



BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
Atlanta, Georgia 30303-3083

BOARD OF REGENTS MEETING AGENDA
Tuesday, May 16, 2017

		<u>Presenter</u>
9:00 AM Room 8135	1 Graduate Medical Education Committee	Regent Philip A. Wilheit, Sr.
9:15 AM Room 8026	2 Executive and Compensation Committee Meeting	Chairman C. Thomas Hopkins, Jr.
9:35 AM Room 8003	3 Call to Order	Chairman C. Thomas Hopkins, Jr.
	4 Invocation/Pledge of Allegiance	Mr. David "Dylan" John SGA President, GA Southern Univ.
	5 Safety Briefing	Chief of Police Bruce Holmes
	6 Approval of April Minutes	Secretary Samuel Burch
	7 Special Recognitions Regent Larry Ellis Regents' Excellence in Teaching Award Regent Willis J. Potts Leadership Award	Chairman C. Thomas Hopkins, Jr.
	8 FY 2018 Operating and Capital Budget	EVC, Strategy & Fiscal Affairs Shelley Nickel
10:10 AM	9 Growing USG Market Share Through Precision Recruitment	Dr. Angela Bell, AVC, Research/Policy Dr. Matt Hauer, Applied Demographer Carl Vinson Institute Mr. Minsoo Kim, Data Scientist Carl Vinson Institute
10:35 AM Room 7007 Room 7007	<u>Track I Committee Meetings</u>	
	10 Academic Affairs	Regent E. Scott Smith
	11 Organization & Law	Regent Larry Walker
10:35 AM Room 8003 Room 8003 Room 8003	<u>Track II Committee Meetings</u>	
	12 Internal Audit, Risk, and Compliance	Regent Don L. Waters
	13 Real Estate & Facilities	Regent Richard L. Tucker
	14 Finance & Business Operations	Regent Benjamin J. Tarbutton
12:15 PM Off Site	15 Lunch	



BOARD OF REGENTS MEETING AGENDA
Tuesday, May 16, 2017

<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Presenter</u>
1:30 PM Room 8003	16	Reconvene	Chairman C. Thomas Hopkins, Jr.
	17	Campus Spotlight: <i>Blazing New Trails to Excellence in STEM Disciplines at AMSC</i>	President Gary McGaha Dr. Bryan Mitchell, Interim Dean, Science, Math and Health Professions Dr. Alvin Harmon, Interim Dept. Head/ Associate Professor of Biology Mr. Solomon Martin, Student
	18	Chancellor's Report	Chancellor Steve Wrigley
2:05 PM	19	Committee Reports: A. Executive & Compensation B. Academic Affairs C. Finance & Business Operations D. Graduate Medical Education E. Internal Audit, Risk, and Compliance F. Organization & Law G. Real Estate & Facilities	Chairman C. Thomas Hopkins, Jr. Regent E. Scott Smith Regent Benjamin J. Tarbutton Regent Philip A. Wilheit, Sr. Regent Don L. Waters Regent Larry Walker Regent Richard L. Tucker
	20	Unfinished Business	Chairman C. Thomas Hopkins, Jr.
	21	New Business	Chairman C. Thomas Hopkins, Jr.
	22	Petitions and Communications	Secretary Samuel Burch
	23	Executive Session	Chairman C. Thomas Hopkins, Jr.
	24	Adjournment	Chairman C. Thomas Hopkins, Jr.

AGENDA
GRADUATE MEDICAL EDUCATION COMMITTEE

May 16, 2017

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Information Item

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Approval Items

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| 2. Approval of Funding Recommendations | 2 |
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AGENDA

GRADUATE MEDICAL EDUCATION COMMITTEE

May 16, 2017

1. **Information Item:** Update on GME expansion activities

The Governor and General Assembly appropriated a total of approximately \$3.2 million into the USG budget for FY 2017 to further ongoing efforts to create new residency programs at new teaching hospitals in Georgia. With the support provided by this funding, USG efforts in FY 2017 will focus on further development of GME programs across the state. Dr. Shelley Nuss, Chair of the GREAT committee, will provide the BOR GME committee with a more detailed update on recent developments as well as a report on ongoing progress with existing partners.

2. **Action Item:** Approval of Recommendations from the GREAT

Background:

1. **Archbold Memorial Hospital**, a 264-bed hospital located in Thomasville, GA has indicated interest in developing an Internal Medicine program in FY17. The South Georgia Medical Education and Research Consortium (SGMERC) will serve as the ACGME Sponsoring Institution. When Archbold submitted their request for funding to the BOR, they were awaiting final approval from their Board of Directors. Understanding this, the GREAT committee recommended partial funding for Archbold.
 - \$621,996 for Archbold Memorial Hospital to support creation of a new Internal Medicine program.
2. **Northeast Georgia Health System** continues to aggressively develop GME programs that will have approximately 160 new resident positions across 7 programs. They presented to the GREAT an additional funding request based on new budget projections. With this understanding, the GREAT recommends additional funding for the Northeast GA Healthcare System:
 - \$1,010,046 for Northeast Georgia Health System – to support the creation of new GME programs in internal medicine, family medicine, OB/GYN, general surgery, psychiatry, emergency medicine and transitional year.

AGENDA
EXECUTIVE & COMPENSATION COMMITTEE

May 16, 2017

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1. Executive Session

The Committee will discuss several matters in Executive Session.

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COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

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COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

May 16, 2017

1. **Fiscal Year 2018 Operating and Capital Budgets**

Recommended: That the Board approve the fiscal year (“FY”) 2018 operating and capital budgets for the University System of Georgia as shown in Appendix I.

Summary: The total FY 2018 budget for the University System of Georgia is approximately \$8.842 billion, which includes funding from all unrestricted and restricted sources. The FY 2018 budget includes the allocation of state funds as approved by the Board in April 2017. This budget also reflects enrollment and other projections made by each institution, which incorporate the tuition and fee rates approved by the Board in April 2017.

The FY 2018 budget includes the following major categories:

Educational and General Funds: Educational and General Funds serve the primary mission of the University System: teaching, research and public service, as well as academic support, student services, institutional support and plant operations. It includes restricted funds, such as sponsored research funding from federal, state and private sources, and unrestricted funds, such as state funds, tuition, and other general funds. The total educational and general budget for the University System for FY 2018 is \$7.515 billion.

Auxiliary Enterprises: Auxiliary Enterprises include student housing, parking, food services, bookstore operations, transportation, athletics, health clinics and other functions that primarily serve the students, faculty and staff at the institutions. The FY 2018 auxiliary enterprises budget is \$1.01 billion as compared with \$979 million in the original budget for FY 2017. Auxiliary operations should be self-supporting and rates for the various services are set to cover the cost of operations.

Capital: The capital budget includes routine maintenance and repair projects, MRR projects, and other capital projects that are managed by the institutions. The FY 2018 capital budget is \$184 million, as compared with \$193 million in the original budget for FY 2017. All bond projects funded by the state are recorded and accounted for in GSFIC’s budget, unless the institution has responsibility for managing the project. The FY 2018 MRR bond funds totaling \$50 million will be allocated to the institutions at the next scheduled Board meeting.

Student Activities: Student Activities include a range of activities funded by student fees, such as student government activities, campus newspaper, radio/television, and other extracurricular activities. The FY 2018 student activities budget is \$134 million, as compared with \$129 million in the original budget for FY 2017. The student activities budget reflects changes in enrollment, mandatory fees, and the use of prior year reserves for specific purposes.

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SPECIAL REPORT ON ENROLLMENT ANALYSIS

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SPECIAL REPORT ON ENROLLMENT ANALYSIS

May 16, 2017

1. Information Item: Growing USG Market Share Through Precision Recruiting

Dr. Mathew Hauer, Public Service Associate, and Minsoo Kim, Scientific Computing Professional Associate, of the Carl Vinson Institute of Government will provide a demonstration of a new enrollment management tool for campuses.

Background: This presentation is a follow up to one provided to the Board in January 2016 about the analytic tools developed in a collaboration between the USG and the Carl Vinson Institute of Government to better use student enrollment data to support system decision making and student success. Tools from this project have been made available to campuses through an online portal. This latest tool helps institutions target high schools where there are significant numbers of untapped qualified students and can inform institutional efforts to grow enrollment and ultimately increase educational attainment.

