------|------------|------------|------------|------------|
| Clayton State University | Bachelor of Applied Science with a major in Homeland Security/Emergency Management | Clayton State will implement the program during the 2016 – 2017 academic year. | | | | | |
| Kennesaw State University | Bachelor of Business Administration with a major in Information Security and Assurance | 0 | 0 | 0 | 0 | 1 | 15 |
| Savannah State University | Bachelor of Arts with a major in Homeland Security and Emergency Management | 4 | 5 | 10 | 11 | 24 | 32 |

Fiscal Summary: Resources for the program will come from new funds generated based on tuition revenue emanating from enrollment growth.

Facilities Impact and Distance Delivery: The program will be delivered using the existing space and technology infrastructure of the institution.

Accountability: 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 reviews.

10. **Establishment of a Master of Science with a major in Exercise Physiology, Valdosta State University**

Recommended: That the Board approve the request of Interim President Kelli Brown that Valdosta State University (“VSU”) be authorized to establish a Master of Science with a major in Exercise Physiology, effective August 10, 2016.

Program Summary: Valdosta State University seeks approval to establish a Master of Science with a major in Exercise Physiology. The program builds upon the institution’s existing Bachelor of Science in Exercise Physiology. Valdosta State University also offers a Master of Education in Health and Physical Education and a Master of Science in Nursing, two academic programs that play vital roles in shaping the health and wellness of local and regional communities. According to the Commission on Accreditation of Allied Health Education Programs, exercise physiology is a discipline that includes clinical exercise physiology and applied exercise physiology, programs that assess, design, and implement exercise and fitness regimens as well as behavioral interventions for healthy individuals and persons with controlled diseases. The proposed program will be offered in a cohort model and prepare graduates with advanced level instruction in cognitive, psychomotor, affective theoretical and applied domains. Students will be actively involved in creating opportunities for physical activity to combat chronic diseases such as type II diabetes, obesity, and heart disease. Students will work with physicians, nurse practitioners, and physician assistants to link the clinical aspects of exercise physiology to community and individual needs. Valdosta State University intends to pursue accreditation for the proposed major through the Commission on Accreditation of Allied Health Education Programs.

Need and Demand: During fall 2014, based on a survey of current undergraduates, approximately 60% of students enrolled in Valdosta State University’s Bachelor of Science in Exercise Physiology indicated their intent to enroll in a master’s level exercise physiology program if offered by the university. Individuals who graduate with a master’s degree in exercise physiology or related field may enter several occupations inclusive of corporate wellness management, cardiovascular rehabilitation, and health educator. Potential enrollment for the proposed program would come from Valdosta’s undergraduate programs in exercise physiology and athletic training as well as related fields across other institutions in Georgia. The proposed program will be competitive with neighboring academic degrees located at the University of Florida, Florida State University, and the University of North Florida. Entry level qualifications for the exercise physiology field include attainment of at least a bachelor’s degree. According to the Bureau of Labor Statistics occupational job outlook, employment of exercise physiologists is expected to increase 11% between years 2014 and 2024, faster than the average for all occupations.

List of Similar Existing USG Programs and Productivity:

| Institution | Academic Program | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 |
|---------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|
| Columbus State University | Master of Science with a major in Exercise Science | Recently approved program in year 2011; three graduates completed the program in academic year 2015. | | | | | |
| Georgia State University | Master of Science with a major in Exercise Science | 8 | 15 | 14 | 16 | 11 | 17 |
| Kennesaw State University | Master of Science with a major in Applied Exercise and Health Science | 3 | 6 | 18 | 7 | 11 | 4 |
| Valdosta State University | Bachelor of Science in Exercise Physiology | 24 | 27 | 35 | 57 | 76 | 53 |

Projected Enrollment:

| | First Year | Second Year | Third Year |
|-----------------------------|------------|-------------|------------|
| Student Majors | | | |
| Current Students | 0 | 5 | 10 |
| Shifted from other programs | 0 | 0 | 0 |
| New to the institution | 5 | 10 | 15 |
| Total Majors | 5 | 15 | 25 |

Fiscal Summary: Resources for the program will come from new funds generated based on tuition revenue emanating from enrollment growth. Valdosta State University will use existing faculty resources for the program. Two new exercise physiology faculty members were hired for fall 2015 as a result of reallocated resources from the College of Nursing and Health Sciences.

Facilities Impact: The program will be delivered using the existing space and technology infrastructure of the institution.

Accountability: 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. **Endorsement of an Associate of Science in Criminal Justice offered by Coastal Pines Technical College to articulate with the College of Coastal Georgia**

Recommended: That the Board endorse the recommendation of President Gregory Aloia for Coastal Pines Technical College to develop a new Associate of Science degree in Criminal Justice to articulate with the College of Coastal Georgia, effective August 10, 2016.

Abstract: The articulation agreement between the specific technical college and university system institution provides students who graduate from the proposed Associate of Science in Criminal Justice academic program at Coastal Pines Technical College to enroll in a baccalaureate program as a rising junior at the College of Coastal Georgia if transfer admission requirements are met. The major-specific curriculum has been modeled on programs offered at several institutions within the University System of Georgia. All associate of science degree courses identified in this agreement shall be taught by Coastal Pines Technical College faculty who meet the credentialing guidelines of the Southern Association of Colleges and Schools. The agreement has been approved by faculty members at both respective institutions. The new associate's level program will fully articulate only with the College of Coastal Georgia and students will be advised of the specificity of the program articulation agreement.

12. Revisions to Policy 2.10 Institutional Mission

| <p align="center">Current Board Policy 2.10 Institutional Mission</p> | <p align="center">Proposed Board Policy 2.10 Institutional Mission</p> |
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| <p align="center"><u>CURRENT POLICY:</u></p> <p align="center">2.10 Institutional Mission</p> <p>The mission of the University System of Georgia (USG) is achieved through the collective missions of our state’s public colleges and universities. The role of public higher education in Georgia is to drive economic development and produce more educated individuals to contribute to the quality of life in the state. USG institutions are responsible for producing graduates with the requisite skills and knowledge to ensure Georgia’s strong future in the knowledge-based and global economy. The individual mission and function of the institutions within the USG must be aligned with the overall USG mission in order to strategically meet the higher education needs of the State.</p> <p>To that end, the function and mission of each institution in the University System of Georgia (USG) is determined by the Board of Regents, and any change in institutional function and mission must be approved by the Board. Institutional function determines the scope of activity of the institution over a considerable period of time and covers the following aspects:</p> <ol style="list-style-type: none"> 1. the level at which the institution will operate 2. the types of educational degree programs to be offered 3. the cost of attending the institution (student tuition and fees) 4. the admissions selectivity of the institution and the extent to which the institution serves as a primary point of access to higher education for under-represented students in a geographic region of Georgia 5. the extent to which the institution engages in teaching, research, and service | <p align="center"><u>PROPOSED POLICY:</u></p> <p align="center">2.10 Institutional Mission</p> <p>The mission of the University System of Georgia (USG) is achieved through the collective missions of our state’s public colleges and universities. The role of public higher education in Georgia is to drive economic development and produce more educated individuals to contribute to the quality of life in the state. USG institutions are responsible for producing graduates with the requisite skills and knowledge to ensure Georgia’s strong future in the knowledge-based and global economy. The individual mission and function of the institutions within the USG must be aligned with the overall USG mission in order to strategically meet the higher education needs of the State.</p> <p>To that end, the function and mission of each institution in the University System of Georgia (USG) is determined by the Board of Regents, and any change in institutional function and mission must be approved by the Board. Institutional function determines the scope of activity of the institution over a considerable period of time and covers the following aspects:</p> <ol style="list-style-type: none"> 1. the level at which the institution will operate 2. the types of educational degree programs to be offered 3. the cost of attending the institution (student tuition and fees) 4. the admissions selectivity of the institution and the extent to which the institution serves as a primary point of access to higher education for under-represented students in a geographic region of Georgia 5. the extent to which the institution engages in teaching, research, and service |

Specific functions and missions for individual institutions and the procedures to request a change in functional sector, functional sector category, and institutional mission can be found in the Institutional Function and Mission Guidelines in the Academic and Student Affairs Handbook. USG institutions are classified according to the following functional sectors (institutions with asterisks carry a special mission designation):

Research Universities

Institutions classified as research universities offer a broad array of undergraduate and graduate and professional programs and are characterized as doctoral-granting with a Carnegie Classification of very high or high research activity. Associate degrees are typically not offered at research universities. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is much heavier at research universities than any other institutional sector. It is expected that institutions operating within this sector will be world-class research institutions with significant commitments to receipt of external funding, philanthropic giving, and fundraising at the highest levels.

- 1. Georgia Institute of Technology*
- 2. Georgia State University
- 3. University of Georgia*
- 4. Georgia Regents University*

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- 1. ~~Georgia Institute of Technology*~~
- 2. ~~Georgia State University~~
- 3. ~~University of Georgia*~~
- 4. ~~Georgia Regents University*~~

| Institution | Primary Sector/Mission | Secondary Sector/Mission | Special Mission Designation |
|---------------------------------|------------------------|--------------------------|----------------------------------------------------------------------|
| Georgia Institute of Technology | Research University | n/a | Georgia's technological research institution |
| Georgia State University | Research University | State College | Blended Mission |
| University of Georgia | Research University | n/a | Georgia's land-grant institution and agricultural experiment station |
| Augusta University | Research University | n/a | State's dedicated health/sciences/medical college |

Comprehensive Universities
 Institutions classified as comprehensive universities offer a number of undergraduate and master’s-level programs with some doctoral programs. Typically, associate-level degrees are not offered at comprehensive universities. Graduate programs at comprehensive universities are characterized as master’s-dominant. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is heavier at comprehensive universities than state universities or state colleges, but not emphasized as heavily as research universities. It is expected that institutions within this sector will be committed to being world-class academic institutions.

1. Georgia Southern University
2. Valdosta State University
3. Kennesaw State University
4. University of West Georgia

State Universities

Institutions included in the state universities sector offer a number of undergraduate and master’s-level programs, but very few doctoral programs. Only five (designated with a ^ mark) of the 10 state universities are currently approved to offer one or more doctoral programs. These five state universities’ doctorate-level academic program offerings are characterized as limited, select doctoral programs. Associate-level degrees can be offered at these universities, but they are also typically limited. While teaching is a core focus at all USG institutions, the emphasis on research activity at these state universities includes some basic research, but is typically more focused on institutional and/or applied research.

1. Albany State University
2. Clayton State University
3. Columbus State University[^]
4. Fort Valley State University⁺
5. Georgia College & State University^{+^}
6. Georgia Southwestern State University
7. Middle Georgia State University
8. Savannah State University
9. Southern Polytechnic State University⁺
10. University of North Georgia^{+^}

Comprehensive Universities
 Institutions classified as comprehensive universities offer a number of undergraduate and master’s-level programs with some doctoral programs. Typically, associate-level degrees are not offered at comprehensive universities. Graduate programs at comprehensive universities are characterized as master’s-dominant. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is heavier at comprehensive universities than state universities or state colleges, but not emphasized as heavily as research universities. It is expected that institutions within this sector will be committed to being world-class academic institutions.

1. Georgia Southern University
2. Valdosta State University
3. Kennesaw State University
4. University of West Georgia

| Institution | Primary Sector /Mission | Secondary Sector /Mission | Special Mission Designation |
|-----------------------------|--------------------------|---------------------------|--------------------------------|
| Georgia Southern University | Comprehensive University | n/a | Approved for doctoral programs |
| Valdosta State University | Comprehensive University | n/a | Approved for doctoral programs |
| Kennesaw State University | Comprehensive University | n/a | Approved for doctoral programs |
| University of West Georgia | Comprehensive University | n/a | Approved for doctoral programs |

State Universities

Institutions included in the state universities sector offer a number of undergraduate and master’s-level programs, but very few doctoral programs. ~~Only five (designated with a ^ mark) of the 10 state universities are currently approved to offer one or more doctoral programs. These five state universities’ doctorate-level academic program offerings are characterized as limited, select doctoral programs.~~ Associate-level degrees can be offered at these universities, but they are also typically limited. While teaching is a core focus at all USG institutions, the emphasis on research activity at these state universities includes some basic research, but is typically more focused on institutional and/or applied research.

1. Albany State University
2. Clayton State University
3. Columbus State University[^]

- 4. Fort Valley State University+
- 5. Georgia College & State University+^
- 6. Georgia Southwestern State University
- 7. Middle Georgia State University
- 8. Savannah State University
- 9. Southern Polytechnic State University+
- 10. University of North Georgia+^

| Institution | Primary Sector/ Mission | Secondary Sector/ Mission | Special Mission Designation |
|---------------------------------------|------------------------------------|--------------------------------------|------------------------------------------------------------------------------------|
| Albany State University | State University | n/a | n/a |
| Armstrong State University | State University | n/a | Approved for doctoral programs |
| Clayton State University | State University | n/a | n/a |
| Columbus State University | State University | n/a | Approved for doctoral programs |
| Fort Valley State University | State University | n/a | State's 1890 land grant institution |
| Georgia College & State University | State University | n/a | State's public liberal arts institution Approved for doctoral programs |
| Georgia Southwestern State University | State University | n/a | n/a |
| Middle Georgia State University | State University | n/a | n/a |
| Savannah State University | State University | n/a | n/a |
| University of North Georgia | State University | State College | Blended mission and State's Military College Approved for doctoral programs |

State Colleges*Balanced Bachelor's and Associate State Colleges*

Institutions included in the balanced bachelor's and associate-level state colleges group offer bachelor's degrees, associate programs, and general education courses, but no graduate programs. These state colleges are characterized as balanced bachelor's and associate-level degrees with bachelor's programs focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research activity.

1. Abraham Baldwin Agricultural College+
2. Armstrong State University
3. Atlanta Metropolitan State College
4. College of Coastal Georgia+
5. Dalton State College
6. Georgia Gwinnett College+
7. Gordon State College

Associate Dominant-Select Bachelor's State Colleges

Institutions included in the associate dominant state colleges group are characterized as offering associate-dominant programs and general education courses, with very few, select, professionally-oriented bachelor's degree programs. The select bachelor's programs are focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research.

1. Bainbridge State College
2. Darton State College
3. East Georgia State College
4. Georgia Highlands College
5. Georgia Perimeter College
6. South Georgia State College

State Colleges*Balanced Bachelor's and Associate State Colleges*

Institutions included in the balanced bachelor's and associate-level state colleges group offer bachelor's degrees, associate programs, and general education courses, but no graduate programs. These state colleges are characterized as balanced bachelor's and associate-level degrees with bachelor's programs focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research activity.

- ~~1. Abraham Baldwin Agricultural College+~~
- ~~2. Armstrong State University~~
- ~~3. Atlanta Metropolitan State College~~
- ~~4. College of Coastal Georgia+~~
- ~~5. Dalton State College~~
- ~~6. Georgia Gwinnett College+~~
- ~~7. Gordon State College~~

Associate Dominant-Select Bachelor's State Colleges

Institutions included in the associate dominant state colleges group are characterized as offering associate-dominant programs and general education courses, with very few, select, professionally-oriented bachelor's degree programs. The select bachelor's programs are focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research.

- ~~1. Bainbridge State College~~
- ~~2. Darton State College~~
- ~~3. East Georgia State College~~
- ~~4. Georgia Highlands College~~
- ~~5. Georgia Perimeter College~~
- ~~6. South Georgia State College~~

| Institution | Primary Sector/ Mission | Secondary Sector/ Mission | Special Mission Designation |
|--------------------------------------|---------------------------------------------------------|--------------------------------------|----------------------------------------|
| Abraham Baldwin Agricultural College | State College – Balanced Bachelor’s & Associate Degrees | n/a | State’s agricultural state college |
| Atlanta Metropolitan State College | State College - Balanced Bachelor’s & Associate Degrees | n/a | n/a |
| College of Coastal Georgia | State College - Balanced Bachelor’s & Associate Degrees | n/a | n/a |
| Dalton State College | State College - Balanced Bachelor’s & Associate Degrees | n/a | n/a |
| Georgia Gwinnett College | State College - Balanced Bachelor’s & Associate Degrees | n/a | n/a |
| Gordon State College | State College - Balanced Bachelor’s & Associate Degrees | n/a | n/a |
| Bainbridge State College | State College – Associate Dominant-Select Bachelor’s | n/a | n/a |
| Darton State College | State College – Associate Dominant-Select Bachelor’s | n/a | n/a |
| East Georgia State College | State College – Associate Dominant-Select Bachelor’s | n/a | n/a |

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| | Georgia Highlands College | State College – Associate Dominant-Select Bachelor’s | n/a | n/a |
| | South Georgia State College | State College – Associate Dominant-Select Bachelor’s | n/a | n/a |
| <p>Institutions with Blended Missions</p> | | | | |
| <p>At times a USG institution may be approved by the Board to advance aspects of a mission from different functional sectors. When this occurs, an institution will have a blended mission. An institution with a blended mission will be designated with a primary functional sector/mission and a secondary functional sector/mission. A blended mission contains functional components from both the primary and sector sector/mission. While the institution will follow the function and mission of their primary sector, it will also be authorized to function in accordance with aspects of the secondary sector/mission. For example, a state university may be approved to advance aspects of the mission of a state college in order to provide access to students in a region of the state that would typically be served by a state college. Such an institution will continue to function primarily according to the state university sector, but will also reflect aspects associated with the mission and function of a state college (e.g., level at which the institution operates, the types of degrees offered, cost of attendance, admission standards, and extent the institution engages in teaching, research, and service).</p> | | | | |
| <p>No institution may function as an institution with a blended mission unless approved by the Board. When the Board approves an institution as having a blended mission, the Board will also approve the institution’s primary functional sector. The guidelines for obtaining Board approval to operate as an institution with a blended mission can be found in the Academic and Student Affairs Handbook. A list of currently approved blended mission institutions is also located in the Academic & Student Affairs Handbook.</p> | | | | |
| <p>The Chancellor or the Chancellor’s designee may, from time to time, direct institutions with a blended mission whether and to what extent an institution will implement primary functional sector requirements or secondary functional sector requirements.</p> | | | | |

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| <p>+The institutions below carry a specialized function and mission within the USG: Georgia Institute of Technology – Georgia Tech is the state’s designated technological research institution</p> <p>Georgia Regents University – GRU serves as the state’s only dedicated health sciences/medical college</p> <p>University of Georgia – UGA is Georgia’s land-grant institution established by the Morrill Act of 1862, and also was designated by the Hatch Act in 1887 to establish an agricultural experiment station</p> <p>Georgia College & State University – GC&SU is the state’s designated public liberal arts institution</p> <p>University of North Georgia – UNG is Georgia’s designated Military College</p> <p>Fort Valley State University – FVSU is the state’s only 1890 designated land grant institution</p> <p>Abraham Baldwin Agriculture College – ABAC is Georgia’s designated agricultural state college</p> <p>College of Coastal Georgia – CCG was designated by the Board in 2009 to become a college of choice for Georgia residents and provide expanded baccalaureate degree offerings in this region of the state</p> <p>Georgia Gwinnett College – GGC was established by the Board to provide access to targeted baccalaureate level degrees that meet the economic development needs of the growing and diverse population of the northeast Atlanta metropolitan region. It is the only state college that offers exclusively bachelor’s degrees.</p> <p>(BoR minutes, August 2013)</p> | <p>+The institutions below carry a specialized function and mission within the USG: Georgia Institute of Technology— Georgia Tech is the state’s designated technological research institution</p> <p>Georgia Regents University— GRU serves as the state’s only dedicated health sciences/medical college</p> <p>University of Georgia— UGA is Georgia’s land grant institution established by the Morrill Act of 1862, and also was designated by the Hatch Act in 1887 to establish an agricultural experiment station</p> <p>Georgia College & State University— GC&SU is the state’s designated public liberal arts institution</p> <p>University of North Georgia— UNG is Georgia’s designated Military College</p> <p>Fort Valley State University— FVSU is the state’s only 1890 designated land grant institution</p> <p>Abraham Baldwin Agriculture College— ABAC is Georgia’s designated agricultural state college</p> <p>College of Coastal Georgia— CCG was designated by the Board in 2009 to become a college of choice for Georgia residents and provide expanded baccalaureate degree offerings in this region of the state</p> <p>Georgia Gwinnett College— GGC was established by the Board to provide access to targeted baccalaureate level degrees that meet the economic development needs of the growing and diverse population of the northeast Atlanta metropolitan region. It is the only state college that offers exclusively bachelor’s degrees.</p> <p>(BoR minutes, August 2013)</p> |
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12. Revisions to Policy 8.3.6 Criteria for Promotion

| <p align="center">Current Board Policy 8.3.6 Criteria for Promotion</p> | <p align="center">Proposed Board Policy 8.3.6 Criteria for Promotion</p> |
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| <p align="center"><u>CURRENT POLICY</u></p> <p align="center">8.3.6 Criteria for Promotion</p> <p>Each USG institution shall establish clearly stated promotion criteria and procedures that emphasize excellence in teaching for all teaching faculty. These policies will be submitted to the USG chief academic officer for review.</p> <p>8.3.6.1 Minimum for All Institutions in All Professorial Ranks</p> <p>The minimum criteria are:</p> <ol style="list-style-type: none"> 1. Superior teaching 2. Outstanding professional service to the institution, and/or the community 3. Outstanding research, scholarship, creative activity or academic achievement 4. Professional growth and development <p>(BoR Minutes, October 2008)</p> <p>Noteworthy achievement in all four of the above need not be demanded, but should be expected in at least two. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for promotion. The faculty member’s length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted.</p> | <p align="center"><u>PROPOSED POLICY</u></p> <p align="center">8.3.6 Criteria for Promotion</p> <p>Each USG institution shall establish clearly stated promotion criteria and procedures that emphasize excellence in teaching for all teaching faculty. These policies will be submitted to the USG chief academic officer for review.</p> <p>8.3.6.1 Minimum for All Institutions in All Professorial Ranks</p> <p>The minimum criteria are:</p> <ol style="list-style-type: none"> 1. Superior teaching 2. Outstanding professional service to the institution, and/or the community 3. Outstanding research, scholarship, creative activity or academic achievement 4. Professional growth and development <p>(BoR Minutes, October 2008)</p> <p>Noteworthy achievement in all four of the above need not be demanded, but should be expected in at least two. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for promotion. The faculty member’s length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted.</p> |

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| <p>8.3.6.2 Research and Regional Universities</p> <p>In addition to the minimum requirements above, promotion to the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion (BoR Minutes, Aug. 2014)</p> <p>8.3.6.3 State Universities</p> <p>In addition to the minimum requirements above, promotion to the rank of professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion (BoR Minutes, Aug. 2014).</p> <p>8.3.6.4 State and Two-Year Colleges</p> <p>In addition to the minimum requirements above, promotion to the rank of professor requires a master’s degree in the teaching discipline, or, in rare cases, the equivalent of two (2) years of full-time graduate or first professional study beyond the bachelor’s degree. Longevity of service is not a guarantee per se of promotion (BoR Minutes, October 2008).</p> | <p>8.3.6.2 Research and Regional Comprehensive Universities</p> <p>In addition to the minimum requirements above, promotion to the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion (BoR Minutes, Aug. 2014)</p> <p>8.3.6.3 State Universities</p> <p>In addition to the minimum requirements above, promotion to the rank of professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion (BoR Minutes, Aug. 2014).</p> <p>8.3.6.4 State and Two-Year Colleges</p> <p>In addition to the minimum requirements above, promotion to the rank of professor requires a master’s degree in the teaching discipline, or, in rare cases, the equivalent of two (2) years of full-time graduate or first professional study beyond the bachelor’s degree. Longevity of service is not a guarantee per se of promotion (BoR Minutes, October 2008).</p> <p>8.3.6.5 Institutions with Blended Missions</p> <p>In addition to the minimum criteria above, promotion to specific ranks requires faculty to have the degree qualifications or the equivalent in training, ability, and/or experience associated with either the institution’s primary or secondary functional sectors, depending on which functional sector of the blended mission the faculty member is supporting. Neither the possession of a doctorate nor longevity of service is a guarantee of promotion.</p> |
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12. Revisions to Policy 8.3.7.3 Criteria for Tenure

| <p align="center">Current Board Policy 8.3.7.3 Criteria for Tenure</p> | <p align="center">Proposed Board Policy 8.3.7.3 Criteria for Tenure</p> |
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| <p align="center"><u>CURRENT POLICY</u></p> <p align="center">8.3.7.3 Criteria for Tenure</p> <p>Minimum for All Institutions in All Professorial Ranks The minimum criteria are:</p> <ol style="list-style-type: none"> 1. Superior teaching; Demonstrating excellence in instruction 2. Academic achievement, as appropriate to the mission 3. Outstanding service to the institution, profession, or community 4. Professional growth and development <p>(BoR Minutes, October 2008)</p> <p>Noteworthy achievement in all four of the above need not be demanded, but should be expected in at least two. A written recommendation should be submitted by the head of the department concerned, setting forth the reasons for tenure. The faculty member’s length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be tenured.</p> <p>Research and Regional Universities</p> <p>In addition to the minimum criteria above, tenure at the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee of tenure. (BoR Minutes, Aug. 2014)</p> | <p align="center"><u>PROPOSED POLICY</u></p> <p align="center">8.3.7.3 Criteria for Tenure</p> <p>Minimum for All Institutions in All Professorial Ranks The minimum criteria are:</p> <ol style="list-style-type: none"> 1. Superior teaching; Demonstrating excellence in instruction 2. Academic achievement, as appropriate to the mission 3. Outstanding service to the institution, profession, or community 4. Professional growth and development <p>(BoR Minutes, October 2008)</p> <p>Noteworthy achievement in all four of the above need not be demanded, but should be expected in at least two. A written recommendation should be submitted by the head of the department concerned, setting forth the reasons for tenure. The faculty member’s length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be tenured.</p> <p>Research and Regional Comprehensive Universities</p> <p>In addition to the minimum criteria above, tenure at the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee of tenure. (BoR Minutes, Aug. 2014)</p> |

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| <p>State Universities</p> <p>In addition to the minimum criteria above, tenure requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee of tenure. (BoR Minutes, Aug. 2014)</p> <p>State and Two-Year Colleges</p> <p>In addition to the minimum criteria above, tenure requires at least the equivalent of two years of full-time study beyond the bachelor’s degree. Longevity of service is not a guarantee of tenure.</p> | <p>State Universities</p> <p>In addition to the minimum criteria above, tenure requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee of tenure. (BoR Minutes, Aug. 2014)</p> <p>State and Two-Year Colleges</p> <p>In addition to the minimum criteria above, tenure requires at least the equivalent of two years of full-time study beyond the bachelor’s degree. Longevity of service is not a guarantee of tenure.</p> <p>8.3.6.5 Institutions with Blended Missions</p> <p>In addition to the minimum criteria above, tenure requires faculty to have the degree qualifications or the equivalent in training, ability, and/or experience associated with either the institution’s primary or secondary functional sectors, depending on which functional sector of the blended mission the faculty member is supporting. Neither the possession of a doctorate nor longevity of service is a guarantee of tenure.</p> |
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12. Revisions to Policy 8.3.4.2 Non-tenured Faculty with Academic Rank of Instructor, Assistant Professor, Associate Professor, and Professor

| <p align="center">Current Board Policy 8.3.4.2 Non-tenured Faculty with Academic Rank of Instructor, Assistant Professor, Associate Professor, and Professor</p> | <p align="center">Proposed Board Policy 8.3.4.2 Non-tenured Faculty with Academic Rank of Instructor, Assistant Professor, Associate Professor, and Professor</p> |
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| <p align="center"><u>Current Policy</u></p> <p>8.3.4.2 Non-Tenured Faculty with Academic Ranks of Instructor, Assistant Professor, Associate Professor, and Professor</p> <p>All non-tenured faculty who have been awarded academic rank (instructor, assistant professor, associate professor, professor), are employed under written contract, and who served full-time for the entire previous year have the presumption of renewal of the next academic year unless notified in writing, by the president of an institution or his/her authorized representative, of the intent not to renew. Written notice of intent not to renew shall be delivered by hand or by certified mail, to be delivered to the addressee only, with receipt to show to whom and when delivered and the address where delivered. (BoR Minutes, October 2008)</p> <p>Non-tenured faculty and other non-tenured personnel employed under written contract shall be employed only for the term specified in the contract, and subsequent or future employment, if any, shall result solely from a separate offer and acceptance requisite to execution of a new and distinct contract.</p> <p>Notice of intention to not renew a non-tenured faculty member who has been awarded academic rank (instructor, assistant professor, associate professor, professor) shall be furnished, in writing, according to the following schedule:</p> <ol style="list-style-type: none"> 1. At least three (3) months before the date of termination of an initial one-year contract; 2. At least six (6) months before the date of termination of a second one-year contract; or, 3. At least nine (9) months before the date of termination of a contract after-two or more years of service in the institution. | <p align="center"><u>Proposed Policy</u></p> <p>8.3.4.2 Non-Tenured Faculty with Academic Ranks of Instructor, Assistant Professor, Associate Professor, and Professor</p> <p>All non-tenured faculty who have been awarded academic rank (instructor, assistant professor, associate professor, professor), are employed under written contract, and who served full-time for the entire previous year have the presumption of renewal of the next academic year unless notified in writing, by the president of an institution or his/her authorized representative, of the intent not to renew. Written notice of intent not to renew shall be delivered by hand or by certified mail, to be delivered to the addressee only, with receipt to show to whom and when delivered and the address where delivered. (BoR Minutes, October 2008)</p> <p>Non-tenured faculty and other non-tenured personnel employed under written contract shall be employed only for the term specified in the contract, and subsequent or future employment, if any, shall result solely from a separate offer and acceptance requisite to execution of a new and distinct contract.</p> <p>Notice of intention to not renew the contract of a non-tenured faculty member who has been awarded academic rank of instructor, assistant professor, associate professor, or professor shall be furnished, in writing, according to the following schedule:</p> <ol style="list-style-type: none"> 1. At least three (3) months before the date of termination of an initial one-year contract; the contract in the faculty member's first year of service with any of the above academic ranks at the current institution; 2. At least six (6) months before the date of termination of a second one-year contract; |