AGENDA
COMMITTEE ON ACADEMIC AFFAIRS

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Georgia College & State University | 8 |
| 3. Establishment of a Bachelor of Science with a major in Human
Development and Aging Services, Georgia Gwinnett College | 11 |
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Georgia Institute of Technology | 13 |
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| b. | Georgia Institute of Technology | |
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| | • Establishment of the Julius C. “Bud” Shaw Professorship in
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| | • Dr. Anand P. Jillella, J. Harold Harrison, M.D., Distinguished
University Chair in Medical Oncology | |
| b. | Georgia Institute of Technology | |
| | • Dr. Yu “Jeffrey” Hu, Sharon A. and David B. Pearce
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| | • Dr. Christina Shalley, Sharon and Matthew Price Chair | |
| | • Dr. Johnny Smith, Julius C. “Bud” Shaw Professorship in
Sports, Society, and Technology | |
| | • Dr. Peter Swire, Elizabeth and Thomas Holder Chair | |

- c. **Georgia State University**
 - Dr. Ivo Tafkov, E. Harold Stokes Professorship/KPMG in Accounting
 - Dr. Doug Stevens, James E. & Patricia W. Copeland/Deloitte Chair in Accountancy
 - Dr. Yusen Xia, Bradford and Patricia Ferrer Professorship in Analytics
 - Dr. Vincent Yao, Association for Real Estate Alumni (AREA) Professorship
- d. **University of Georgia**
 - Dr. Robert Schmitz, GRA-Lars Ljungdahl Distinguished Investigator

Information Items:

- Annual Report from USG Student Advisory Council
- Annual Report from USG Faculty Council

Information Item:

- **Peer Institutions Report**

System office personnel in the divisions of Academic Affairs and Research and Policy Analysis have been working with USG campuses since November 2016 to update their comparator peer institution lists that had been in place since 2009. Comparator peers provide a meaningful comparison group for System Office and institutional benchmarking. The selection method consisted of a quantitative process for identifying and ranking a set of potential peer institutions and then allowing further empirical analysis as well as subjective judgments to determine the final set of comparators out of the potential peer list. The development of the initial set of potential peers was USG sector specific and was grounded in the Institutional Mission section of the Board of Regents Policy Manual (2.10).

1. **Establishment of a Bachelor of Science with a major in Health Sciences, College of Coastal Georgia**

Recommended: That the Board approve the request of President Gregory Aloia that the College of Coastal Georgia (“CCGA”) be authorized to establish a Bachelor of Science with a major in Health Sciences, effective May 16, 2017.

Program Summary: The College of Coastal Georgia seeks approval to establish a Bachelor of Science with a major in Health Sciences. The new, on-campus major was developed as an interdisciplinary program that will build upon current undergraduate degrees and majors in nursing and health informatics. The proposed program emphasizes differences between health and illness and addresses healthcare needs across the lifespan. The program combines coursework in both basic and health sciences along with experiential field experiences to enable students to excel in a professional healthcare setting. The proposed degree will offer two concentrations: health promotion and exercise science. This program is a viable pathway for students who cannot meet entry requirements to highly selective and capacity driven health related programs such as Nursing, Radiologic Technology, and Health Informatics.

Need and Demand: According to the U.S. Department of Labor’s Bureau of Labor Statistics, healthcare support occupations and healthcare practitioners/technicians are projected to be two of the fastest growing occupational groups during years 2014 and 2024. According to long-term occupational projections from the Georgia Department of Labor, employment for occupations related to the health sciences will increase annually by 2.38%, which is above the annual growth rate for all occupations (1.74%) and which account for 12.4% of all projected new jobs in the state. In addition, approximately thirteen of the twenty fastest growing jobs in Georgia are health related. Increases in this employment area are attributable to an aging population that is especially acute for Glynn County where persons age fifty-five and older are projected to increase by eleven percent between years 2015 and 2025 according to the Georgia Coast 2030 report (Georgia Institute of Technology, Center for Quality Growth and Regional Development).

Graduates of an undergraduate program in health sciences may find employment opportunities at clinics, community centers, government offices, healthcare providers’ offices, hospitals, laboratories, long-term care facilities, and recreation and rehabilitation facilities. A Bachelor of Science with a major in Health Sciences also prepares students for graduate work in clinical research administration, public health, sports medicine, and other varied fields of study. Georgia’s High Demand Career Initiative (HDCI) report lists healthcare and related occupations as high demand careers. Based on existing memoranda of understanding with fifty-nine different organizations in support of existing allied health programs, internships and experiential learning will be available to students regardless of whether they pursue the health promotion or exercise science concentrations. The College of Coastal Georgia has approximately 800 students enrolled at the institution who are interested in health related programs and five hundred of those students are underserved with current academic program offerings.

List of Similar Existing USG Programs and Productivity:

Below are representative enrollments and degrees conferred information for existing academic programs at university system institutions. The table does not include academic programs involving health promotion, health informatics, health information administration, or health services administration.

Enrollments and Degrees Conferred Institutions and Academic Programs	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Armstrong State University Bachelor of Health Science (Enrollment)	329	449	463	468	494	425
Armstrong State University Bachelor of Health Science (Degrees Conferred)	44	69	90	79	107	92
Augusta University Bachelor of Science with a major in Health Services	Board approved program as of January 2017.					
Clayton State University Bachelor of Science with a major in Health Sciences (Enrollment)	Board approved program as of October 2015.					23
Clayton State University Bachelor of Science with a major in Health Sciences (Degrees Conferred)						0
Columbus State University Bachelor of Science with a major in Health Sciences (Enrollment)	291	322	335	333	342	357
Columbus State University Bachelor of Science with a major in Health Sciences (Degrees Conferred)	48	54	58	55	58	70

College of Coastal Georgia Projected New Program Enrollment:

	First Year	Second Year	Third Year	Fourth Year
Student Majors				
Shifted from other programs	90	120	80	40
New to the institution	10	40	100	160
Total Majors	100	160	180	200

Fiscal Summary: Resources for the program will come from core undergraduate tuition and/or the redirection of existing funds. The College of Coastal Georgia plans to hire three new faculty members during the first year of program implementation. The School of Nursing and Health Sciences will implement strategies to start and sustain the new academic program.

Facilities Impact: The program will be delivered using existing space as well as technology resources available at the institution. Existing lecture and lab spaces will be used in the Health Sciences Building.

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.

2. **Establishment of a Master of Arts in Teaching in Music 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 establish a Master of Arts in Teaching in Music Education, effective May 16, 2017.

Program Summary: Georgia College & State University seeks approval to establish the Master of Arts in Teaching in Music Education. The program recommendation comes as part of Georgia College & State University’s strategy to move an initial teacher education program to the Master of Arts in Teaching level. The institution deactivated the Bachelor of Music Education during spring semester 2017. The proposed new program is a professional degree leading to initial teacher certification in music. The program is designed for candidates who hold a bachelor’s degree in music and who need teacher certification. Students will gain mastery of the professional discipline and pedagogy. The proposed Music Education program is aligned with the institution’s liberal arts mission and meets the requirements of teacher preparation, the National Association of Schools of Music (NASM), the Georgia Professional Standards Commission, and the Council for the Accreditation of Educator Preparation.

Need and Demand: According to TeachGeorgia.org, approximately twenty-nine music job openings are available in the state. Over the last three to five years, several Georgia school districts have contacted Georgia College & State University seeking available music teachers and recent graduates. According to teacher career sites such as Sokanu and combined with Bureau of Labor Statistics information, Georgia College & State University has stated that within the next ten years, it is projected that the U.S. will need approximately 34,400 music teachers based on retirements of 21,400 teachers and an additional 13,000 new music teachers. According to the National Association for Music Education, national averages indicate that music teacher supply and demand is balanced, but this may vary according to geographic areas and regional economies. The majority of music teachers have at least a master’s degree and Georgia ranks 23rd in terms of music teacher jobs. The Master of Arts in Teaching in Music Education will feature a combination of on-campus, off-campus, and online courses but is predominantly an on-campus program. Faculty teaching in the program are experts in their fields and offer courses in specialties such as technology in music education, community and philosophical music perspectives, research in music education, and curriculum and assessment. Some interaction will occur with the institution’s existing Master of Arts in Teaching in Music Education students across courses such as elementary, choral, and instrumental techniques, elementary musical performance, choral literature and history, and wind band literature and history. The thirty-four semester-hour program features field placement and student teaching in P-12 settings.

List of Similar Existing USG Programs and Productivity:

Few graduate level Master of Arts in Teaching programs in Music are offered within the university system. Master of Music Education programs are represented at university system institutions as well as stand-alone Master of Music degrees. Below are representative enrollments and degrees conferred information for each institution’s program:

Enrollments and Degrees Conferred Institutions and Academic Programs	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
<i>Master of Arts in Teaching in Music Education Programs</i>						
Columbus State University Master of Arts in Teaching with a major in Music Education (Enrollment)	Program Approved August 2008	0	0	0	0	0
Columbus State University Master of Arts in Teaching with a major in Music Education (Degrees Conferred)		0	0	0	0	0
Valdosta State University Master of Arts in Teaching with a major in Music Education (Enrollment)	Program Approved January 2016					0
Valdosta State University Master of Arts in Teaching with a major in Music Education (Degrees Conferred)						0
<i>Master of Music Education Programs</i>						
Columbus State University Master of Music with a major in Music Education (Enrollment)	15	8	5	1	1	0
Columbus State University Master of Music with a major in Music Education (Degrees Conferred)	2	2	4	0	1	0
Georgia College & State University Master of Music Education (Enrollment)	16	14	9	14	10	11
Georgia College & State University Master of Music Education (Degrees Conferred)	8	7	4	3	5	3
University of Georgia Master of Music Education (Enrollment)	32	35	36	32	35	25
University of Georgia Master of Music Education (Degrees Conferred)	19	9	19	10	13	12
University of West Georgia Master of Music with a major in Music Teacher Education (Enrollment)	2	6	16	23	27	34
University of West Georgia Master of Music with a major in Music Teacher Education (Degrees Conferred)	0	1	1	2	8	14
Valdosta State University Master of Music Education (Enrollment)	3	3	3	3	2	4
Valdosta State University Master of Music Education (Degrees Conferred)	1	1	0	3	1	1

Georgia College & State University Projected New Program Enrollment:

	First Year	Second Year	Third Year	Fourth Year
Student Majors				
Shifted from other programs	2	2	6	10 (BAs)
New to the institution	3	4	5	5
<i>Total Majors</i>	<i>5</i>	<i>6</i>	<i>11</i>	<i>15</i>

Fiscal Summary: Resources for the program will come from tuition revenue and/or the redirection of existing funds. Current faculty members will support the program. The proposed Master of Arts in Teaching in Music Education will replace the currently deactivated Bachelor of Music Education upon full implementation of the new program and separately, matriculation and completion of remaining students in the undergraduate program that is in a phase-out process.