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| <p>This schedule of notification does not apply to persons holding temporary, limited-term, or part-time positions, or persons with courtesy appointments such as adjunct appointments. This schedule of notification does not apply to Georgia Gwinnett College, as noted in Section 8.3.4.4 of this Policy Manual.</p> | <p>or, the contract in the faculty member's second year of continuous service with any of the above academic ranks at the current institution; or,</p> <p>3. At least nine (9) months before the date of termination of a contract after two or more years of service in the institution. the contract in the faculty member's third or subsequent continuous year of service with any of the above academic rank at the current institution.</p> <p>Previous years of service in positions other than the faculty positions with academic rank listed above shall not be included in the calculation to determine the schedule for notice of intention not to renew a faculty member's contract. Previous years of service in any capacity at institutions other than the current institution also shall not be included in the calculation.</p> <p>This schedule of notification does not apply to persons holding temporary, limited-term, or part-time positions, or persons with courtesy appointments such as adjunct appointments. This schedule of notification does not apply to Georgia Gwinnett College, as noted in Section 8.3.4.4 of this Policy Manual.</p> |
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12. Revisions to Policy 8.3.4.3 Lecturers and Senior Lectures

| <p align="center">Current Board Policy 8.3.4.3 Lecturers and Senior Lectures</p> | <p align="center">Proposed Board Policy 8.3.4.3 Lecturers and Senior Lectures</p> |
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| <p align="center"><u>Current Policy</u></p> <p align="center">8.3.4.3 Lecturers and Senior Lecturers</p> <p>Full-time lecturers and senior lecturers are appointed by institutions on a year-to-year basis.</p> <p>Lecturers and senior lecturers who have served full-time for the entire previous academic year have the presumption of reappointment for the subsequent academic year unless notified in writing to the contrary as follows:</p> <ol style="list-style-type: none"> 1. For lecturers with less than three (3) years of full-time service, institutions are encouraged to provide non-reappointment notice as early as possible, but no specific notice is required. 2. For lecturers with three (3) or more years but less than six (6) years of full-time service, institutions must provide non-reappointment notice at least thirty (30) calendar days prior to the institution’s first day of classes in the semester. 3. For senior lecturers or lecturers with six (6) years or more of full-time service, institutions must provide non-reappointment notice at least one hundred and eighty (180) calendar days prior to the institution’s first day of classes in the semester. <p>Lecturers or Senior Lecturers who have served for six (6) or more years of full-time service at an institution and who have received timely notice of non-reappointment shall be entitled to a review of the decision in accordance with published procedures developed by the institution. The procedures must be approved by the Chancellor or his/her designee prior to implementation. Additional appeal procedures are contained in Policy 8.6 Application for Discretionary Review. (BoR Minutes, February 2015)</p> | <p align="center"><u>Proposed Policy</u></p> <p align="center">8.3.4.3 Lecturers and Senior Lecturers</p> <p>Full-time lecturers and senior lecturers are appointed by institutions on a year-to-year basis.</p> <p>Lecturers and senior lecturers who have served full-time for the entire previous academic year have the presumption of reappointment for the subsequent academic year unless notified in writing to the contrary as follows:</p> <ol style="list-style-type: none"> 1. For lecturers with less than three (3) years of full-time continuous service in that position at the current institution, institutions are encouraged to provide non-reappointment notice as early as possible, but no specific notice is required. 2. For lecturers with three (3) or more years but less than six (6) years of full-time continuous service in that position at the current institution, institutions must provide non-reappointment notice at least thirty (30) calendar days prior to the institution’s first day of classes in the semester. 3. For senior lecturers or lecturers with six (6) years or more of full-time continuous service in those positions at the current institution, institutions must provide non-reappointment notice at least one hundred and eighty (180) calendar days prior to the institution’s first day of classes in the semester. <p>Lecturers or Senior Lecturers who have served for six (6) or more years of full-time continuous service in those positions at the current institution and who have received timely notice of non-reappointment shall be entitled to a review of the decision in accordance with published procedures developed by the institution. The procedures must be approved by the Chancellor or his/her designee prior to implementation. Additional appeal procedures are contained in Policy 8.6</p> |

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| <p>In no case will the service as lecturer or senior lecturer imply any claim upon tenure or reappointment under other conditions than those above.</p> | <p>Application for Discretionary Review. (BoR Minutes, February 2015)</p> <p>In no case will the service as lecturer or senior lecturer imply any claim upon tenure or reappointment under other conditions than those above.</p> <p>Previous years of service in positions other than lecturer and/or senior lecturer positions shall not be included in the calculations to determine the schedule for notice of intention not to renew a faculty member's contract or the availability of a review of that decision. Previous years of service in any capacity at institutions other than the current institution also shall not be included in the calculations.</p> |
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12. Revisions to Policy 3.4 Academic Calendar

| <p align="center">Current Board Policy 3.4 Academic Calendar</p> | <p align="center">Proposed Board Policy 3.4 Academic Calendar</p> |
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| <p align="center"><u>Current Policy</u></p> <p>3.4 Calendar of Academic Activities</p> <p>3.4.1 Semester System</p> <p>All USG institutions shall be on the semester system (BoR Minutes, December, 1995).</p> <p>The academic year shall consist of two (2) regular semesters, each not to be less than fifteen (15) calendar weeks in length, excluding registration.</p> <p>A minimum of 750 minutes of instruction or equivalent is required for each semester credit hour.</p> <p>3.4.2 Uniform Academic Calendar</p> <p>Institutions will have two (2) semesters, each with fifteen (15) instructional weeks.</p> <p>All institutions, with the exception of the Medical School at Georgia Regents University, shall begin and end classes during prescribed periods. The prescribed dates for starting and ending classes can be found in the Academic Affairs Handbook.</p> <p>Each institution will determine all other necessary dates for the semester, including the possibility of flexible scheduling within and between semesters. Each term must be separated by a minimum of one (1) day.</p> <p>3.4.3 Religious Holiday Schedule</p> <p>Each institution should have a policy regarding special arrangements for students for religious</p> | <p align="center"><u>Proposed Policy</u></p> <p>3.4 Calendar of Academic Activities</p> <p>3.4.1 Semester System</p> <p>All USG institutions shall be on the semester system (BoR Minutes, December, 1995).</p> <p>The academic year shall consist of two (2) regular semesters, each not to be less than fifteen (15) calendar weeks in length, excluding registration.</p> <p>A minimum of 750 minutes of instruction or equivalent is required for each semester credit hour.</p> <p>3.4.2 Uniform Academic Calendar</p> <p>For the purposes of this policy, credit hours and weeks of instruction are defined within the code of federal regulations. A credit hour is defined as in 34 cfr 600.2; a week of instructional time is defined as in 34 cfr 668.3(b).</p> <p>Institutions will have two (2) semesters, each with fifteen (15) instructional weeks. A course offered in fewer than 15 weeks shall contain the same total hours (contact hours, preparation time, content, and requirements) as the same course offered in the standard 15-week semester.</p> <p>All institutions, with the exception of the Medical School at Georgia Regents Augusta University and the College of Veterinary Medicine at the University of Georgia, shall begin and end classes during prescribed periods. The prescribed dates for starting and</p> |

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| <p>3.4.4 Exceptions</p> <p>Requests for exceptions to this policy must be submitted in writing to and approved in writing by the USG chief academic officer.</p> | <p>ending classes can be found in the Academic Affairs Handbook.</p> <p>Each institution will determine all other necessary dates for the semester, including the possibility of flexible scheduling within and between semesters. Each term must be separated by a minimum of one (1) day.</p> <p>3.4.3 Religious Holiday Schedule</p> <p>Each institution should have a policy regarding special arrangements for students for religious holidays.</p> <p>3.4.4 Exceptions</p> <p>Requests for exceptions to this policy must be submitted in writing to and approved in writing by the USG chief academic officer.</p> |
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12. Revisions to Policy 4.2.1.6 International Baccalaureate (IB) Policy

| <p align="center">Current Board Policy 4.2.1.6 International Baccalaureate (IB) Policy</p> | <p align="center">Proposed Board Policy 4.2.1.6 International Baccalaureate (IB) Policy</p> |
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| <p align="center"><u>Current Policy</u></p> <p>4.2.1.6 Course Credits for International Baccalaureate Diploma Completion</p> <p>System-wide Implementation Guidelines In recognition of the fact that a strong predictor of college success is a rigorous high school curriculum, USG institutions will award academic credit for appropriate courses in the USG core curriculum for corresponding subject areas in a completed International Baccalaureate (“IB”) Diploma Program in which the student obtained designated end of course assessment scores.</p> <p>Both Standard Level (college preparatory) and Higher Level (college comparable) courses will be considered for credit in a completed Diploma Program, as the program does not allow students to take all Higher Level courses. Higher Level end- of-course assessment scores of four or more and Standard Level scores of five or better suggest that the IB Program work is comparable to a college course.</p> <p>The course credit schema in the table below will be used system-wide, with allowances made for variable credits in each category to account for labs, and on occasion, for depth of material covered in the IB Program subject area that may be comparable to more than one college level course.</p> | <p align="center"><u>Proposed Policy</u></p> <p>4.2.1.6 Course Credits for International Baccalaureate Diploma Completion</p> <p>System-wide Implementation Guidelines In recognition of the fact that a strong predictor of college success is a rigorous high school curriculum, USG institutions will award academic credit for appropriate courses in the USG core curriculum for corresponding International Baccalaureate (“IB”) subject areas in a completed Diploma Program International Baccalaureate (“IB”) Diploma Program in which the student obtained designated end of course assessment scores.</p> <p>Both Standard Level (college preparatory) and Higher Level (college comparable) courses will be considered for credit in a completed Diploma Program, as the program does not allow students to take all Higher Level courses. Higher Level end- of-course assessment scores of four or more and Standard Level scores of five or better-more suggest that the IB Program work is comparable to a college course.</p> <p>The course credit schema in the table below will be used system-wide, with allowances made for variable credits in each category to account for labs, and on occasion, for depth of material covered in the IB Program subject area that may be comparable to more than one college level course.</p> |

| Semester Credit Hours Granted | | |
|----------------------------------|-------------------|-----------------|
| Score | Standard Level | Higher Level |
| 4 | 0 | 3 - 4 |
| 5 | 0 - 4 | 3 - 8 |
| 6 - 7 | 3 - 8 | 3 - 12 |

The particular courses for which students receive college credit may vary from institution to institution, depending on what courses the institution offers.

Determinations of course comparability will be made by the respective departments.

Institutions shall, however, attempt to have consistency across the USG on common numbered core courses.

The total college course credits awarded for IB assessments may not exceed 24.

All institutions shall have a widely disseminated policy governing the award of course credits for IB assessments. The policy will apply to both resident and non-resident students.

Institutions will collect data on IB students, analyze the data, and recommend revisions to the policy if warranted.

A student may opt not to accept credits if he/she sees that acceptance of credits may disadvantage him/her. Further, if a student believes that the assessment of his/her work from the IB Diploma Program and subsequent awarding of credits for such is in error, he/she may file an appeal with the appropriate department chair and request a re-assessment. As with other academic matters, if the issue is not satisfactorily resolved at the department level, the student may then appeal to the dean of the respective college, with a final

| Semester Credit Hours Granted | | |
|----------------------------------|-------------------|-----------------|
| Score | Standard Level | Higher Level |
| 4 | 0 | 3 - 4 |
| 5 | 0 - 4 | 3 - 8 |
| 6 - 7 | 3 - 8 | 3 - 12 |

The particular courses for which students receive college credit may vary from institution to institution, depending on what courses the institution offers.

Determinations of course comparability will be made by the respective departments.

Institutions shall, however, attempt to have consistency across the USG on common numbered core courses.

~~The total college course credits awarded for IB assessments may not exceed 24.~~

All institutions shall have a widely disseminated policy governing the award of course credits for IB assessments. The policy will apply to both resident and non-resident students.