Facilities Impact: The program will be delivered using existing space as well as technology resources available at 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 Science with a major in Human Development and Aging Services, Georgia Gwinnett College

Recommended: That the Board approve the request of President Stanley Preczewski that Georgia Gwinnett College (“GGC”) be authorized to establish a Bachelor of Science with a major in Human Development and Aging Services, effective May 16, 2017.

Program Summary: Georgia Gwinnett College seeks approval to establish a Bachelor of Science with a major in Human Development and Aging Services. The proposed degree will prepare graduates to work in the service sector with various demographic groups including children, adolescents, adults, and the aging. The focus of the program prepares students to work with intergenerational populations. The proposed program will be offered on-campus. There are few programs within the university system focused on the aging population and services. Several institutions offer certificates. Georgia State University offers a Master of Arts in Gerontology and Middle Georgia State University offers a Master of Science in Nursing with an adult and gerontology acute care focus.

Need and Demand: The proposed program was developed to provide qualified entry-level professionals for the social service sector serving the aging population. The U. S. Department of Commerce reports that by year 2050, the group of persons age sixty-five and over is projected to increase to 83.7 million persons. Within Georgia, the sub-population of individuals age sixty-five and over will increase approximately 142 percent between years 1990 and 2030. The Bureau of Labor Statistics has projected that jobs in the social and community service manager sector of the economy will grow twenty-one percent between years 2012 and 2022, faster than the average for all occupations. The proposed degree will enable students to work with faculty from a variety of specialization areas and be prepared for employment in nonprofit, profit, community, and government sectors. The proposed academic program complements existing undergraduate programs in criminal justice, history, political science, and psychology.

List of Similar Existing USG Programs and Productivity:

Few programs exist at the baccalaureate level within university system institutions with the exception of an undergraduate degree at the University of Georgia. Below are representative enrollments and degrees conferred information for the existing academic program.

Enrollments and Degrees Conferred Institutions and Academic Programs	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
University of Georgia Bachelor of Science in Family and Consumer Sciences with a major in Human Development and Family Science (Enrollment)	382	384	417	425	463	511
University of Georgia Bachelor of Science in Family and Consumer Sciences with a major in Human Development and Family Science (Enrollment)	134	153	109	116	112	131

In addition, UGA’s program involves the following: “Students will gain core knowledge about individuals and families throughout their lifespan. These majors empower you to become educators, leaders, and professionals.” Coursework includes one offering of “middle/elder years.” The UGA

program does not have as heavy of an emphasis on aging. Both the UGA and Gwinnett program focus on lifespan issues.

Georgia Gwinnett College Projected New Program Enrollment:

	First Year	Second Year	Third Year	Fourth Year
Student Majors				
Shifted from other programs	131	137	144	161
New to the institution	10	40	45	45
<i>Total Majors</i>	<i>141</i>	<i>177</i>	<i>189</i>	<i>206</i>

Fiscal Summary: Resources for the program will come from core undergraduate tuition and/or the redirection of existing funds. It is anticipated that one additional faculty member may be hired during the third year of program implementation. The School of Liberal Arts will implement strategies to start and sustain the new academic program.

Facilities Impact: The program will be delivered using existing space as well as technology resources available at 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 Real Estate Development, Georgia Institute of Technology

Recommended: That the Board approve the request of President G. P. Peterson that Georgia Institute of Technology (“GIT”) be authorized to establish a Master of Real Estate Development, effective May 16, 2017.

Program Summary: Georgia Institute of Technology seeks approval to establish a professional real estate development degree, the Master of Real Estate Development. The new degree is a collaborative academic program that has technical, design, and construction components that are aligned with business, planning, and policy aspects of real estate development. The program promotes the sustainable utilization of land and property. Program resources will be leveraged among three academic units within the College of Design, specifically the School of Architecture, the School of Building Construction, and the School of City and Regional Planning. Broader collaborations will occur with the Scheller College of Business, School of Civil and Environmental Engineering, and the School of Public Policy. The curriculum is a design based real estate development program that focuses on planning, design, finance, and construction. Opportunities will be developed and made available for multidisciplinary research in real estate design and sustainability. Students will have access to resources within the Construction Research Center, the Center for Quality Growth and Regional Development, and resources within respective academic units. National peer universities with master’s level programs in real estate development consist of Columbia University, the University of Southern California, Arizona State University, and the Massachusetts Institute of Technology. Only two institutions in the southeast have added master’s programs in real estate development and those are Auburn University and Clemson University. It is anticipated that the proposed new degree will place Georgia Tech in a position of leading academic programs in the region and country in this area.

Need and Demand: Although the Bureau of Labor Statistics does not classify real estate developers as a profession, in-depth analysis of the North American Industrial Code System suggests that an annual shortfall of 136 postsecondary graduates to fill real estate development positions exists in Georgia. From a broader perspective, the Georgia Department of Labor projects an increase of approximately 207,000 jobs between years 2012 and 2022 in the categories of construction, real estate, real estate and leasing, financial and insurance, and professional/scientific/technical services. All jobs will not directly correspond with real estate development; however, expansion of the built environment will precipitate increases in employment demand. According to the U.S. Census Bureau, the metropolitan Atlanta area population grew by 300,000 people between years 2010 and 2014. The Atlanta Regional Commission projects that the region will add 819,000 residents and 531,000 jobs over the next ten years. Along with population shifts and growth, a regulatory infrastructure has developed that directs real estate activity. The proposed program would be offered to professionals to further their real estate careers, individuals looking to change career direction, and full-time students with undergraduate degrees in real estate, construction, architecture, landscape architecture, planning, or engineering. The thirty-semester-hour (30) program will be available to full-time and post-professional students. Instruction includes classroom courses, studio-based real estate development courses, and case studies involving actual real estate development projects.

List of Similar Existing USG Programs and Productivity:

Few master's level real estate programs exist at university system institutions. Undergraduate programs in real estate are available at Georgia State University, the University of Georgia, and the University of West Georgia. A complementary master's level program exists at Georgia State University. Below are representative enrollments and degrees conferred information for the existing program:

Enrollments and Degrees Conferred Institutions and Academic Programs	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
<i>Real Estate Programs (all levels)</i>						
Georgia State University Master of Science with a major in Real Estate (Enrollment)	33	23	24	20	36	44
Georgia State University Master of Science with a major in Real Estate (Degrees Conferred)	16	10	11	5	6	21

Georgia Institute of Technology Projected New Program Enrollment:

	First Year	Second Year	Third Year	Fourth Year
Student Majors				
Shifted from other programs	4	2		
New to the institution	4	12	18	25
Total Majors	8	14	18	25

Fiscal Summary: Resources for the program will come from tuition revenue and/or the redirection of existing funds. Current faculty members will support the program. The College of Design will implement several strategies inclusive of the use of existing courses to implement the program.

Facilities Impact: The program will be delivered using existing space as well as technology resources available at 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 Doctor of Philosophy with a major in Machine Learning, Georgia Institute of Technology

Recommended: That the Board approve the request of President G. P. Peterson that Georgia Institute of Technology (“GIT”) be authorized to establish a Doctor of Philosophy with a major in Machine Learning, effective May 16, 2017.

Program Summary: Georgia Institute of Technology seeks approval to establish a Doctor of Philosophy with a major in Machine Learning that will graduate students who have the knowledge, skills, and abilities to integrate principles from computing, statistics, optimization, engineering, mathematics, and science to create machine learning models and apply them to solve data intensive and other problems. The field of machine learning evolved from computer science and artificial intelligence. Applications of machine learning include, but are not limited to, optical character recognition, computer vision, robot learning, and prediction and ranking that use computational statistics, data mining, and mathematical optimization. Careers in government, industry, and academia would be available to students due to their knowledge of mathematical modeling and ability to develop applications. The proposed program complements existing Georgia Tech doctoral programs. Georgia Tech has established an interdisciplinary Center for Machine Learning that is housed under the Institute for Data Engineering and Science. The thirty-four affiliated faculty represent five of Georgia Tech’s six colleges, the Georgia Tech Research Institute, and Emory University.