~~Institutions will collect data on IB students, analyze the data, and recommend revisions to the policy if warranted.~~

A student may opt not to accept credits if he/she sees that acceptance of credits may disadvantage him/her. Further, if a student believes that the assessment of his/her work from the IB Diploma Program and subsequent awarding of credits for such is in error, he/she may file an appeal with the appropriate department chair and request a re-assessment. As with other academic matters, if the issue is not satisfactorily resolved at the department level, the student may then appeal to the dean of the respective college, with a final

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| <p>appeal to the vice president for academic affairs, whose decision in the matter will be final.</p> <p>Individual Institution Implementation Guidelines</p> <p>Along with the system-wide policy, individual institutions may choose to offer additional benefits.</p> <p>After the appropriate core courses are credited, if the student (diploma completer) has additional acceptable IB assessment scores (4 or better for HL, 5 or better for SL) that have not been awarded course credits, individual institutions may award credit for other lower-division courses outside of the core for up to a maximum of 24 credits (total).</p> <p>Institutions may choose to award other benefits to diploma completers as well (e.g. early registration, parking pass, etc). If that is the case, details will be available on the institution’s website.</p> <p>Institutions may choose to award credit to students who did not complete the diploma program but were awarded a certificate for completion of a specific subject area for Higher Level courses with an assessment score of 4 or better.</p> | <p>appeal to the vice president for academic affairs, whose decision in the matter will be final.</p> <p>Individual Institution Implementation Guidelines</p> <p>Along with the system-wide policy, individual institutions may choose to offer additional benefits.</p> <p>After the appropriate core courses are credited, if the student (diploma completer) has additional acceptable IB assessment scores (4 or better for HL, 5 or better for SL) that have not been awarded course credits, individual institutions may award credit for other lower-division courses outside of the core for up to a maximum of 24 credits (total).</p> <p>Institutions may choose to award other benefits to diploma completers as well (e.g. early registration, parking pass, etc). If that is the case, details will be available on the institution’s website.</p> <p>Institutions may choose to award credit to students who did not complete the diploma program but were awarded a certificate for completion of a specific subject area for Higher Level courses with an assessment score of 4 or better.</p> |
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13. **a. Substantive Change of the Master of Arts in Teaching with a major in Special Education (includes reading endorsement), Columbus State University**

Recommended: That the Board approve the request of President Chris Markwood that Columbus State University (“CSU”) be authorized to substantively change the existing Master of Arts in Teaching with a major in Special Education (includes reading endorsement), effective August 10, 2016.

Abstract: Columbus State University seeks to substantively change the Master of Arts in Teaching with a major in Special education inclusive of a reading endorsement. Upon internal curricular review through the College of Education and Health Professions, the department determined that the program was rather lengthy to complete within a three-year provisional teaching license period. The program advisory committee recommended that the program be reduced to 45-to-49 semester credit-hours compared to the previous 63-to-67 semester credit-hours. Reductions involved collapsing together specific teaching field courses to reduce overall credit to degree length while maintaining required content in the discipline.

13. **b. Substantive Change of the Master of Arts in Teaching with a major in Special Education, Georgia College & State University**

Recommended: That the Board approve the request of President Steve Dorman that Georgia College & State University (“GCSU”) be authorized to substantively change the existing Master of Arts in Teaching with a major in Special Education, effective August 10, 2016.

Abstract: Georgia College & State University seeks to substantively change the Master of Arts in Teaching with a major in Special Education. The existing academic program of study has been modified to increase teacher candidate course requirements in the area of literacy, but does not affect total credit-hour requirements. The changes were enacted to maintain program currency with initial teacher preparation standards. The programmatic revisions are a result of a cooperative agreement between the institution’s special education program and the U.S. Department of Education’s Office of Special Education Programs in response to receipt of a Pre-service Training Improvement (325T) Grant award. The Pre-service Training Improvement Grant targets the enhancement of initial certification programs through increased instruction in evidence-based practices and content. Substantive curricular revisions requested by Georgia College & State University will enhance the preparedness of teacher candidates to meet the needs of schools, particularly as they relate to students with disabilities and struggling learners.

13. b. Substantive Change of the Master of Education with a major in Education to establish an additional program, the Master of Education with a major in Curriculum and Instruction, Georgia College & State University

Recommended: That the Board approve the request of President Steve Dorman that Georgia College & State University (“GCSU”) be authorized to substantively change the existing Master of Education with a major in Education to establish an additional program, the Master of Education with a major in Curriculum and Instruction, effective August 10, 2016.

Abstract: Georgia College & State University seeks to substantively change the existing Master of Education with a major in Education to establish an additional program, the Master of Education with a major in Curriculum and Instruction. The existing academic program of study has been modified to develop a separate program that equips students to be leaders in curriculum, instruction, assessment, and design implementation. The program will also incorporate pedagogical content that involves an understanding and discernment of factors that promote or discourage learning and achievement. Lastly, the program will include the development of leadership skills in the most current theories and practices associated with K-12 curriculum development. Existing majors currently offered under the Master of Education degree, in addition to the major in Education, include the following: Early Childhood Education, Educational Leadership, Educational Technology, Library Media, Special Education, Kinesiology, Teaching Field – Behavior Disorders, Teaching Field – Learning Disabilities, and Teaching Field – Intellectual Disability.

13. **b. Substantive Change of the Specialist in Education with a major in Education to establish an additional program, the Specialist in Education with a major in Teacher Leadership, Georgia College & State University**

Recommended: That the Board approve the request of President Steve Dorman that Georgia College & State University (“GCSU”) be authorized to substantively change the existing Specialist in Education with a major in Education to establish an additional program, the Specialist in Education with a major in Teacher Leadership, effective August 10, 2016.

Abstract: Georgia College & State University seeks to substantively change the existing Specialist in Education with a major in Education to establish an additional program, the Specialist in Education with a major in Teacher Leadership. The existing academic program of study has been modified to develop a separate program that equips students to be experts in mentoring, coaching, professional development, adult learning, and the advancement of best practices in student success. Graduates of the program will extend themselves into teacher-leader roles in order to build collaborative learning environments within their schools and districts. Specialty options may involve reading, literacy, curriculum, instruction, and assessment. Existing majors currently offered under the Specialist in Education degree, in addition to the major in Education, include the following: Special Education, Health and Physical Education, and Educational Leadership.

13. **c. Substantive Change of the Existing Master of Art Education to establish an additional program, the Master of Arts in Teaching with a major in Art Education, Georgia State University**

Recommended: That the Board approve the request of President Mark Becker that Georgia State University (“GSU”) be authorized to substantively change the existing Master of Art Education to establish an additional program, the Master of Arts in Teaching with a major in Art Education, effective August 10, 2016.

Abstract: Georgia State University seeks to substantively change the existing Master of Art Education to establish an additional program, the Master of Arts in Teaching with a major in Art Education. The Master of Art Education is an advanced degree designed to provide education in pedagogy and content to in-service education professionals. The Master of Arts in Teaching degree, in contrast, would lead to initial certification and enable students to teach art. The requested change would further streamline degree requirements according to whether students currently hold teacher certification or seek initial licensure. Credit hour requirements for the Master of Arts in Teaching will be higher than the existing Master of Art Education for which students are only admitted if they are eligible for Tier 4 certification in Georgia. Total credit hour requirements for the Master of Arts in Teaching with a major in Art Education will involve 43 semester credit-hours, a degree credit-hour waiver, given initial teacher certification requirements and graduate coursework in the discipline.

13. **c. Substantive Change of the Master of Science with a major in Risk Management and Insurance to become the Master of Science with a major in Mathematical Risk Management, Georgia State University**

Recommended: That the Board approve the request of President Mark Becker that Georgia State University (“GSU”) be authorized to substantively change the Master of Science with a major in Risk Management and Insurance to become the Master of Science with a major in Mathematical Risk Management, August 10, 2016.

Abstract: Georgia State University’s J. Mack Robinson College of Business requests approval to substantively change the Master of Science with a major in Risk Management and Insurance to become the Master of Science with a major in Mathematical Risk Management. Currently, the existing Master of Science with a major in Risk Management and Insurance provides students with specializations in risk and insurance, and separately, mathematical risk management. The degree has become one of the most competitive programs within the academic unit. The academic program has differentiated itself through the application of quantitative finance to the management of financial risk in terms of exposure, security design, evaluation, and the development of short-term trading strategies. Feedback received from employers, alumni, students, faculty, the graduate programs council, and the college assessment committee, all resulted in revising the academic program such that the specialization in risk and insurance will be removed in order to complete finalization of the Master of Science with a major in Mathematical Risk Management. The resultant substantive change enables the academic program to have a STEM classification thereby increasing marketability and competitiveness of the program of study when recruiting both domestic and international students. Based on student progression metrics, Georgia State University is ready to make the requested substantive change effective immediately upon approval.

13. **d. Substantive Change of the Master of Education with a major in Teaching and Learning to become the Master of Education with a major in Evaluation, Assessment, Research, and Learning, Georgia Southern University**

Recommended: That the Board approve the request of President Jaimie Hebert that Georgia Southern University (“GSOU”) be authorized to substantively change the existing Master of Education with a major in Teaching and Learning to become the Master of Education with a major in Evaluation, Assessment, Research, and Learning, effective spring 2017 with approval as of August 10, 2016.

Abstract: Georgia Southern University seeks to substantively change the Master of Education with a major in Teaching and Learning and rename it to become the Master of Education with a major in Evaluation, Assessment, Research and Learning. The revised program of study will offer students a broader, more contemporary perspective on instructional improvement, focusing on the tools, processes, and policies that inform the decision-making of stakeholders in P-12 and higher education as well as fields outside of education. While the program of study for the former master’s program included content to support teachers in addressing classroom level instructional needs, substantive changes to the curriculum approach instruction by emphasizing the tools that underlie the continuous improvement of instructional practices. Graduates of the program will possess the knowledge and skills needed to develop and implement research, assessment, and evaluation practices designed to address the needs of learners in a variety of educational environments.

13. **e. Substantive Change of the former Southern Polytechnic State University Master of Business Administration to a Master of Science in Engineering Management, Kennesaw State University**

Recommended: That the Board approve the request of Interim President Houston Davis that Kennesaw State University (“KSU”) be authorized to substantively change the former Southern Polytechnic State University Master of Business Administration to a Master of Science in Engineering Management, effective August 10, 2016.

Abstract: Kennesaw State University requests that the University System rescind previously approved name changes such that the former Southern Polytechnic State University Master of Business Administration program reverts back to its original purpose as a Master of Science in Engineering Management. The request eliminates redundancy in degree offerings following the consolidation of Kennesaw State University and Southern Polytechnic State University while allowing the consolidated university to offer a professional degree in engineering management. The program was originally approved as the Master of Science in Technology Management during academic year 1985. The revised program will more correctly align with its intent and purpose while simultaneously provide for a management degree attuned to the engineering sciences. The program is not a business degree with an engineering focus, but rather, reflects an engineering degree with a management focus. The transformation of the program is another step in the partnership between the Coles College of Business and the Southern Polytechnic College of Engineering and Engineering Technology to have a single integrated culture.

13. f. Substantive Change of Seven Majors under the Specialist in Education Degree to a resultant, Specialist in Education with a major in Education, University of Georgia

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to substantively change and merge seven existing majors under the Specialist in Education degree to a resultant, Specialist in Education with a major in Education, effective August 10, 2016.

Abstract: The University of Georgia’s College of Education proposes to substantively change and merge seven existing majors under the Specialist in Education degree to a resultant, Specialist in Education with a major in Education. The resultant program will involve the merger of the following individual programs of study (majors): 1) Adult Education, 2) Communication Science and Disorders, 3) Early Childhood Education, 4) Language and Literacy Education, 5) Middle School Education, 6) Social Studies Education, and 7) Special Education.

The resultant Specialist in Education with a major in Education will include the following eleven emphasis areas inclusive of those involving language and literacy: 1) Communication Science and Disorders, 2) Early Childhood Education, 3) Learning Leadership and Organization Development (Adult Education curriculum), 4) Middle Grades Education, 5) Social Studies Education, 6) Special Education, 7) English Education, 8) Reading Education, Children’s Literature and Languages Arts P-5, 9) Reading Education, Literature and Language Arts 6-12, 10) Teaching English to Speakers of Other Languages, and 11) World Language Education. Below is a tabular view of the University of Georgia’s requested substantive change:

| Current Academic Programs | Resultant Merged Program | Resultant Merged Program with Emphasis Areas Denoted |
|-----------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------------------|
| Specialist in Education with a major in Adult Education | Specialist in Education with a major in Education | Specialist in Education with a major in Education |
| Specialist in Education with a major in Communication Science and Disorders | | Emphasis areas in the following: |
| Specialist in Education with a major in Early Childhood Education | | 1) Communication Science and Disorders |
| Specialist in Education with a major in Language and Literacy Education | | 2) Early Childhood Education |
| Specialist in Education with a major in Middle School Education | | 3) Learning Leadership and Organization Development (Adult Education curriculum) |
| Specialist in Education with a major in Social Studies Education | | 4) Middle Grades Education |
| Specialist in Education with a major in Special Education | | 5) Social Studies Education |
| 7 Academic Programs | 1 Academic Program | 6) Special Education |
| | | 7) English Education |
| | | 8) Reading Education, Children’s Literature and Languages Arts P-5 |
| | | 9) Reading Education, Literature and Language Arts 6-12 |
| | | 10) Teaching English to Speakers of Other Languages |
| | | 11) World Language Education |

Termination requests for the merged majors will be contingent upon approval of the substantive change. Of those academic programs proposed for incorporation under a Specialist in Education with a major in Education, six majors have been identified as low-producing programs. Incorporating the curricula under a broader, single major in Education under the Specialist in Education degree will allow the College of Education to maintain specialized courses of study for students through a more viable academic program. The College of Education has contacted the Professional Standards Commission to further vet the substantive change request and has been informed that proposed revisions are acceptable. The substantive change will not have an adverse impact on faculty, staff or students. Students currently enrolled in the aforementioned majors will have the option of graduating with the current major name or the merged and resultant degree, Specialist in Education with a major in Education. Students have been appropriately advised of their options. Pending approval of the substantive change, existing majors will be placed on a deactivated status until student matriculants have completed their programs of study and then afterwards action will be taken to formally terminate individual academic programs.

13. **f. Substantive Change of the Bachelor of Arts with a major in Chinese Language and Literature and the Bachelor of Arts with a major in Japanese Language and Literature to a resultant, Bachelor of Arts with a major in Asian Languages and Literature, University of Georgia**

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to substantively change the Bachelor of Arts with a major in Chinese Language and Literature and the Bachelor of Arts with a major in Japanese Language and Literature to a resultant, Bachelor of Arts with a major in Asian Languages and Literature, effective August 10, 2016.