Need and Demand: The proposed degree will prepare students for a variety of positions among several industries as well as governmental laboratories, defense, and academia. These positions include research, development, and product management in robotic and manufacturing companies, financial engineering, drug discovery, national laboratories, and software and systems engineering organizations. The program will produce skilled individuals who will create new models to drive and enhance innovation. The emergence of automation will further drive the need for researchers and lead scientists to develop computerized alternatives for specific jobs, employment tasks, security authentication, and personalized accessibility options. A recent review of online search engines for machine learning positions suggests that approximately 224 employment openings are available in the Atlanta area for positions ranging from senior data scientist to consultant (retrieved from Indeed.com as of May 4, 2017). Nationally, approximately 17,258 employment opportunities are available within organizations with over five thousand employees (retrieved from glassdoor.com as of May 4, 2017).

List of Similar Existing USG Programs and Productivity:

Few similar programs exist in the country and no other programs exist within university system institutions. One academic program exists at Carnegie Mellon University and separately, New York University recently announced the development of a new Doctor of Philosophy program in Data Science. The Office of Academic Programs attempted to contact faculty expertise in this area at Carnegie Mellon University. However, we were not successful in engaging them in an outside review of the program. Due to the lack of doctoral programs focused in the proposed degree area, guidelines concerning three external reviews were waived in this particular instance involving a doctoral degree.

Georgia Institute of Technology Projected New Program Enrollment:

	First Year	Second Year	Third Year	Fourth Year
Student Majors				
Shifted from other programs	4	2		
New to the institution	4	12	18	25
Total Majors	8	14	18	25

Fiscal Summary: Resources for the program will come from core graduate tuition and/or the redirection of existing funds. Current faculty members will support the program. The College of Computing, the College of Engineering, and the College of Sciences will implement several strategies inclusive of the use of existing courses to implement the program.

Facilities Impact: The program will use existing space as well as technology resources available at 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.

6. **a. Establishment of a Bachelor of Science in Construction Engineering, Georgia Southern University**

Recommended: That the Board approve the request of President Jaimie Herbert that Georgia Southern University (“GSOU”) be authorized to establish a Bachelor of Science in Construction Engineering, effective May 16, 2017.

Program Summary: Georgia Southern University seeks approval to establish a Bachelor of Science in Construction Engineering. The proposed Bachelor of Science in Construction Engineering would complement existing undergraduate programs in civil engineering and construction management offered at Georgia Southern University. The construction engineer bridges the gap between a civil engineer and construction manager because of the technical and management skills required for the efficient and safe delivery of complex projects and structures. Based on the resurgence of the construction industry, construction engineers are in demand by current and prospective employers. Due to established successes achieved with an accredited Bachelor of Science in Civil Engineering, committed and dedicated faculty members, and the launch of a subscribed concentration under the existing Master of Science in Applied Engineering program, Georgia Southern University is prepared to provide access opportunities and educate construction engineers in southeast Georgia. The academic program will require completion of 126-semester hours that will involve approval for a waiver to degree credit-hour requirements at the baccalaureate level.

Need and Demand: Although the Occupational Outlook Handbook does not specifically identify construction engineer as an occupational field, Georgia Southern University’s compiled information between civil engineers and construction managers suggests that approximately 17,800 job openings with five percent growth will occur between years 2012 and 2024. The Georgia Tech Innovation Enterprise Institute predicted construction industry growth during year 2016 based on reports of the Dodge Construction Outlook and Associated Builders and Contractors. Based on economic development growth along the I-75/I-16 corridor, it is projected that professionals will be needed in this discipline. According to the Accreditation Board for Engineering and Technology (ABET), construction engineering programs graduated over 6,000 majors at a rate of approximately 250 per year. According to a year 2012 CNN Money report that spotlighted the “Best Jobs in America”, construction project engineering was ranked as number sixty-six on the list with an expected ten-year job growth of 19.4% and 262,800 total jobs. Georgia Southern University is positioned geographically and academically to form a regional hub in applied engineering education inclusive of construction engineering to address current and future needs of the region and associated areas.

List of Similar Existing USG Programs and Productivity:

There is one baccalaureate program currently available at Kennesaw State University. Below are representative enrollments and degrees conferred information for the existing academic program:

Enrollments and Degrees Conferred Institutions and Academic Programs	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Kennesaw State University Bachelor of Science in Construction Engineering (Enrollment)	77	58	44	47	45	40
Kennesaw State University Bachelor of Science in Construction Engineering (Degrees Conferred)	21	12	7	6	10	3

Georgia Southern University Projected New Program Enrollment:

	First Year	Second Year	Third Year	Fourth Year
Student Majors				
Shifted from other programs	10	10	10	10
New to the institution	20	30	50	70
Total Majors	30	40	60	80

Fiscal Summary: Resources for the program will come from core undergraduate tuition and/or the redirection of existing funds. Current faculty members in civil engineering and construction management will support the program. The Allen E. Paulson College of Engineering and Information Technology will implement strategies to start and sustain the new degree.

Facilities Impact: The program will be delivered using existing space as well as technology resources available at the institution. Teaching facilities will be shared with the existing construction management and civil engineering programs. The university system Office of Facilities has confirmed that Georgia Southern University has a new engineering and research building that will start design during fall semester 2017.

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. a. Establishment of a Bachelor of Science in Computer Engineering, Georgia Southern University

Recommended: That the Board approve the request of President Jaimie Herbert that Georgia Southern University (“GSOU”) be authorized to establish a Bachelor of Science in Computer Engineering, effective May 16, 2017.

Program Summary: Georgia Southern University seeks approval to establish a Bachelor of Science in Computer Engineering. The proposed Bachelor of Science in Computer Engineering would complement existing undergraduate programs in computer engineering and help fill the gap of needed professionals in Georgia. The proposed program will further enhance Georgia Southern University’s academic program offerings within the College of Engineering and Information Technology. Housed within the Department of Electrical Engineering and supported by the Department of Computer Science, graduates of the program will have the knowledge, skills, and abilities to apply engineering principles and mathematical analyses to design, develop, test, and evaluate computer hardware and related equipment, software programs, and networks. Georgia Southern University is prepared to provide access and educate computer engineers in southeast Georgia. The academic program will require completion of 126-semester hours that will involve approval for a waiver to degree credit-hour requirements at the baccalaureate level.

Need and Demand: According to Georgia Department of Labor Statistics, the job market for a Bachelor of Science in Computer Engineering graduate is projected to grow to 1,030 new employment opportunities by year 2020. Establishment and delivery of the program is aligned with the institution’s ongoing commitment to the educational needs of business, industry, and government in the region and surrounding areas. According to the American Society for Engineering Education (ASEE) 2014 – 2015 profiles, Florida universities have outperformed Georgia institutions in terms of the number of graduates (e.g., 256 graduates from Florida academic programs). Increasing the number of graduates could have a resultant economic impact in terms of employer relocation and recruitment decisions.

List of Similar Existing USG Programs and Productivity:

Existing baccalaureate programs are available at research universities. Below are representative enrollments and degrees conferred information for existing academic programs:

Enrollments and Degrees Conferred Institutions and Academic Programs	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Georgia Institute of Technology Bachelor of Science in Computer Engineering (Enrollment)	467	493	539	601	619	692
Georgia Institute of Technology Bachelor of Science in Computer Engineering (Degrees Conferred)	75	65	73	84	109	129
Kennesaw State University Bachelor of Science with a major in Computer Engineering Technology (Enrollment)	180	167	192	222	225	307
Kennesaw State University	18	9	9	19	15	16

Bachelor of Science with a major in Computer Engineering Technology (Degrees Conferred)						
University of Georgia Bachelor of Science in Computer Engineering (Enrollment)	51	89	117	148	187	201
University of Georgia Bachelor of Science in Computer Engineering (Degrees Conferred)	0	2	4	5	18	13

Georgia Southern University Projected New Program Enrollment:

	First Year	Second Year	Third Year	Fourth Year
Student Majors				
Shifted from other programs	30	20	20	20
New to the institution	40	50	60	70
Total Majors	70	70	80	90

Fiscal Summary: Resources for the program will come from core undergraduate tuition and/or the redirection of existing funds. Current faculty members will support the program. The Allen E. Paulson College of Engineering and Information Technology will implement strategies to start and sustain the new degree.

Facilities Impact: The program will be delivered using existing space as well as technology resources available at the institution. The university system Office of Facilities has confirmed that Georgia Southern University has a new engineering and research building that will start design during fall semester 2017.

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. **b. Establishment of a Master of Science in Civil Engineering, Georgia Southern University**

Recommended: That the Board approve the request of President Jaimie Herbert that Georgia Southern University (“GSOU”) be authorized to establish a Master of Science in Civil Engineering, effective May 16, 2017.

Program Summary: Georgia Southern University seeks approval to establish a Master of Science in Civil Engineering. The proposed program has evolved and the curriculum further developed from concentrations that are currently offered underneath the existing Master of Science in Applied Engineering. The proposed program will require thirty semester credit hours and include both thesis and non-thesis tracks. The Master of Science in Civil Engineering will include concentrations in environmental/water resources, geotechnical/transportation, and construction engineering. The curriculum provides both specificity in at least one concentration area and breadth and depth of study in the civil engineering discipline.

Need and Demand: Professionals find that advanced education and credentials beyond the bachelor’s degree are necessary to participate in specialized design areas. Growing needs and demands from regional industries and information articulated by members of the Allen E. Paulson College of Engineering as well as corporate and program advisory committees have raised awareness of the need to be responsive to the region and support economic development. The Master of Science in Civil Engineering will be recognizable, marketable, and a valued component of industries that require engineering graduates. With the appropriate mix of academic programs, Georgia Southern University can capitalize on public and private partnerships as well as expansion activities at the Port of Savannah and associated development along the I-16 corridor.