Abstract: The University of Georgia proposes a substantive change request to change the Bachelor of Arts with a major in Chinese Language and Literature and the Bachelor of Arts with a major in Japanese Language and Literature to a resultant, Bachelor of Arts with a major in Asian Languages and Literature. The University of Georgia will combine the existing Bachelor of Arts programs in Chinese Language and Literature and separately, Japanese Language and Literature with select Korean courses currently offered by the Department of Comparative Literature into one Bachelor of Arts program with three areas of emphasis.

The following revisions will ensue with approval of the substantive change request:

- 1) The major in Chinese Language and Literature will be renamed Asian Languages and Literature, offered under the Bachelor of Arts degree designation, and will include the following three areas of emphasis: Chinese, Japanese, and Korean.
- 2) The major in Japanese Language and Literature under the Bachelor of Arts degree designation will be terminated contingent upon approval of merged majors and resultant renamed program.

The current demand for these individual majors is not sufficient to meet the minimum threshold for degrees conferred, and therefore they are considered low producing. By combining these majors, the department will be able to retain the curriculum for interested students. The number of degrees conferred should no longer fall beneath the minimum requirements, making the combined program viable. The proposed change is not due to accreditation standards or changes. In addition, students will benefit from the option to study Korean as a new area of emphasis under the proposed Bachelor of Arts with a major in Asian Languages and Literature.

13. **f. Substantive Change of the Master of Animal and Dairy Science to become the Master of Science with a major in Animal and Dairy Science, University of Georgia**

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to substantively change the existing Master of Animal and Dairy Science to become the Master of Science with a major in Animal and Dairy Science, August 10, 2016.

Abstract: The University of Georgia’s College of Agricultural & Environmental Sciences proposes to substantively change the existing Master of Animal and Dairy Science to become the Master of Science with a major in Animal and Dairy Science. The resultant curriculum would be further aligned with the following existing, individual academic programs: Master of Science with a major in Animal Science and separately, the Master of Science with a major in Dairy Science. The master’s level majors offered through the Department of Animal and Dairy Science have been identified as low-producing programs. Termination requests for the two separate, master’s programs in Animal Science and alternatively, Dairy Science, are contingent upon approval of the requested substantive change. Combining programs into a single major will allow the Department of Animal and Dairy Science to maintain the curriculum for students through a more viable and consolidated program of study.

The substantive change will not have an adverse impact on faculty, staff or students. The proposed change does not emanate from accreditation standards or revisions. Students currently enrolled in the aforementioned programs will have the option of graduating this academic year with the current program names or the revised, Master of Science with a major in Animal and Dairy Science. Students have been appropriately advised of their options. Pending approval of the substantive change, existing academic programs will be placed on a deactivated status until student matriculants have completed their programs of study and then afterwards action will be taken to formally terminate individual academic programs.

13. f. Substantive Change of the Bachelor of Arts with a major in Classical Languages and the Bachelor of Arts with a major in Classical Culture to merge into a resultant, Bachelor of Arts with a major in Classics, University of Georgia

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to substantively change and merge two existing academic programs, the Bachelor of Arts with a major in Classical Languages and the Bachelor of Arts with a major in Classical Culture to a resultant, Bachelor of Arts with a major in Classics, effective August 10, 2016.

Abstract: The University of Georgia’s Franklin College of Arts and Sciences proposes to substantively change and merge two academic programs to the resultant, Bachelor of Arts with a major in Classics. The resultant program would evolve from merging the Bachelor of Arts with a major in Classical Languages with the Bachelor of Arts with a major in Classical Culture. Upon academic program consolidation, the Bachelor of Arts with a major in Classics will include five areas of emphasis comprised of classical culture, classical culture – classical archaeology, classical languages – Greek, classical languages – Latin, and classical languages – Greek and Latin.

Below is a tabular view of the University of Georgia’s requested substantive change:

| Current Academic Programs with Emphasis Areas Denoted | Resultant Merged Program | Resultant Merged Program with Emphasis Areas Denoted |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Bachelor of Arts with a major in Classical Languages Emphasis areas in the following: Greek Latin Greek and Latin | Bachelor of Arts with a major in Classics | Bachelor of Arts with a major in Classics Emphasis areas in the following: 1) Classical Culture 2) Classical Culture – Classical Archaeology 3) Classical Languages - Greek 4) Classical Languages – Latin 5) Classical Languages – Greek and Latin |
| Bachelor of Arts with a major in Classical Culture Emphasis area in the following: Classical Archaeology | | |
| 2 Academic Programs | 1 Academic Program | |

Termination requests for the merged majors will be contingent upon approval of the substantive change. Current demand for the two existing, individual majors is not sufficient to meet the minimum threshold for degrees conferred at the baccalaureate level; therefore, the programs are considered low-producing. By combining the majors, the Department of Classics will be able to retain the curriculum for interested students. UGA anticipates that the number of degrees conferred will no longer fall beneath minima productivity levels and thus the merged program will become more viable.

The substantive change will not have an adverse impact on faculty, staff or students. The proposed change does not emanate from accreditation standards or revisions. Students currently enrolled in the

aforementioned programs will have the option of graduating this academic year with the current program names or the merged and resultant degree, Bachelor of Arts with a major in Classics. Students have been appropriately advised of their options. Pending approval of the substantive change, existing academic programs will be placed on a deactivated status until student matriculants have completed their programs of study and then afterwards action will be taken to formally terminate individual academic programs.

13. f. Substantive Change of Four Programs Offered through the College of Veterinary Medicine to merge into a resultant, Master of Science with a major in Comparative Biomedical Sciences, University of Georgia

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to substantively change and merge four existing academic programs offered through the College of Veterinary Medicine to a resultant, Master of Science with a major in Comparative Biomedical Sciences, effective August 10, 2016.

Abstract: The University of Georgia’s College of Veterinary Medicine proposes to substantively change and merge four academic programs to the resultant, Master of Science with a major in Comparative Biomedical Sciences. The resultant program would evolve from merging the Master of Science with a major in Veterinary and Biomedical Sciences, the Master of Food Animal Medicine, the Master of Avian Health and Medicine, and the Master of Avian Medicine.

Upon academic program consolidation, the Master of Science with a major in Comparative Biomedical Sciences will include four areas of emphasis comprised of biomedical sciences, food animal medicine, avian health and medicine (online), and avian medicine.

Below is a tabular view of the University of Georgia’s requested substantive change:

| Current Academic Programs | Resultant Merged Program | Resultant Merged Program with Emphasis Areas Denoted |
|----------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------|
| Master of Science with a major in Veterinary and Biomedical Sciences | Master of Science with a major in Comparative Biomedical Sciences | Master of Science with a major in Comparative Biomedical Sciences |
| Master of Food Animal Medicine | | Emphasis areas in the following: |
| Master of Avian Health and Medicine | | 1) Biomedical Sciences |
| Master of Avian Medicine | | 2) Food Animal Medicine |
| | | 3) Avian Health and Medicine (online) |
| | | 4) Avian Medicine |
| 4 Academic Programs | | 1 Academic Program |

Termination requests for the merged majors will be contingent upon approval of the substantive change. The substantive change to a master’s level Comparative Biomedical Sciences program will better reflect and highlight the curriculum and emphasize interdisciplinary training in biomedicine. It is anticipated that the number of enrollees will increase with the revised program and associated areas of emphasis. The centrally administered program will continue to fill already expressed needs for training in translational areas of the biomedical sciences. The program will complement other degrees and majors offered through the College of Veterinary Medicine such as the Doctor of Veterinary Medicine and Doctor of Philosophy majors in Infectious Diseases, Interdisciplinary Toxicology, Interdisciplinary Neuroscience, and Veterinary Pathology. In addition, by removing the term, “veterinary” from the program name, it will be more evident for non-veterinary medicine, post-baccalaureate students to

recognize that they may apply for admission and will result in greater flexibility in recruitment and post-graduate training of individuals holding a professional degree.

The substantive change will not have an adverse impact on faculty, staff or students. The proposed change does not emanate from accreditation standards or revisions. Students currently enrolled in the aforementioned programs will have the option of graduating with the current program names or the merged and resultant degree, Master of Science with a major in Comparative Biomedical Sciences. Students have been appropriately advised of their options. Pending approval of the substantive change, existing academic programs will be placed on a deactivated status until student matriculants have completed their programs of study and then afterwards action will be taken to formally terminate individual academic programs.

13. **g. Substantive Change of Existing Majors under the Master of Arts in Teaching degree to establish an additional program, the Master of Arts in Teaching with a major in Education, Valdosta State University**

Recommended: That the Board approve the request of Interim President Kelli Brown that Valdosta State University (“VSU”) be authorized to substantively change existing majors under the Master of Arts in Teaching degree to establish an additional program, the Master of Arts in Teaching with a major in Education, effective August 10, 2016.

Abstract: Valdosta State University seeks to substantively change existing majors offered under the Master of Arts in Teaching degree in order to establish an additional program, the Master of Arts in Teaching with a major in Education. The Dewar College of Education and Human Services is currently approved to offer the following majors under the Master of Arts in Teaching degree designation: Middle Grades Education, Music Education, Secondary Education, and Special Education. The institution has received several inquiries regarding the possibility of offering a general major in Education under the Master of Arts in Teaching degree that would be similar to existing curricula in terms of certification and grade level requirements, but provide flexibility in offering several different concentrations such as those associated with Agriculture Education, World Languages, and Teaching English to Speakers of Other Languages. The general major in Education would also enable Valdosta State University to serve as a receiving institution for those state colleges that have students who seek a route to initial teacher certification. The proposed additional major will build upon core foundational coursework already found in existing Master of Arts in Teaching programs at Valdosta State University.

14. Termination of the Associate of Science in Clinical Laboratory Technology, College of Coastal Georgia

Recommended: That the Board approve the request of President Gregory Aloia that the College of Coastal Georgia (“CCG”) be authorized to terminate the Associate of Science in Clinical Laboratory Technology, effective August 10, 2016.

Abstract: The College of Coastal Georgia seeks to terminate a career associate degree, the Associate of Science in Clinical Laboratory Technology. This program is being terminated in order to focus on establishing a Medical Laboratory Science concentration within the existing Bachelor of Science with a major in Biological Sciences academic program. The new concentration will provide a pathway for individuals pursuing a professional career in the field of medical laboratory science (MLS). Upon completion, individuals will be eligible to sit for the American Society for Clinical Pathology (ASCP) Board Certification in medical laboratory science. In addition to completing medical laboratory science requirements, the concentration will also allow students interested in pursuing advanced graduate studies or careers in medicine, dentistry, or veterinary medicine to complete the required entry level requirements for these professional level programs.

The Associate of Science in Clinical Laboratory Technology program accepted twenty-four (24) students each year and concurrently ran two cohorts, a first year and a second year class. All students enrolled in the associate’s program graduated on May 5, 2016. In anticipation of terminating this program, no new students were accepted into the Clinical Laboratory Technology program during the fall 2015 semester. Students will not be adversely affected by the closure of this program because they will have the option of completing a Bachelor of Science in Biological Sciences with a concentration in medical laboratory science. The undergraduate Biological Sciences program will provide students with additional opportunities as previously mentioned. Only one faculty member is currently assigned to the Clinical Laboratory Technology program and the individual will transition into teaching courses within the medical laboratory science concentration and other concentrations offered within the existing Bachelor of Science with a major in Biological Sciences academic program.

15. Termination of the Associate of Science in Polysomnographic Technology and separately, the Associate of Science in Human Services Technology, Darton State College

Recommended: That the Board approve the request of Interim President Richard Carvajal that Darton State College (“DSC”) be authorized to terminate the Associate of Science in Polysomnographic Technology and separately, the Associate of Science in Human Services Technology, effective August 10, 2016.

Abstract: Darton State College seeks approval to terminate two academic programs: the Associate of Science in Polysomnographic Technology and separately, the Associate of Science in Human Services Technology. The Polysomnographic Technology associate’s degree was recommended for termination by the School of Health Sciences and received support from the institution’s Academic Committee before being officially approved for termination by the Office of Academic Affairs. The primary rationale for terminating the program was low enrollment. Similarly, the Human Services Technology associate’s degree was recommended for termination by the School of Business and Social Science. Following institutional governance procedures, the program was terminated through the Academic Committee before being officially approved by the Office of Academic Affairs. The rationale for terminating the program was low enrollment. Formal dissolution of the two academic programs will not have an adverse impact on faculty or students.

16. Termination of Multiple Academic Programs, Georgia Southwestern State University

Recommended: That the Board approve the request of Interim President Charles Patterson that Georgia Southwestern State University (“GSW”) be authorized to terminate multiple academic programs, effective August 10, 2016.

Abstract: Georgia Southwestern State University seeks approval to terminate multiple academic programs as a result of comprehensive program review. Formal dissolution of the academic programs has been approved by the appropriate institutional curricular governance bodies. There is no adverse effect on students or faculty. No students are enrolled in the programs listed below. The twenty-three (23) programs submitted for termination underwent institutional assessment to determine program viability. Based on the institution’s recommendation, the programs listed below will be dissolved and students will be advised of existing degrees and majors.

List of Recommended Programs for Termination:

- 1) Associate of Applied Science in Business in Management Information Systems
- 2) Bachelor of Applied Science in Technology Management
- 3) Bachelor of Business Administration with a major in General Business
- 4) Bachelor of Science with a major in History
- 5) Bachelor of Science in Education with a major in Secondary Teacher Education
- 6) Bachelor of Science in Education with a major in Recreation
- 7) Bachelor of Science in Education with a major in Music Teacher Education
- 8) Bachelor of Science in Education with a major in Teaching Field – Biology
- 9) Bachelor of Science in Education with a major in Teaching Field – Business Education
- 10) Bachelor of Science in Education with a major in Teaching Field – Chemistry
- 11) Bachelor of Science in Education with a major in Teaching Field – History
- 12) Bachelor of Science in Education with a major in Teaching Field – Learning Disabilities
- 13) Bachelor of Science in Education with a major in Teaching Field – Mathematics
- 14) Bachelor of Science in Education with a major in Teaching Field – Mental Retardation
- 15) Bachelor of Science in Education with a major in Teaching Field – English

- 16) Master of Education with a major in Health and Physical Education
- 17) Master of Education with a major in Reading Specialist
- 18) Master of Education with a major in Teaching Field – English
- 19) Master of Education with a major in Teaching Field – History
- 20) Master of Education with a major in Teaching Field – Mathematics
- 21) Master of Education in Curriculum and Instruction
- 22) Master of Science in Nursing with a major in Nurse Midwifery

- 23) Specialist in Education with a major in Learning and Leading

17. **Termination of the Master of Education with a major in Middle Level Education, Georgia State University**

Recommended: That the Board approve the request of President Mark Becker that Georgia State University (“GSU”) be authorized to terminate the Master of Education with a major in Middle Level Education, effective August 10, 2016.