The Bureau of Labor Statistics projects eight (8) percent growth between years 2014 and 2024 in the profession. As infrastructure continues to age, civil engineers will be needed for a growing number of projects to rebuild bridges, repair roads, and upgrade levees and dams as well as airports, buildings, and water systems. Certified and experienced professionals will be needed in the field for infrastructure maintenance, design, and construction demands. The proposed program provides a clear path toward Professional Engineering (PE) licensure. The American Society of Civil Engineers currently supports requiring a master’s degree or equivalent as one of the prerequisites for a Professional Engineering license.

List of Similar Existing USG Programs and Productivity:

A total of two master’s level civil engineering programs are offered within the university system. Below are representative enrollments and degrees conferred information for existing academic programs:

Enrollments and Degrees Conferred Institutions and Academic Programs	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Georgia Institute of Technology Master of Science in Civil Engineering (Enrollment)	142	141	155	184	196	203
Georgia Institute of Technology Master of Science in Civil Engineering (Degrees Conferred)	79	74	73	89	91	85
Kennesaw State University Master of Science in Civil Engineering (Enrollment)	Program was board approved November 2012 as the former Southern Polytechnic State University.			16	22	15
Kennesaw State University Master of Science in Civil Engineering (Degrees Conferred)				0	5	7

Georgia Southern University Projected New Program Enrollment:

	First Year	Second Year	Third Year	Fourth Year
Student Majors	---	16	16	18
Shifted from other programs	10	0	0	0
New to the institution	7	9	11	13
Potential Attrition from the Program	---	(9)	(7)	(9)
Total Majors	17	16	20	22

Fiscal Summary: Resources for the program will come from core graduate tuition and/or the redirection of existing funds. Current faculty members will support the program. The Allen E. Paulson College of Engineering and Information Technology will implement strategies to start and sustain the new degree.

Facilities Impact: The program will be delivered using existing space as well as technology resources available at the institution. The university system Office of Facilities has confirmed that Georgia Southern University has a new engineering and research building that will start design during fall semester 2017.

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. **b. Establishment of a Master of Science in Electrical Engineering, Georgia Southern University**

Recommended: That the Board approve the request of President Jaimie Herbert that Georgia Southern University (“GSOU”) be authorized to establish a Master of Science in Electrical Engineering, effective May 16, 2017.

Program Summary: Georgia Southern University seeks approval to establish a Master of Science in Electrical Engineering. The proposed program has evolved and the curriculum further developed from concentrations that are currently offered underneath the existing Master of Science in Applied Engineering. The proposed program will require thirty semester credit hours and include both thesis and non-thesis tracks. It is anticipated that the proposed Master of Science in Electrical Engineering will 1) provide a better mechanism for marketing, advertising, and student recruiting; 2) better satisfy advanced electrical engineering job descriptions, advertising, and student recruiting; 3) provide a preferred title for curriculum revision and expansion; 4) enhance program visibility and improve opportunities for industry partnerships; 5) promote collaborations with closely related disciplines such as computer science, information technology, and manufacturing engineering; and 7) enhance efforts to attract external funding. The program will enable graduates to specialize in different areas such as power generation, transmission, and distribution, communications, electrical equipment manufacturing, or a sub-specialty such as industrial robot control systems or aviation electronics.

Need and Demand: Professionals find that advanced education and credentials beyond the bachelor’s degree are necessary to participate in specialized design areas. Growing needs and demands from regional industries and information articulated by members of the Allen E. Paulson College of Engineering as well as corporate and program advisory committees have raised awareness of the need to be responsive to the region and support economic development. The Master of Science in Electrical Engineering will be recognizable, marketable, and a valued component of industries that require engineering graduates. With the appropriate mix of academic programs, Georgia Southern University can capitalize on public and private partnerships as well as expansion activities and associated development along the I-75 and I-16 corridors.

Recent publications of the Georgia Department of Labor and employment statistics indicate that electrical engineering is a major growth area over the next decade with approximately 23.33% increases in employment needs. The Georgia Department of Economic Development reports that competitive advantages can be realized with the earning power associated with graduate degrees. The median earnings for Bachelor of Science in Electrical Engineering (\$61,294) and Master of Science in Electrical Engineering (\$93,010) graduates as reported by the Bureau of Labor Statistics have a difference of approximately \$31,716 in earnings. The program provides access opportunities to a master’s level electrical engineering program in southeast Georgia.

List of Similar Existing USG Programs and Productivity:

Currently one master’s level electrical engineering program is offered within the university system at the Georgia Institute of Technology. Below are representative enrollments and degrees conferred information for the existing academic program:

Enrollments and Degrees Conferred Institutions and Academic Programs	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Georgia Institute of Technology Master of Science in Electrical and Computer Engineering (Enrollment)	638	661	705	849	1,005	957
Georgia Institute of Technology Master of Science in Electrical and Computer Engineering (Degrees Conferred)	307	327	290	335	334	457

Georgia Southern University Projected New Program Enrollment:

	First Year	Second Year	Third Year	Fourth Year
Student Majors				
Shifted from other programs	10	--	--	--
New to the institution	15	16	17	18
Carried from the previous year	0	15	16	17
Total Majors	25	31	33	35

Fiscal Summary: Resources for the program will come from core graduate tuition and/or the redirection of existing funds. Current faculty members will support the program. The Allen E. Paulson College of Engineering and Information Technology will implement strategies to start and sustain the new degree.

Facilities Impact: The program will be delivered using existing space as well as technology resources available at the institution. The university system Office of Facilities has confirmed that Georgia Southern University has a new engineering and research building that will start design during fall semester 2017.

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. **b. Establishment of a Master of Science in Information Technology, Georgia Southern University**

Recommended: That the Board approve the request of President Jaimie Herbert that Georgia Southern University (“GSOU”) be authorized to establish a Master of Science in Information Technology, effective May 16, 2017.

Program Summary: Georgia Southern University seeks approval to establish a Master of Science in Information Technology. The proposed program has evolved and the curriculum further developed from concentrations that are currently offered underneath the existing Master of Science in Applied Engineering. The proposed program will require thirty semester credit hours and include both thesis and non-thesis tracks. It is anticipated that the proposed Master of Science in Information Technology will 1) provide a better mechanism for marketing, advertising, and student recruiting; 2) better satisfy information technology job descriptions, advertising, and student recruiting; 3) provide a preferred title for curriculum revision and expansion; 4) enhance program visibility and improve opportunities for industry partnerships; 5) promote collaborations with closely related disciplines such as computer science and information systems; and 6) enhance efforts to attract external funding. The program will enable graduates to manage complex systems that involve the design, development, and implementation of new systems and technologies. The program will train graduates on how to use current tools and solutions for protecting and assuring information technology assets.

Need and Demand: Professionals find that advanced education and credentials beyond the bachelor’s degree are necessary to participate in specialized areas of information technology and to engage in consultative work and management. The Master of Science in Information Technology will broaden perspectives involving information technology decision making, website security, networking knowledge, and database design and maintenance. Growing needs and demands from regional industries and information articulated by members of the Allen E. Paulson College of Engineering as well as corporate and program advisory committees have raised awareness of the need to be responsive to the region and support economic development. The Master of Science in Information Technology will be recognizable, marketable, and a valued component of industries that require graduates with technical and managerial expertise.

The Bureau of Labor Statistics recently projected twelve percent growth in the number of computer and information technology jobs between years 2014 and 2024. Approximately 488,500 new computer and information technology jobs are projected, as employment needs increase. Demand for information technology professionals is increasing based on several factors inclusive of a greater emphasis on cloud computing, the collection and storage of big data, secure and enhanced connectivity to the Internet, and the continued demand for mobile computing. In addition to technological advancements within industries that have traditionally been thought of as leading employers in the workforce, information technology employees are needed in several other areas including, but not limited to, health care, manufacturing, and financial services. The proposed program responds to needs expressed in Georgia’s High Demand Career Initiative (HDCI) report and initiative. The program provides access opportunities to a master’s level information technology program in southeast Georgia.

List of Similar Existing USG Programs and Productivity:

Currently two master's level programs that are specifically in "information technology" without any variation are offered within the university system. Below are representative enrollments and degrees conferred information for existing academic programs:

Enrollments and Degrees Conferred Institutions and Academic Programs	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Kennesaw State University Master of Science in Information Technology (Enrollment)	167	218	258	284	330	367
Kennesaw State University Master of Science in Information Technology (Degrees Conferred)	27	47	48	67	74	80
Middle Georgia State University Master of Science in Information Technology (Enrollment)	Program approved as of March 2015.					33
Middle Georgia State University Master of Science in Information Technology (Degrees Conferred)						0

Georgia Southern University Projected New Program Enrollment:

	First Year	Second Year	Third Year	Fourth Year
Student Majors				
Shifted from other programs	10	--	--	--
New to the institution	15	16	17	18
Carried from the previous year	0	15	16	17
Total Majors	25	31	33	35

Fiscal Summary: Resources for the program will come from core graduate tuition and/or the redirection of existing funds. Current faculty members will support the program. The Allen E. Paulson College of Engineering and Information Technology will implement strategies to start and sustain the new degree.