Abstract: Georgia State University seeks approval to terminate the Master of Education with a major in Middle Level Education. The academic program was deactivated two years ago due to low enrollment. Formal dissolution of the master’s program has been approved by the appropriate institutional curricular governance bodies. There is no adverse impact on students or faculty. For the past two years, prospective students with a background/certification in middle grades education have been advised to apply to an existing Master of Education program in their area of choice.

18. Termination of the Associate of Science in Nursing, University of North Georgia

Recommended: That the Board approve the request of President Bonita Jacobs that the University of North Georgia (“UNG”) be authorized to terminate the Associate of Science in Nursing, effective August 10, 2016.

Abstract: The University of North Georgia seeks approval to terminate the Associate of Science in Nursing. Formal dissolution of the Associate of Science in Nursing has been approved by the appropriate institutional curricular governance bodies. There is no adverse effect on students or faculty. No students are enrolled in the program, and the faculty members have been transitioned into the existing Bachelor of Science in Nursing program.

19. Termination of Multiple Academic Programs, University of Georgia

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to terminate multiple academic programs, effective August 10, 2016.

Abstract: The University of Georgia seeks approval to terminate multiple academic programs as a result of comprehensive program review. Formal dissolution of the academic programs has been approved by the appropriate institutional curricular governance bodies. There is no adverse effect on students or faculty. No students are enrolled in the programs listed below. The eight (8) programs submitted for termination underwent institutional assessment to determine program viability. Based on the institution’s recommendation, the programs listed below will be dissolved and students will be advised of existing degrees and majors.

List of Recommended Programs for Termination:

- 1) Master of Agricultural Extension
- 2) Specialist in Education with a major in Art Education
- 3) Bachelor of Science in Family and Consumer Sciences with a major in Child and Family Development (CFD) - Early Childhood Education: Pre-kindergarten – Grade 2 Emphasis
- 4) Master of Family and Consumer Sciences with a major in Foods and Nutrition
- 5) Doctor of Philosophy with a major in Life-Span Developmental Psychology
- 6) Master of Arts with a major in Recreation and Leisure Studies
- 7) Master of Arts in Teaching with a major in Romance Languages
- 8) Specialist in Education with a major in School Psychology

20. **a. Establishment of the Leon Henri Charbonnier Endowed Chair in Cellular Biology and Anatomy, Augusta University**

Recommended: That the Board approve the request of President Brooks Keel that Augusta University (“AU”) be authorized to establish the Leon Henri Charbonnier Endowed Chair in Cellular Biology and Anatomy, effective August 10, 2016.

Abstract: Augusta University seeks to establish the Leon Henri Charbonnier Endowed Chair in Cellular Biology and Anatomy. The Augusta University Foundation has confirmed that the proposed Chair is supported with a \$2.3 million gift that is on deposit through Augusta University. The fund allows up to four people to hold the title simultaneously with differentiation according to department. As of May 2016, two other persons held chairs with the Leon Henri Charbonnier title: Dr. Michael Rivner, Professor of Neurology, and Dr. Anthony Mulloy, Professor of Medicine. During the May 2016 Board of Regents meeting, the Leon Henri Charbonnier Endowed Chair for Physiology was approved as the third special faculty position in this series.

Biosketch of the Namesake: Augusta University provided historical information concerning the namesake of the endowed special faculty position that culminates in a summary from sources involving *The Augusta Chronicle* (May 1916), the University of Georgia Department of Physics and Astronomy’s departmental history website, and the Raymond P. Ahlquist Papers from the Historical Collections and Archives of the Medical College of Georgia’s Robert B. Greenblatt, M.D. Library.

Leon Henri Charbonnier was a native of France and born in 1837 as the son of a colonel in the Imperial French Army. He was educated at St. Cyr (the French West Point equivalent) and served in the French Army in Algiers. On account of his health he lived in Charleston, South Carolina during the time of the American Civil War and eventually enlisted in the Confederate Army. After the war, he moved to Athens, Georgia and created the department of civil engineering at the University of Georgia. In 1874 he was the architect for the building of Moore College on the University of Georgia campus. This building housed the Department of Physics and Astronomy for which Professor Charbonnier held the title of chair in 1874. While Vice Chancellor, Charbonnier served briefly as acting Chancellor of the University of Georgia. In 1898 Professor Charbonnier resigned following the death of his wife and moved to Augusta, Georgia to be near his children. Professor Charbonnier passed away in May 1916. His son-in-law, Bowdre Phinizy established a fund honoring Professor Charbonnier through his will in 1929. The endowment that supports the Charbonnier special faculty positions is supported through this fund.

20. b. Establishment of the John F. Brock, III School Chair, Georgia Institute of Technology

Recommended: That the Board approve the request of President G. P. Peterson that Georgia Institute of Technology (“GIT”) be authorized to establish the John F. Brock, III School Chair, effective August 10, 2016.

Abstract: Georgia Institute of Technology seeks approval to establish the John F. Brock, III School Chair in the School of Chemical and Biomolecular Engineering within the College of Engineering. The Georgia Tech Foundation has confirmed that the proposed School Chair is supported with at least \$2.5 million funds that are on deposit. The School Chair was established to attract and retain eminent teacher-scholars to a senior position of academic leadership.

Biosketch: The endowed position is supported through the philanthropy of Mary R. and John F. Brock, III. They have provided visionary support to Georgia Tech for several years, and as co-chairs of the \$1.5 billion capital campaign, they have traveled the world together to advance philanthropic support for Georgia Tech. During year 2014, both Mr. and Mrs. Brock were recognized by the Georgia Tech Alumni Association for their leadership and involvement with the institution. Mary Brock was recognized as an Honorary Alumna, and John Brock received the Joseph Mayo Pettit Alumni Distinguished Service Award, the highest award conferred by the Georgia Tech Alumni Association, in recognition of lifetime leadership, achievement, and service to the institution and community.

Mary Brock earned her undergraduate and graduate degrees in science education from Miami University located in Oxford, Ohio. As an active leader in the community in multiple arenas, Mary is a pioneer in women’s sports and is co-owner of the WNBA’s Atlanta Dream. John Brock earned his bachelor’s and master’s degrees in chemical engineering from Georgia Tech in 1970 and 1971, respectively. After graduating from Georgia Tech, he joined Procter & Gamble as a project engineer in product development. John was then employed by Cadbury Schweppes and Interbrew, where he led the corporate merger resulting in the creation of InBev, the largest brewer in the world by volume. John Brock is currently Chairman and Chief Executive Officer of Coca-Cola Enterprises, one of the world’s largest independent Coca-Cola bottlers. During year 2016, he will assume the role of Chief Executive Officer of the newly formed Coca-Cola European Partners.

20. **c. Establishment of the Betsy Middleton and John Clark Sutherland Dean's Chair, Georgia Institute of Technology**

Recommended: That the Board approve the request of President G. P. Peterson that Georgia Institute of Technology ("GIT") be authorized to establish the Betsy Middleton and John Clark Sutherland Dean's Chair, effective August 10, 2016.

Abstract: Georgia Institute of Technology seeks approval to establish the Betsy Middleton and John Clark Sutherland Dean's Chair in the College of Sciences. The Georgia Tech Foundation has confirmed that the proposed Dean's Chair is supported with at least \$2.5 million funds that are on deposit. The Dean's Chair was established to attract and retain eminent teacher-scholars to a senior position of academic leadership.

Biosketch of the Endowed Position: The endowed position is supported through the philanthropy of John Clark Sutherland. The Betsy Middleton and John Clark Sutherland Dean's Chair Endowment Fund was created by the donor to honor the memory of Betsy Middleton Sutherland (1943 – 2009). A native of Greenville, South Carolina, Betsy Middleton Sutherland earned her bachelor's and master's degrees in biology from Emory University and her doctorate in radiation biology from the University of Tennessee where she worked in the Biology Division of Oak Ridge National Laboratory conducting groundbreaking research on the effects of ultraviolet light on human cells. She completed her postdoctoral studies at the Walter Reed Army Institute of Research and the Molecular Biology and Virus Laboratory at the University of California, Berkeley. Dr. Betsy Middleton Sutherland was the first woman on the faculty of the Department of Biochemistry and Molecular Biology at the University of California and a distinguished researcher in the Biology Department of Brookhaven National Laboratory located in Long Island, New York. Throughout Dr. Middleton Sutherland's career she earned an international reputation among colleagues for her scholarly research. A recipient of several distinguished awards, Dr. Middleton Sutherland was the first woman to receive the prestigious Ernest Orlando Lawrence Award conferred by the U.S. Department of Energy for outstanding contributions to the field of atomic energy.

Biosketch of the Philanthropist: John Clark Sutherland earned his bachelor's, master's, and doctoral degrees in physics from Georgia Tech in 1962, 1964, and 1967, respectively. He completed dissertation research for his doctorate at the Oak Ridge National Laboratory, served on active duty as a captain in the Army Medical Service Corps, and conducted his postdoctoral research at the University of California, Berkeley. Dr. Sutherland earned tenure in the Department of Physiology and Biophysics at the University of California, Irvine before moving to Brookhaven National Laboratory where he pioneered the use of synchrotron radiation to measure ultraviolet circular dichroism. After more than a decade on the faculty of East Carolina University, serving as chair of the Department of Physics and interim dean of the Thomas Harriot College of Arts and Sciences, Dr. Sutherland became the associate dean for research and graduate studies in the College of Science and Mathematics at Augusta University (formerly Georgia Regents University).

20. **d. Establishment of the Bradford and Patricia Ferrer Professorship in Analytics, Georgia State University**

Recommended: That the Board approve the request of President Mark Becker that Georgia State University (“GSU”) be authorized to establish the Bradford and Patricia Ferrer Professorship in Analytics, effective August 10, 2016.

Abstract: Georgia State University seeks approval to establish the Bradford and Patricia Ferrer Professorship in Analytics to be housed within the J. Mack Robinson College of Business. Georgia State University has confirmed that the proposed Professorship is supported with \$250,000 of funds that are on deposit. The holder of the endowed position will be engaged in teaching, research, and public service, or a combination of such duties consistent with the purpose of the Professorship. The purpose of the endowed position is to spearhead interdisciplinary research and teaching in analytics through the institution’s Institute for Insight. The philanthropists have pledged additional funding over the next four years to fund start-up and operating expenses for the Institute for Insight.

The Institute for Insight, a new interdisciplinary unit within the J. Mack Robinson College of Business, develops and applies innovative methodologies to discover patterns, relationships among variables, and causal effects to obtain predictions and establish models for decision-making in business and society. Georgia State University currently offers a Master of Science in Analytics. The degree combines statistics, computer science, and business coursework while enabling a deep immersion into actual data sets and corporate challenges. As part of the curriculum, students work with experienced data scientists and researchers across the institution to develop insights for customers, government, and industry.

Biosketch: The endowed position was created through an initial endowment of \$250,000 from Mr. and Mrs. Bradford and Patricia Ferrer, alumni of Georgia State University and dedicated supporters of the institution. Brad Ferrer received his Bachelor of Business Administration from the J. Mack Robinson College of Business. Patricia Ferrer received her Bachelor of Arts in Elementary Education as well as her Master of Education from the College of Education and Human Development. Mr. Ferrer is the current GSU Foundation Board Chair and serves on the J. Mack Robinson College Board of Advisors. Both individuals have demonstrated their commitment to the University through engagement in and support of the Presidents Society, the Georgia State University Alumni Association, Georgia State Athletics, the J. Mack Robinson College of Business, the College of Education and Human Development, and the Rialto Center for the Arts.

21. Named Faculty Position Appointments

Details regarding institutional requests to appoint faculty with the appropriate qualifications into named faculty positions are found in the supplemental agenda. The following are included this month.

Institution Name: Augusta University
Faculty's Name: Dr. Zheng Dong
Chair/Professorship Name: Leon Henri Charbonnier Endowed Chair in Cellular Biology and Anatomy

Institution Name: Georgia Institute of Technology
Faculty's Name: Dr. Paul M. Goldbart
Chair/Professorship Name: Betsy Middleton and John Clark Sutherland Dean's Chair

Institution Name: Georgia Institute of Technology
Faculty's Name: Dr. Seymour E. Goodman
Chair/Professorship Name: Regents' Professor

Institution Name: Georgia Institute of Technology
Faculty's Name: Dr. Nicholas Hud
Chair/Professorship Name: Regents' Professor

Institution Name: Georgia Institute of Technology
Faculty's Name: Dr. Vladimir Tsukruk
Chair/Professorship Name: Regents' Professor

Institution Name: Georgia Institute of Technology
Faculty's Name: Dr. Alexa Harter
Chair/Professorship Name: Regents' Researcher

Institution Name: Georgia Institute of Technology
Faculty's Name: Dr. Bill Melvin
Chair/Professorship Name: Regents' Researcher (renewal)

Institution Name: Georgia Institute of Technology
Faculty's Name: Dr. Gregory D. Abowd
Chair/Professorship Name: Regents' Professor (renewal)

Institution Name: Georgia Institute of Technology
Faculty's Name: Dr. Andres J. Garcia
Chair/Professorship Name: Regents' Professor (renewal)

Institution Name: Georgia Institute of Technology
Faculty's Name: Dr. Seth Richard Marder
Chair/Professorship Name: Regents' Professor (renewal)

Institution Name: Georgia Institute of Technology
Faculty's Name: Dr. Mark R. Prausnitz
Chair/Professorship Name: Regents' Professor (renewal)

Institution Name: Georgia Institute of Technology
Faculty's Name: Dr. Armistead G. Russell
Chair/Professorship Name: Regents' Professor (renewal)

Institution Name: Georgia Institute of Technology
Faculty's Name: Dr. Gary B. Schuster
Chair/Professorship Name: Regents' Professor (renewal)

Institution Name: Georgia Institute of Technology
Faculty's Name: Dr. David Sholl
Chair/Professorship Name: Name: John F. Brock III School Chair