Facilities Impact: The program will be delivered using existing space as well as technology resources available at the institution. The university system Office of Facilities has confirmed that Georgia Southern University has a new engineering and research building that will start design during fall semester 2017.

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. **b. Establishment of a Master of Science in Mechanical Engineering, Georgia Southern University**

Recommended: That the Board approve the request of President Jaimie Herbert that Georgia Southern University (“GSOU”) be authorized to establish a Master of Science in Mechanical Engineering, effective May 16, 2017.

Program Summary: Georgia Southern University seeks approval to establish a Master of Science in Mechanical Engineering. The proposed program has evolved and the curriculum further developed from concentrations that are currently offered underneath the existing Master of Science in Applied Engineering. The proposed program will require thirty semester credit hours and include both thesis and non-thesis tracks. It is anticipated that the proposed Master of Science in Mechanical Engineering will 1) provide a better mechanism for marketing, advertising, and student recruiting; 2) provide a preferred title for curriculum revision and expansion; 3) enhance program visibility and improve opportunities for industry partnerships; and 4) enhance efforts to attract external funding. The program will offer coursework, experiential laboratory experiences, and research opportunities that will result in students focusing on a mechanical engineering specialty such as mechatronics, energy science, vehicle design and analysis, or material science and processing.

Need and Demand: Professionals find that advanced education and credentials beyond the bachelor’s degree are necessary to participate in specialized design and manufacturing areas. Growing needs and demands from regional industries and information articulated by members of the Allen E. Paulson College of Engineering as well as corporate and program advisory committees have raised awareness of the need to be responsive to the region and support economic development. The Master of Science in Mechanical Engineering will be recognizable, marketable, and a valued component of industries that require engineering graduates. With the appropriate mix of academic programs, Georgia Southern University can capitalize on public and private partnerships as well as expansion activities and associated development along the I-75 and I-16 corridors.

According to the Bureau of Labor Statistics, as of May 2015 there were approximately 5,700 persons employed as mechanical engineers in Georgia. According to the Georgia Department of Labor, between years 2012 and 2022 a 17.5% annual change in employment is projected to occur with a 1.6% annual growth rate that equates to adding seventy new job openings per year. Nationally, the employment of mechanical engineers is expected to grow by five percent between years 2014 and 2024. According to a year 2014 American Society of Engineering Educators survey, approximately 6.7 percent growth occurred in mechanical engineering across institutions. Based on professional and organizational resources, the profession is aging with over twenty-one percent of mechanical engineers over the age of fifty-five years old. The proposed Georgia Southern program will prepare mechanical engineers to assume project and leadership positions during career progression and enhance educational opportunities in southeast Georgia.

List of Similar Existing USG Programs and Productivity:

Currently one master’s level mechanical engineering program is offered within the university system at the Georgia Institute of Technology. Below are representative enrollments and degrees conferred information for the existing academic program:

Enrollments and Degrees Conferred Institutions and Academic Programs	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Georgia Institute of Technology Master of Science in Mechanical Engineering (Enrollment)	540	527	507	498	535	556
Georgia Institute of Technology Master of Science in Mechanical Engineering (Degrees Conferred)	181	220	213	186	203	202

Georgia Southern University Projected New Program Enrollment:

	First Year	Second Year	Third Year	Fourth Year
Student Majors				
Shifted from other programs	18	---	---	---
New to the institution	15	17	19	21
Continuing student majors	----	31	33	36
Potential student attrition	---	(14)	(13)	(15)
Total Majors	33	34	39	42

Fiscal Summary: Resources for the program will come from core graduate tuition and/or the redirection of existing funds. Current faculty members will support the program. The Allen E. Paulson College of Engineering and Information Technology will implement strategies to start and sustain the new degree.

Facilities Impact: The program will be delivered using existing space as well as technology resources available at the institution. The university system Office of Facilities has confirmed that Georgia Southern University has a new engineering and research building that will start design during fall semester 2017.

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. Termination of Three Associate Level Academic Programs, Bainbridge State College

Recommended: That the Board approve the request of interim President Stuart Rayfield that Bainbridge State College (“BSC”) be authorized to terminate three applied associate level academic programs, effective May 16, 2017.

Abstract: BSC reviewed all of their academic degrees and identified three applied associate degrees that did not have any student enrollment. The academic programs were submitted by the appropriate academic personnel to the BSC’s faculty governance processes and were approved for termination. There is no adverse effect on students or faculty because the institution has no members connected to or enrolled in the aforementioned programs listed below:

1. The Associate of Applied Science in Medical Assisting
2. The Associate of Applied Science in Technology in Drafting
3. The Associate in Nursing/Licensed Practical Nurse

8. **Termination of the Bachelor of Science with a major in Biology Education, Kennesaw State University**

Recommended: That the Board approve the request of President Sam Olens that Kennesaw State University (“KSU”) be authorized to terminate the Bachelor of Science with a major in Biology Education, effective May 16, 2017.

Abstract: Kennesaw State University seeks approval to terminate the Bachelor of Science with a major in Biology Education resulting from a discipline-based option that is available as a concentration under an existing program, the Bachelor of Science with a major in Biology. The discipline-based science education program, referred to as the major in Biology Education, was revised as a concentration during the recent consolidation of Kennesaw State University and the former Southern Polytechnic State University. The Bachelor of Science with a major in Biology Education was deactivated and students were tracked in lock-step progression to finish the program or transfer to the Bachelor of Science with a major in Biology with concentrations among which include teacher certification. Upon conclusion of the deactivation period, Kennesaw State University is prepared to terminate the major in Biology Education. A total of eleven students are enrolled in the program and are projected to complete studies by spring semester 2017. If a student is unable to complete the major in Biology Education, then she/he will be transferred to the existing Bachelor of Science with a major in Biology that has a concentration in secondary science education. Because the teacher preparation component has been modified into a concentration option, all faculty members will retain their academic functions and students will be able to complete an academic program commensurate with their career goals. Formal dissolution of the Bachelor of Science with a major in Biology Education has been approved by the appropriate institutional curricular governance bodies. There is no adverse effect on students or faculty.

9. Termination of Multiple Academic Programs, University of West Georgia

Recommended: That the Board approve the request of President Kyle Marrero that the University of West Georgia (“UWG”) be authorized to terminate multiple academic programs, effective May 16, 2017.

Abstract: The University of West Georgia seeks approval to terminate multiple academic programs because of strategic planning, and reviews of system office reports related to post-approval enrollment and degree productivity concerning academic programs. The institution followed its formal faculty governance processes for terminating degrees and majors. No students are enrolled in the degree programs listed below.

List of Recommended Programs for Termination:

1. Bachelor of Arts with a major in Chemistry
2. Bachelor of Arts with a major in Chemistry/Secondary Education
3. Bachelor of Arts with a major in Geography
4. Bachelor of Arts with a major in Mathematics
5. Bachelor of Science with a major in Earth Science/Secondary Education
6. Bachelor of Science with a major in Environmental Science
7. Bachelor of Science with a major in Environmental Studies
8. Bachelor of Science in Earth Science/Secondary Education
9. Specialist in Education with a major in Physical Education
10. Specialist in Education with a major in Reading Instruction
11. Specialist in Education with a major in Teaching Field – English
12. Specialist in Education with a major in Teaching Field – Mathematics
13. Specialist in Education with a major in Teaching Field – Mental Retardation
14. Specialist in Education with a major in Teaching Field – Science
15. Specialist in Education with a major in Teaching Field – Social studies
16. Master of Education with a major in Biology Teacher Education
17. Master of Education with a major in Teaching Field – English
18. Master of Education with a major in Teaching Field – Mathematics
19. Master of Education with a major in Teaching Field – Science
20. Master of Education with a major in Teaching Field – Social

10. 4.2 Undergraduate Admissions, High School Equivalency Alternatives

Abstract: The GED has historically been the only nationally recognized high school equivalency test; however, following recent changes to the GED test, interest in two alternative high school tests (HiSET and TASC) has grown across the US. Since USG institutions enroll students from other states our policy needs to be updated so students who transfer from outside of Georgia are eligible to be admitted to USG institutions if they used an alternative high school test in lieu of the GED.