Institution Name: Georgia Institute of Technology
Faculty's Name: Dr. Robin Thomas
Chair/Professorship Name: Regents' Professor (renewal)

Institution Name: Georgia State University
Faculty's Name: Dr. Jenny Yang
Chair/Professorship Name: Regents' Professor

Institution Name: Georgia State University
Faculty's Name: Dr. Paul Katz
Chair/Professorship Name: Regents' Professor

Institution Name: Georgia State University
Faculty's Name: Dr. Paul Lombardo
Chair/Professorship Name: Regents' Professor

Institution Name: Georgia State University
Faculty's Name: Dr. Richard Baskerville
Chair/Professorship Name: Regents' Professor

Institution Name: Georgia State University
Faculty's Name: Dr. Rose Sevcik
Chair/Professorship Name: Regents' Professor

Institution Name: Georgia State University
Faculty's Name: Dr. Amy Lederberg
Chair/Professorship Name: Regents' Professor (renewal)

Institution Name: Georgia State University
Faculty's Name: Dr. Binghe Wang
Chair/Professorship Name: Regents' Professor (renewal)

Institution Name: Georgia State University
Faculty's Name: Dr. Daniel Bauer
Chair/Professorship Name: Robert W. Batten Chair in Actuarial Science

Institution Name: University of Georgia
Faculty's Name: Dr. Margaret Caughy
Chair/Professorship Name: Georgia Athletic Association Professor in Family Health Disparities

Institution Name: University of Georgia
Faculty's Name: Dr. Cindy Hahamovitch
Chair/Professorship Name: B. Phinzy Spalding Distinguished Professor in History

Institution Name: University of Georgia
Faculty's Name: Dr. Ugur Lel
Chair/Professorship Name: Nalley Distinguished Chair in Finance

Institution Name: University of Georgia
Faculty's Name: Dr. Scott Nelson
Chair/Professorship Name: Georgia Athletic Association Professorship in the Humanities

Institution Name: University of Georgia
Faculty's Name: Dr. Harshavardhan Thippareddi
Chair/Professorship Name: John Bekkers Professorship in Poultry Science

Institution Name: University of Georgia
Faculty's Name: Dr. Colm Tóibín
Chair/Professorship Name: Delta Visiting Chair for Global Understanding

22. Information Item: Academic Programs Report and Annual Update

Abstract: Assistant Vice Chancellor for Academic Programs, Dr. Marci Middleton, will provide a presentation on academic program activities that transpired during the 2015 – 2016 academic year. The Academic Programs report of actions taken by the Board provides a contextual review of major initiatives, task forces, and benchmark recommendations that impacted public, postsecondary institutions and the university system as a whole.

AGENDA
COMMITTEE ON ORGANIZATION & LAW

August 10, 2016

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1. Mutual Aid Agreements: Multiple Institutions

The following University System of Georgia institutions seek the Board of Regents' permission to enter mutually beneficial arrangements to engage in emergency management services with the respective agencies listed:

- Kennesaw State University with the City of Marietta and Cobb County;
- Middle Georgia State University with the City of Cochran;
- Georgia College & State University with the Baldwin County and Bibb County sheriffs' departments, and the Milledgeville Police Department; and
- East Georgia State College with Georgia Southern University, the Bulloch County and Emanuel County sheriffs' offices, and the Swainsboro Police Department.

2. Honorary Degree Request: Georgia Institute of Technology

Georgia Institute of Technology President G.P. “Bud” Peterson seeks the Board of Regents’ approval to award an honorary degree to Mr. John Burson.

3. Executive Session

The committee will enter executive session to discuss litigation matters and applications for discretionary review. Applications for review are made to the Board of Regents Office of Legal Affairs pursuant to Policy 8.6 Applications for Discretionary Review. They are typically personnel matters and issues of academic status.

AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE

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4. Compliance & Ethics Charter Revision 4
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AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE

May 10, 2016

1. Information Item: Audit Update

At this meeting, Vice Chancellor for Internal Audit & Compliance John Fuchko, III will deliver an update on recently completed audits.

2. Approval Item: Board Policy Additions – Programs Serving Minors

Recommendation: That the Board approve the following addition to BOR Policy effective September 1, 2016.

Abstract: University System of Georgia institutions operate and/or host operations of various camps, programs, and other activities outside of academic classes that predominantly serve minors. The proposed policy will require institutions with programs serving minors on institutional property to implement controls designed to enhance the protection of minors, e.g., required minimum screening of paid and unpaid individuals working with minors, etc.

PROPOSED BOARD POLICY ADDITION:

12.9 Programs Serving Minors

University System of Georgia (USG) institutions periodically conduct, sponsor or host programs designed to serve minors who are not enrolled as students, including but not limited to camps, clinics, after school programs and activities. Employees and volunteers associated with these programs who are reasonably anticipated to have direct contact or interaction with minor program participants must be appropriately pre-screened and trained. Institution presidents are responsible for establishing institution-level procedures to implement these requirements consistent with this policy and with any implementing procedures established by the Chancellor or the Chancellor's designee. Institution presidents shall submit a copy of their institutional procedures as directed by January 1, 2017. This policy will become effective for programs starting on or after May 1, 2017.

3. Approval Item: Committee on Internal Audit, Risk & Compliance Charter Revision

Recommended: That the Board approve revisions to the Committee on Internal Audit, Risk, and Compliance Charter.

Background: The Committee's Charter defines the purpose, authority, and responsibility of the Committee's role in overseeing internal audit, enterprise risk management, and compliance and ethics activities. This charter revision reflects the assignment of the enterprise risk management and compliance and ethics functions to the Vice Chancellor for Organizational Effectiveness.

4. Approval Item: Compliance & Ethics Charter Revision

Recommended: That the Board approve revisions to the Compliance and Ethics Charter.

Background: The Compliance and Ethics Charter defines the purpose, authority, and responsibility of the University System of Georgia compliance and ethics function. The federal standards governing compliance programs states that the “organization’s governing authority shall be knowledgeable about the content and operation of the compliance and ethics program and shall exercise reasonable oversight with respect to the implementation and effectiveness of the compliance and ethics program.” A charter is a recognized tool to enhance oversight of the compliance and ethics function. The charter was last approved in January 2016. This charter revision reflects the assignment of the enterprise risk management and compliance and ethics functions to the Vice Chancellor for Organizational Effectiveness.

5. Approval Item: Internal Audit Charter

Recommended: That the Board approve revisions to the Internal Audit Charter.

Background: The Internal Audit Charter defines the purpose, authority, and responsibility of the University System of Georgia internal audit function. Internal audit professional standards require internal audit functions to maintain a charter outlining the audit function's roles, responsibilities, and authorities. This charter is to be approved by the governing board. The charter was last approved in January 2016. This charter revision reflects that the chief audit officer has the responsibility to provide formal input to the performance evaluations of institutional chief auditors. Institutional chief auditors currently report dually to their respective president and to the USG chief audit officer; however, the chief audit officer's role with respect to performance evaluations is not formally defined and varies among institutions. The proposed change to the charter will ensure a consistent approach across the USG while strengthening the technical audit oversight provided by the USG chief audit officer.

AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

August 10, 2016

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COMMITTEE ON REAL ESTATE AND FACILITIES

August 10, 2016

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AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

August 10, 2016

1. Chancellor’s Action

Pursuant to authority delegated by the Board, the Chancellor took the following action:

Authorization of Project Budget Modification, Project No. J-269, Biology Building Renovation and Expansion, University of West Georgia

Action Taken: On May 25, 2016 the Chancellor approved a request from the University of West Georgia to modify the budget of Project No. J-269, Biology Building Renovation and Expansion. This modification increases the total project budget from \$22,975,000 to \$24,975,000.

Understandings: This project was authorized by the Board in September 2014 and the budget modification was presented as an information item to the Board in May 2016.

With the conceptual design nearing completion, a timely opportunity arose to enhance this project through a \$2,000,000 contribution by the University of West Georgia Foundation (the “Foundation”). The additional funds will be used to expand the building addition from 5,000 square feet (“SF”) to approximately 9,000 SF and include elements that would enhance program offerings, advance retention, progression and graduation goals, and position the biology program for the future.

| | <u>September 2014</u> | <u>Now</u> |
|---------------------------------------------|-----------------------|--------------|
| Total Project Cost: | \$22,975,000 | \$24,975,000 |
| Construction Cost (Stated Cost Limitation): | \$15,800,000 | \$17,500,000 |

2. **Soil Remediation Project, Riverfront Campus, Augusta University**

Vice Chancellor Jim James will update the Board on a soil remediation project at the former Augusta Golf and Gardens site for Augusta University.

3. Authorization of Project No. BR-10-1701, Science Hill-South Chilled Water Loop Infrastructure Piping, University of Georgia

Recommended: That the Board authorize Project No. BR-10-1701, Science Hill-South Chilled Water Loop Infrastructure Piping, University of Georgia (“UGA”) with a total project budget of \$4,800,000 to be funded from \$3,300,000 in institutional funds and \$1,500,000 in Fiscal Year 2017 Major Repair and Rehabilitation (“MRR”) funds.

Understandings: The proposed Science Hill-South Chilled Water Loop Infrastructure Piping project (the “Project”) would interconnect two of UGA’s high demand chilled water loops. These two utility loops serve the Science Hill and South Campus areas and support critical research and instructional space.

Residing on the South Chilled Water Loop, UGA’s District Energy Plant #2 was recently expanded to support the current demands of the Science Hill Loop. The Project would allow for removal of the aging and/or failing chillers serving several Science Hill facilities, including the Food Science, Poultry Science, Biological Sciences, and Chemistry buildings. The Project would not only produce significant operational, maintenance and energy savings, but also create redundancy in the event of system failure.

The estimated construction cost for this project is \$3,990,000.

If authorized by the Board, the University System Office staff and UGA will proceed with design and construction of the project in accordance with Board of Regents procedures. Design is projected to be complete by January 2017 with construction anticipated to be complete by December 2017.

4. **Authorization of Project No. BR-10-1702, Renovation of Soccer Grandstands and Press Box, University of Georgia**

Recommended: That the Board authorize Project No. BR-10-1702, Renovation of Soccer Grandstands and Press Box, University of Georgia (“UGA”) with a total project budget of \$4,575,000 to be funded from UGA Athletic Association funds.

Understandings: The varsity women’s soccer facilities are located at the Jack Turner Family Complex (the “Complex”) on South Milledge Avenue. Originally installed in Sanford Stadium, the Complex’s grandstand seating was retrofitted for soccer and installed in 1998. The existing press box was completed around this same time.

The press box, which totals approximately 300 square feet (“SF”), is inadequate to meet the current media, operations, radio, and Southeastern Conference (SEC) broadcast requirements. The proposed project would involve construction of a new press box of approximately 2,000 SF with separate booths for media, radio, and operations, along with television broadcast infrastructure to support the SEC Network. In addition, the project scope would include replacement of the existing grandstands with approximately 1,682 new seats and two covered viewing platforms. Installation of an elevator would improve accessibility to the field level.

The estimated construction cost for this project is \$3,566,000.

If authorized by the Board, the University System Office staff and UGA will proceed with design and construction of the project in accordance with Board of Regents procedures. It is anticipated that construction would begin by December 2016 and be complete by July 2017.

5. Authorization of Project No. BR-30-1701, Cell Manufacturing Facility, Georgia Institute of Technology

Recommended: That the Board authorize Project No. BR-30-1701, Cell Manufacturing Facility, Georgia Institute of Technology (“GIT”) with a total project budget of \$4,000,000 to be funded from \$3,500,000 in grant funds from the Marcus Foundation and \$500,000 in institution funds.

Understandings: This project involves the build-out of clean room space in the Marcus Nanotechnology Building located at 345 Ferst Drive NW.

The scope of work includes construction of a clean room facility totaling approximately 2,930 square feet for the newly-established Marcus Center for Therapeutic Cell Characterization and Manufacturing (“MC3M”). Additionally, the building corridor will be extended by approximately 2,000 square feet to allow access to the new Cell Manufacturing Facility.

GIT has been chosen by the federal government to lead the National Cell Manufacturing Consortium, a collaboration of 15 academic institutions, 28 cell therapy companies, and the National Institute for Standards and Technologies (NIST). A major goal of the MC3M and the Marcus Foundation is reproducibility and broad dissemination of therapeutic cell characterization and manufacturing tools and technologies. In total, the Marcus Foundation has made a commitment of \$15,750,000 to support the MC3M over a five-year period, including the build-out and maintenance of the clean room, equipment, staffing, and annual operating costs.

The estimated construction cost for this project is \$3,150,000.

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 No. BR-30-1702, Partial Renovation of Savant Building, Georgia Institute of Technology**

Recommended: That the Board authorize Project No. BR-30-1702, Partial Renovation of Savant Building, Georgia Institute of Technology (“GIT”) with a total project budget of \$4,000,000 to be funded from institution funds.

Understandings: This project involves a comprehensive renovation of approximately 7,770 square feet of existing space on the first floor of the historic Savant Building to meet office and administrative space needs of GIT’s Ivan Allen College of Liberal Arts. The exterior envelope of the building would also be improved, including replacement of exterior doors and windows. Several life safety upgrades are anticipated, including installation of a fire pump and associated generator and a new stairwell standpipe.

The scope of interior renovation work includes new audio-visual technology, mechanical, electrical and plumbing system upgrades, along with new furnishings and finishes in a more efficient office layout. In addition, the restrooms would be improved with efficient fixtures in updated, accessible space.

The estimated construction cost for this project is \$1,945,000 with an additional allotment of \$1,150,000 for replacement of exterior windows and doors. The space to be renovated is all within the existing building footprint. The project is consistent with GIT’s Master Plan and Campus 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.

7. **Appointment of Construction Management Firm, Project No. BR-30-1607, Campus Safety Facility, Georgia Institute of Technology**

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

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

Project No. BR-30-1607, Campus Safety Facility, Georgia Institute of Technology

Project Description: Authorized by the Board in May 2016, this project will involve the construction of an approximately 30,000 square foot facility and associated parking to house all units of the Georgia Tech Police Department (“GTPD”).

Construction of this new facility will allow GTPD to consolidate five locations into a single facility and operate in technologically-advanced spaces and workplace solutions, enhancing their campus impact without significantly increasing their space footprint.