Current Board Policy 4.2.1.2 Exceptions to Freshman Admission Requirements for Special Groups of Students	Proposed Board Policy 4.2.1.2 Exceptions to Freshman Admission Requirements for Special Groups of Students
<p><u>CURRENT POLICY:</u></p> <p>Students may also be admitted as freshmen based on alternative evidence of college readiness. The following are modified or additional requirements for specific groups of applicants.</p> <p>Limited Admissions Category In recognition of the fact that a limited number of students do not meet established standards but do demonstrate special potential for success, institutions are authorized to grant admission to a limited number of such students. Institutions will use multiple measures whenever possible, such as interviews, portfolios, and records of experiential achievements, for students being considered for Limited Admission.</p> <p>The number of students who may be granted Limited Admissions will be restricted based on institutional sectors, with state colleges allowed the highest percentage for Limited Admissions. Nontraditional freshmen will not be included in the Limited Admissions percentage allowed for each institution.</p> <p>Limited Admissions and the Required High School Curriculum (RHSC) At research, comprehensive, and state universities, students granted Limited Admission must have completed the sixteen (16)-unit Required High School Curriculum, and students who graduate in 2012 or later must have completed seventeen (17) units. At state colleges, students may be considered for Limited Admission if they have a high school diploma or GED and meet the minimum SAT/ACT score requirements. A GED is acceptable only if</p>	<p><u>PROPOSED POLICY:</u></p> <p>Students may also be admitted as freshmen based on alternative evidence of college readiness. The following are modified or additional requirements for specific groups of applicants.</p> <p>Limited Admissions Category In recognition of the fact that a limited number of students do not meet established standards but do demonstrate special potential for success, institutions are authorized to grant admission to a limited number of such students. Institutions will use multiple measures whenever possible, such as interviews, portfolios, and records of experiential achievements, for students being considered for Limited Admission.</p> <p>The number of students who may be granted Limited Admissions will be restricted based on institutional sectors, with state colleges allowed the highest percentage for Limited Admissions. Nontraditional freshmen will not be included in the Limited Admissions percentage allowed for each institution.</p> <p>Limited Admissions and the Required High School Curriculum (RHSC) At research, comprehensive, and state universities, students granted Limited Admission must have completed the sixteen (16)-unit Required High School Curriculum, and students who graduate in 2012 or later must have completed seventeen (17) units. At state colleges, students may be considered for Limited Admission if they have a high school diploma or GED a state-issued high school equivalency diploma or certificate earned through</p>

<p>the student's high school class has graduated. Certificates of attendance or special education diplomas are not acceptable.</p> <p>Students who enter under the Limited Admissions category, including Presidential Exceptions as noted below, must make up any Required High School Curriculum unit deficiencies in accordance with USG procedures. They must also be screened, as applicable, for placement in Learning Support as outlined in Section 2.9.1, Administrative Procedures for Learning Support Programs, of the Academic and Student Affairs Handbook.</p> <p>Limited Admissions and SAT/ACT Scores In order to be considered for Limited Admission, students must meet the minimum SAT/ACT test score requirements as outlined in BOR Policy 4.2.1.1, Freshman Requirements.</p> <p>Limited Admissions and the Freshman Index (FI) The FI required for Limited Admission to a:</p> <ol style="list-style-type: none"> 1. Research university is 2020; 2. Comprehensive university is 1830; and 3. State university is 1790. <p>There is no minimum FI for Limited Admission to a state college.</p> <p>Presidential Exceptions Presidents of USG institutions may grant exceptions to the Required High School Curriculum units and FI requirements for Limited Admissions if the student shows promise for academic success in college and has at least a high school diploma or GED credential.</p>	<p>the successful completion of a high school equivalency test approved by the BoR and meet the minimum SAT/ACT score requirements. A GED high school equivalency diploma or certificate is acceptable only if the student's high school class has graduated. Certificates of attendance or special education diplomas are not acceptable.</p> <p>Students who enter under the Limited Admissions category, including Presidential Exceptions as noted below, must make up any Required High School Curriculum unit deficiencies in accordance with USG procedures. They must also be screened, as applicable, for placement in Learning Support as outlined in Section 2.9.1, Administrative Procedures for Learning Support Programs, of the Academic and Student Affairs Handbook.</p> <p>Limited Admissions and SAT/ACT Scores In order to be considered for Limited Admission, students must meet the minimum SAT/ACT test score requirements as outlined in BOR Policy 4.2.1.1, Freshman Requirements.</p> <p>Limited Admissions and the Freshman Index (FI) The FI required for Limited Admission to a:</p> <ol style="list-style-type: none"> 1. Research university is 2020; 2. Comprehensive university is 1830; and 3. State university is 1790. <p>There is no minimum FI for Limited Admission to a state college.</p> <p>Presidential Exceptions Presidents of USG institutions may grant exceptions to the Required High School Curriculum units and FI requirements for Limited Admissions if the student shows promise for academic success in college and has at least a high school diploma or GED credential a state-issued high school equivalency diploma or certificate earned through the successful completion of a high school equivalency test approved by the BoR.</p>
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<p>Institutions will be required to report to the USG chief academic officer on those students granted Presidential Exceptions. Presidential Exceptions must be included as part of the institution's maximum percentage for Limited Admissions.</p> <p>Alternative Requirements for Home-Schooled Students and Graduates of Non-Accredited High Schools</p> <p>Applicants from home schools or graduates of non-accredited high schools may validate the Required High School Curriculum in an alternative way. SAT scores and satisfactory documentation of equivalent competence in each of the areas at the college- preparatory level may be used in lieu of the FI and Required High School Curriculum unit requirements.</p> <p>A student whose SAT Total score (Critical Reading plus Mathematics) on the old SAT (administered prior to March 2016), or equivalent on the new SAT or ACT, is at or above the average SAT score of the previous year's fall semester first-time freshmen admitted to the USG institution to which he/she is applying and who has completed the equivalent of each of the areas as documented by the portfolio of work and/or other evidence that substantiates completion of the Required High School Curriculum qualifies for consideration for admission.</p> <p>Students in this category must also meet the minimum SAT/ACT score requirements for the sector to which they are applying, as outlined in Policy 4.2.1.1, Freshman Requirements.</p> <p>Applicants who achieve designated scores on each of the following SAT Subject Tests in an area will be considered to have demonstrated equivalent competence and do not need to submit additional documentation in that area: English Literature, Math Level 1 or Math Level 2 U.S. History, World History, Biology E/M, and Chemistry or Physics.</p> <p>Students admitted in this category with satisfactory documentation of competence in all areas will not be counted in the institution's Limited Admissions (including Presidential Exceptions) category. Those with qualifying SAT scores and documentation of</p>	<p>Institutions will be required to report to the USG chief academic officer on those students granted Presidential Exceptions. Presidential Exceptions must be included as part of the institution's maximum percentage for Limited Admissions.</p> <p>Alternative Requirements for Home-Schooled Students and Graduates of Non-Accredited High Schools</p> <p>Applicants from home schools or graduates of non-accredited high schools may validate the Required High School Curriculum in an alternative way. SAT scores and satisfactory documentation of equivalent competence in each of the areas at the college- preparatory level may be used in lieu of the FI and Required High School Curriculum unit requirements.</p> <p>A student whose SAT Total score (Critical Reading plus Mathematics) on the old SAT (administered prior to March 2016), or equivalent on the new SAT or ACT, is at or above the average SAT score of the previous year's fall semester first-time freshmen admitted to the USG institution to which he/she is applying and who has completed the equivalent of each of the areas as documented by the portfolio of work and/or other evidence that substantiates completion of the Required High School Curriculum qualifies for consideration for admission.</p> <p>Students in this category must also meet the minimum SAT/ACT score requirements for the sector to which they are applying, as outlined in Policy 4.2.1.1, Freshman Requirements.</p> <p>Applicants who achieve designated scores on each of the following SAT Subject Tests in an area will be considered to have demonstrated equivalent competence and do not need to submit additional documentation in that area: English Literature, Math Level 1 or Math Level 2 U.S. History, World History, Biology E/M, and Chemistry or Physics.</p> <p>Students admitted in this category with satisfactory documentation of competence in all areas will not be counted in the institution's Limited Admissions (including Presidential Exceptions) category. Those with qualifying SAT scores and documentation of</p>
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<p>partial completion of the Required High School Curriculum may be admitted on the same basis and with the same conditions as other students with deficiencies.</p> <p>Admission of Students with Outstanding Scores Students who demonstrate very high academic ability by achieving a SAT Total score (Critical Reading plus Mathematics) on the old SAT (administered prior to March 2016), or equivalent on the new SAT or ACT, in the upper five percent (5%) of national college-bound seniors according to the most recent report from the College Board and who show other evidence of college readiness may be admitted under this section.</p> <p>Institutions must carefully evaluate such students to determine their ability to benefit from college coursework. Students admitted in this section will not count in an institution's Limited Admissions exceptions.</p> <p>Admission of International Students Freshman international students may be admitted in another admissions category or may be admitted in a separate category for international students under established USG procedures. If these students do not meet the alternative USG admission procedures, they might be considered as Presidential Exceptions.</p> <p>Admission of Students with Disabilities Because the core curriculum of each institution requires students to complete college-level courses in English, mathematics, social science, and science, all students must complete the Required High School Curriculum in these areas. Students with disabilities that preclude the acquisition of a foreign language may petition for admission without this requirement according to procedures established by the USG.</p> <p>Students with disabilities are expected to meet the sector's minimum SAT or ACT score requirements, but should request the appropriate testing accommodations from the agencies administering the SAT or ACT.</p>	<p>partial completion of the Required High School Curriculum may be admitted on the same basis and with the same conditions as other students with deficiencies.</p> <p>Admission of Students with Outstanding Scores Students who demonstrate very high academic ability by achieving a SAT Total score (Critical Reading plus Mathematics) on the old SAT (administered prior to March 2016), or equivalent on the new SAT or ACT, in the upper five percent (5%) of national college-bound seniors according to the most recent report from the College Board and who show other evidence of college readiness may be admitted under this section.</p> <p>Institutions must carefully evaluate such students to determine their ability to benefit from college coursework. Students admitted in this section will not count in an institution's Limited Admissions exceptions.</p> <p>Admission of International Students Freshman international students may be admitted in another admissions category or may be admitted in a separate category for international students under established USG procedures. If these students do not meet the alternative USG admission procedures, they might be considered as Presidential Exceptions.</p> <p>Admission of Students with Disabilities Because the core curriculum of each institution requires students to complete college-level courses in English, mathematics, social science, and science, all students must complete the Required High School Curriculum in these areas. Students with disabilities that preclude the acquisition of a foreign language may petition for admission without this requirement according to procedures established by the USG.</p> <p>Students with disabilities are expected to meet the sector's minimum SAT or ACT score requirements, but should request the appropriate testing accommodations from the agencies administering the SAT or ACT.</p>
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<p>Dual Enrollment/Joint Enrollment/Early Admission of High School Students The USG recognizes the need to provide academically talented high school students with opportunities for acceleration of their formal academic programs. This recognition has led to the development of three organized programs:</p> <ol style="list-style-type: none"> 1. A dual enrollment program in which a student, while continuing his/her enrollment in high school, enrolls in a course(s) for both high school and college credit. 2. A joint enrollment program in which a student, while continuing his/her enrollment in high school as a junior or senior, enrolls in courses for college credit. 3. An early admissions program in which the student enrolls as a full-time college student following completion of the junior year in high school. <p>The minimum admissions standards for the dual enrollment, joint enrollment, and early admissions programs have been developed to allow certain students to receive both high school and college credit for some courses. Procedures for admission, course selection, and instruction can be found in Section 3.0 of the Academic Affairs Handbook.</p> <p>Residential Programs The USG offers residential programs for gifted, talented, and motivated students at two institutions: the Advanced Academy of Georgia at the University of West Georgia, and the Georgia Academy of Mathematics, Engineering, and Sciences at Middle Georgia State University. Admissions and program requirements are established by the individual institutions.</p> <p>Early College Early Colleges enhance students' opportunities to accelerate their education by participating in a joint high school/college program. Each Early College represents an approved partnership between a Georgia public school system and a USG institution. Students in USG-recognized Early</p>	<p>Dual Enrollment/Joint Enrollment/Early Admission of High School Students The USG recognizes the need to provide academically talented high school students with opportunities for acceleration of their formal academic programs. This recognition has led to the development of three organized programs:</p> <ol style="list-style-type: none"> 1. A dual enrollment program in which a student, while continuing his/her enrollment in high school, enrolls in a course(s) for both high school and college credit. 2. A joint enrollment program in which a student, while continuing his/her enrollment in high school as a junior or senior, enrolls in courses for college credit. 3. An early admissions program in which the student enrolls as a full-time college student following completion of the junior year in high school. <p>The minimum admissions standards for the dual enrollment, joint enrollment, and early admissions programs have been developed to allow certain students to receive both high school and college credit for some courses. Procedures for admission, course selection, and instruction can be found in Section 3.0 of the Academic Affairs Handbook.</p> <p>Residential Programs The USG offers residential programs for gifted, talented, and motivated students at two institutions: the Advanced Academy of Georgia at the University of West Georgia, and the Georgia Academy of Mathematics, Engineering, and Sciences at Middle Georgia State University. Admissions and program requirements are established by the individual institutions.</p> <p>Early College Early Colleges enhance students' opportunities to accelerate their education by participating in a joint high school/college program. Each Early College represents an approved partnership between a Georgia public school system and a USG institution. Students in USG-recognized Early</p>
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<p>Colleges are eligible for enrollment in college courses while they are enrolled in the Early College.</p> <p>(BoR Minutes, Sept. 2014; Aug. 2014; Nov. 2016)</p>	<p>Colleges are eligible for enrollment in college courses while they are enrolled in the Early College.</p> <p>(BoR Minutes, Sept. 2014; Aug. 2014; Nov. 2016)</p>
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Current Board Policy 4.2.1.4 Non-Traditional Students	Proposed Board Policy 4.2.1.4 Non-Traditional Students
<p>In order to make the USG more accessible to citizens who are not of traditional college-going age and to encourage a higher proportion of Georgians to benefit from life-long learning, institutions may admit as many non-traditional students as is appropriate based on institutional mission, academic programs, and success in retaining and graduating non-traditional students.</p> <p>The number of non-traditional students an institution enrolls will not be counted against the percent of Limited Admissions allowed each institution. Institutions may set additional criteria for admission of non-traditional students.</p> <p>Non-Traditional Freshmen Non-traditional freshmen are defined as individuals who meet all of the following criteria:</p> <ol style="list-style-type: none"> 1. Have been out of high school at least five years and whose high school class graduated at least five years ago; 2. Hold a high school diploma from an accredited or approved high school as specified in Section 4.2.1.1 of this Policy Manual or have satisfactorily completed the GED; and, 3. Have earned fewer than 30 transferable semester credit hours. <p>All non-traditional freshmen must be evaluated for Learning Support status in English (reading/writing) and mathematics using USG placement criteria (see Academic and Student Affairs 2.9.1).</p> <p>For students transferring from a Southern Association of Colleges and Schools Commission</p>	<p>In order to make the USG more accessible to citizens who are not of traditional college-going age and to encourage a higher proportion of Georgians to benefit from life-long learning, institutions may admit as many non-traditional students as is appropriate based on institutional mission, academic programs, and success in retaining and graduating non-traditional students.</p> <p>The number of non-traditional students an institution enrolls will not be counted against the percent of Limited Admissions allowed each institution. Institutions may set additional criteria for admission of non-traditional students.</p> <p>Non-Traditional Freshmen Non-traditional freshmen are defined as individuals who meet all of the following criteria:</p> <ol style="list-style-type: none"> 1. Have been out of high school at least five years and whose high school class graduated at least five years ago; 2. Hold a high school diploma from an accredited or approved high school as specified in Section 4.2.1.1 of this Policy Manual or have satisfactorily completed the GED a state-issued high school equivalency certificate or diploma earned through the successful completion of a high school equivalency test approved by the BoR; and, 3. Have earned fewer than 30 transferable semester credit hours. <p>All non-traditional freshmen must be evaluated for Learning Support status in English (reading/writing) and mathematics using USG placement criteria (see Academic and Student Affairs 2.9.1).</p> <p>For students transferring from a Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accredited TCSG college,</p>