The scope of work for the facility includes secure outdoor structured parking for patrol vehicles, utility trailers, and specialty vehicles. The interior of the facility will contain elements specific to GTPD functions, including an Emergency Operations Center, K9 facilities, a Forensic Lab, an Armory, and an exterior vehicular ‘sally-port’ for secure movement of persons in custody.

The project will be funded from GIT Institution Funds.

| | |
|---------------------------------------------|--------------|
| Total Project Cost: | \$12,500,000 |
| Construction Cost (Stated Cost Limitation): | \$ 9,600,000 |

Number of firms that applied for this commission: 8

Recommended firms in rank order:

- 1)
- 2)
- 3)

8. Appointment of Program Management Firm, Project No. J-295, Academic Building C Phase 4, Georgia Gwinnett College

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

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

Project No. J-295, Academic Building C Phase 4, Georgia Gwinnett College

Project Description: This project was authorized by the Board in September 2015. Totalling approximately 52,000 square feet, this academic classroom facility is to be constructed adjacent to the recently completed Building C Phase 3 project on the campus of Georgia Gwinnett College. This new, three-story facility will house classrooms, faculty offices and space for academic support programs. The project will be funded from \$1,100,000 in Fiscal Year (FY) 17 State General Obligation (G.O.) Bonds, and \$11,500,000 and \$1,400,000 in anticipated FY 18 and FY 19 State G.O. Bonds, respectively.

| | |
|---------------------------------------------|--------------|
| Total Project Cost: | \$14,000,000 |
| Construction Cost (Stated Cost Limitation): | \$10,720,000 |

Number of firms that applied for this commission: 9

Recommended firms in rank order:

- 1)
- 2)
- 3)

9. Appointment of Program Management Firm, Project No. J-296, Academic Learning Center, Kennesaw State University

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

Following public advertisement, qualifications-based selection processes were held in accordance with Board of Regents procedures. The following recommendations are made:

Project No. J-296, Academic Learning Center, Kennesaw State University

Project Description: This project was authorized by the Board in September 2015. Totalling approximately 147,000 square feet, the Academic Learning Center (the “ALC”) will house several major campus programs and is designed to augment KSU’s current instructional spaces with more than two dozen classrooms, four seminar rooms, a multi-purpose lecture hall, student study spaces, and computer and other specialized labs.

The ALC will create unified space for University College, which currently has departments in three buildings. The Foreign Language Department and several Student Success and Advising functions will also be relocated to the new facility. Furthermore, the ALC will provide expansion space for the Coles College of Business and will include a pedestrian connection to their primary academic home, the Burruss Building.

The project will be funded with \$2,000,000 in Private/Philanthropic funds, \$2,500,000 in FY 17 State General Obligation (G.O.) Bonds, and \$39,500,000 and \$3,000,000 in anticipated FY 18 and FY 19 State G.O. Bonds, respectively.

| | |
|---------------------------------------------|--------------|
| Total Project Cost: | \$47,000,000 |
| Construction Cost (Stated Cost Limitation): | \$35,000,000 |

Number of firms that applied for this commission: 10

Recommended firms in rank order:

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

10. Appointment of Program Management Firm, Project No. J-299, Memorial Hall Additions & Renovations, Dalton State College

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

Following public advertisement, qualifications-based selection processes were held in accordance with Board of Regents procedures. The following recommendations are made:

Project No. J-299, Memorial Hall Addition & Renovations, Dalton State College

Project Description: Authorized by the Board in September 2015, this project involves the renovation of approximately 30,000 square feet in Gignilliat Memorial Hall and the construction of a 20,000 square-foot addition to the building. The renovation scope includes an upgrade to the HVAC system, installation of an elevator, and classroom soundproofing, along with new carpet, drywall and paint. This project will allow for the consolidation of all business classes into one building and provide new spaces conducive to the needs of the School of Business.

The project will be funded with \$5,000,000 in Fiscal Year 2017 State General Obligation Bonds and \$5,000,000 in Dalton State College Foundation funds.

| | |
|---------------------------------------------|--------------|
| Total Project Cost: | \$10,000,000 |
| Construction Cost (Stated Cost Limitation): | \$ 7,250,000 |

Number of firms that applied for this commission: 10

Recommended firms in rank order:

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

11. Ground Lease and Rental Agreement, Wildcat Commons Phase I, Fort Valley, Fort Valley State University

Recommended: That the Board declare approximately 5 acres of real property (the “Property”) improved with five public-private venture student residential buildings containing 951 student beds and a student clubhouse (collectively “Wildcat Commons Phase I”) and located on the campus of Fort Valley State University (“FVSU”), to be no longer advantageously useful to FVSU 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 USG Real Estate Foundation IV, LLC (the “LLC”), for the purpose of securing funds for the acquisition of Wildcat Commons Phase I.

Recommended further: That the Board authorize the execution of a ground lease of the Property (the “Ground Lease”) between the Board of Regents, as Lessor, and the LLC, as Lessee, for an initial term not to exceed twenty-one (21) years with an additional five (5) year extension should there be debt outstanding at the end of the initial term.

Recommended further: That the Board authorize the execution of a rental agreement for the Property between the LLC, as Landlord, and the Board of Regents, as Tenant, with an initial term commencing at the start of the Ground Lease and ending the following June 30 at a rent not to exceed \$3,150,000 per year annualized with an option to renew annually for up to twenty (20) consecutive one-year periods.

Recommended further: That the Board consent to the termination of the existing ground lease and rental agreement with Fort Valley State University Foundation Property, LLC, for Wildcat Commons Phase I upon retirement of the outstanding lease obligations of the property.

Understandings: The anticipated schedule is for the LLC to secure temporary financing in September 2016 to be followed by closing of the permanent financing in September 2018. The estimated cash flow savings to Fort Valley State University as a result of this transaction are \$14,000,000 over the life of the loan.

The Vice Chancellor for Facilities is authorized to adjust the amount of the repair & replacement reserve contribution of the rental payment as may be warranted during the term of the Ground Lease.

Upon expiration of the Ground Lease, the real property and any improvements would revert to the Board of Regents.

12. Naming of Cora Nunnally Miller Small Animal Teaching Hospital, University of Georgia

Recommended: That the Board approve the naming of the Small Animal Teaching Hospital located within the Veterinary Medical Center at the University of Georgia (“UGA”) the “Cora Nunnally Miller Small Animal Teaching Hospital” in recognition of Cora Nunnally Miller.

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

Cora Nunnally Miller, a dog breeder who raised show dogs and field dogs for over 30 years, was a generous donor to the College of Veterinary Medicine and to the University of Georgia. She gave \$13,500,000 to the College of Veterinary Medicine during her lifetime, including a \$7,000,000 donation towards the construction of the new Veterinary Medical Center.

Located on College Station Road about three miles southeast of the Athens campus, the approximately 300,000-square foot Veterinary Medical Center opened in March 2015 and includes small and large animal teaching hospitals and a veterinary education center.

Through this naming, UGA seeks to recognize Mrs. Miller’s generosity and to honor her legacy.

13. Acquisition of Real Property, 818 Joseph Lowery Boulevard, Atlanta, Georgia Institute of Technology

Recommended: That the Board authorize the purchase of approximately 4.1 acres of improved real property located at 818 Joseph Lowery Boulevard in Atlanta for \$5,950,000 from GT Real Estate Services, LLC, for the use and benefit of Georgia Institute of Technology (“GIT”).

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

Understandings: Improved with a 55,000-square foot warehouse and related surface parking, GIT currently leases this property to support maintenance, warehousing and supply operations for its Division of Campus Services. In particular, this high-bay facility houses GIT’s trade shops, vehicle maintenance, offices, and daily supply issue. If acquired, this property would allow these activities to remain proximate to the GIT campus.

Three independent appraisals of the real property are as follows:

| <u>Appraiser</u> | <u>Appraised Value</u> | <u>Average</u> |
|------------------------------|------------------------|----------------|
| Quentin Ball, MAI, Atlanta | \$6,000,000 | |
| James C. Cook, MAI, Atlanta | \$6,125,000 | \$6,128,334 |
| Alex B. Rubin, MAI, Norcross | \$6,260,000 | |

Certain portions of the property have been remediated pursuant to Georgia’s Brownfield program. Accordingly, the property would not be acquired until completion of an environmental assessment indicating no significant problems or further remediation action needed. If environmental problems are indicated, said problems shall be mitigated prior to acquisition of the property.

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

Funding for the purchase would be provided by GIT Housing Auxiliary Services.

14. Amendment to Master Lease Agreement Between the Board of Regents and MCG Health, Inc.

Recommended: That the Board authorize the execution of an Amended and Restated Master Lease Agreement (the “Amended and Restated Master Lease”) between the Board of Regents of the University System of Georgia (the “Board of Regents”) and MCG Health Inc. (“MCGHI” or “AU Medical Center”) that would replace the current Master Lease Agreement (the “2000 Master Lease”) between the parties effective July 1, 2000, to provide for a renewal term of 40 years to allow MCGHI to seek more favorable financing for the facilities covered by the Master Lease Agreement.

Recommended further: That the Board authorize the execution of the Amended and Restated Master Lease to modify the rent for the purpose of providing a more certain payment stream to Augusta University through a set base rent with additional rent based on a percentage of net income of MCGHI.

Recommended further: That the Board authorize such modifications and amendments to: the Amended and Restated Master Affiliation Agreement, the Clinical, Education and Research Services Agreement, the Operations and Services Agreement, the Personnel Agreement, and the Transfer Agreement, between the Board of Regents and MCGHI (collectively, the “Associated Agreements”) as may be determined by the Executive Vice Chancellor of Administration of the Board of Regents to conform the Associated Agreements to the terms and provisions of the Amended and Restated Master Lease.

Recommended further: That the terms of the Amended and Restated Master Lease and any modifications and amendments to the Associated Agreements be subject to review by the Georgia Department of Law as determined by the Office of Legal Affairs.

Understandings: The 2000 Master Lease provided an initial 10-year term with the option of three, 10-year extensions of the lease term through 2040. The most recent renewal was executed in 2010. Only 26 years remain under the existing Master Lease if all the remaining extensions are exercised. Extension of the lease term to 40 years thorough the Amended and Restated Master Lease would facilitate refinancing of existing debt that is expected to lower the annual debt service payment for MCGHI.

The Amended and Restated Master Lease would also eliminate the current rent calculation based entirely on a percentage of MGCHI’s net income. The Amended and Restated Master Lease will require a fixed base rent payment of \$4,000,000, which would escalate by 1.5% each year of the term, and additional rent equal to a percentage of MCGHI’s net income. This revised rent calculation should result in a more stable payment stream to Augusta University.

The Amended and Restated Lease Agreement would contain provisions requiring the consent of the Board of Regents to the incurrence of additional debt by MCGHI and would provide for

14. **Amendment to Master Lease Agreement Between the Board of Regents and MCG Health, Inc. (continued)**

termination of the Amended and Restated Master Lease by the Board of Regents without cause in certain circumstances.

15. Fiscal Year 2017 Major Repair and Rehabilitation Funds

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

Understandings: MRR funds in the amount of \$60,000,000 are in the Fiscal Year 2017 budget. Of that total, \$52,000,000 is in 20-year General Obligation Bonds sold in June 2016, and \$8,000,000 was appropriated in cash.

MRR funds are intended for significant, non-routine capital improvements that preserve the function and extend the useful life of state-owned, resident instruction facilities. Routine facility maintenance expenses are covered by operating funds, not MRR.

Real Estate and Facilities staff has reviewed project requests from each institution for appropriateness and cost. Critical infrastructure needs and the renewal of key building systems and components are generally prioritized over programmatic renovations.

FY 2017 Major Repair and Rehabilitation Summary

Research Universities

| | | |
|----------------------------------------------|-----------|-------------------|
| Augusta University | \$ | 4,010,000 |
| Georgia Institute of Technology | \$ | 6,515,000 |
| Georgia State University | \$ | 6,977,723 |
| University of Georgia | \$ | 15,483,875 |
| Total - Research Universities | \$ | 32,986,598 |
| State Universities | | |
| Albany State University/Darton State College | \$ | 1,148,100 |
| Armstrong State University | \$ | 661,167 |
| Clayton State University | \$ | 691,535 |
| Columbus State University | \$ | 1,000,000 |
| Fort Valley State University | \$ | 1,700,000 |
| Georgia College & State University | \$ | 1,500,000 |
| Georgia Southwestern State University | \$ | 1,015,000 |
| Middle Georgia State University | \$ | 1,500,000 |
| Savannah State University | \$ | 969,600 |
| University of North Georgia | \$ | 1,075,000 |
| Total - State Universities | \$ | 11,260,402 |
| Regional Comprehensive Universities | | |
| Georgia Southern University | \$ | 2,115,100 |
| Kennesaw State University | \$ | 2,000,000 |
| University of West Georgia | \$ | 2,428,000 |
| Valdosta State University | \$ | 1,400,000 |
| Total - Regional Comp Universities | \$ | 7,943,100 |
| State Colleges | | |
| Abraham Baldwin Agricultural College | \$ | 1,190,000 |
| Atlanta Metropolitan State College | \$ | 400,000 |
| Bainbridge State College | \$ | 255,500 |
| College of Coastal Georgia | \$ | 470,000 |
| Dalton State College | \$ | 525,000 |
| East Georgia State College | \$ | 470,000 |
| Georgia Gwinnett College | \$ | 408,625 |
| Georgia Highlands College | \$ | 616,350 |
| Gordon State College | \$ | 531,625 |
| South Georgia State College | \$ | 743,817 |
| Total - State Colleges | \$ | 5,610,917 |
| System Emergency and Contingency Funds | \$ | 2,198,983 |
| System Total | \$ | 60,000,000 |

AGENDA

ECONOMIC DEVELOPMENT

August 10, 2016

Agenda Item

Page No.

INFORMATION ITEM

1. The Cooperative Development Energy Program at Fort Valley State University 1

1. **The Cooperative Development Energy Program at Fort Valley State University**

Fort Valley State University President Dr. Paul Jones will introduce Isaac J. Crumbly, Ph.D., Associate Vice President for Career and Collaborative Programs/Director of CDEP. Dr. Crumbly has been leading the Cooperative Development Energy Program with great success since he founded it 33 years ago. The program receives consistent financial support from Georgia Power Company.