<p>on Colleges (SACSCOC) accredited TCSG college, comparable scores from the TCSG college may be used according to guidelines issued by the USG chief academic officer.</p> <p>As an alternative, an institution may allow non-traditional freshmen who have within the past seven (7) years posted SAT scores of at least 500 in both Critical Reading and Mathematics on the old SAT (administered prior to March 2016), or equivalent on the new SAT, or ACT scores of at least 21 on both English and Mathematics to exempt the placement test.</p> <p>Non-Traditional Transfers Non-traditional transfer students are defined as individuals who meet all of the following criteria:</p> <ol style="list-style-type: none"> 1. Have been out of high school at least five years or whose high school class graduated at least five (5) years ago; and, 2. Have earned thirty (30) or more transferable hours of college credit, as defined in Section 4.2.1.1 of this Policy Manual. <p>A non-traditional transfer student can be admitted, according to the institution's policy, if his/her transfer GPA is below the transfer standard for the institution's sector. These students do not count against the number of Limited Admissions allowed for transfer students at that institution. Institutions should require placement evaluation as appropriate.</p> <p>(BoR Minutes, Aug. 2014; Nov. 2016)</p>	<p>comparable scores from the TCSG college may be used according to guidelines issued by the USG chief academic officer.</p> <p>As an alternative, an institution may allow non-traditional freshmen who have within the past seven (7) years posted SAT scores of at least 500 in both Critical Reading and Mathematics on the old SAT (administered prior to March 2016), or equivalent on the new SAT, or ACT scores of at least 21 on both English and Mathematics to exempt the placement test.</p> <p>Non-Traditional Transfers Non-traditional transfer students are defined as individuals who meet all of the following criteria:</p> <ol style="list-style-type: none"> 1. Have been out of high school at least five years or whose high school class graduated at least five (5) years ago; and, 2. Have earned thirty (30) or more transferable hours of college credit, as defined in Section 4.2.1.1 of this Policy Manual. <p>A non-traditional transfer student can be admitted, according to the institution's policy, if his/her transfer GPA is below the transfer standard for the institution's sector. These students do not count against the number of Limited Admissions allowed for transfer students at that institution. Institutions should require placement evaluation as appropriate.</p> <p>(BoR Minutes, Aug. 2014; Nov. 2016)</p>
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Current Board Policy 4.2.2.5 Admission of Auditors	Proposed Board Policy 4.2.2.5 Admission of Auditors
<p>4.2.2.5 Admission of Auditors</p> <p>Students who submit evidence of graduation from a high school, as specified in Section 4.2.1.1 of this Policy Manual, or a GED certificate may register as auditors. Under extraordinary circumstances, the president may waive the requirement of high school diploma or equivalent. Students registered as auditors shall be required to pay the regular tuition and fees for enrollment.</p>	<p>4.2.2.5 Admission of Auditors</p> <p>Students who submit evidence of graduation from a high school, as specified in Section 4.2.1.1 of this Policy Manual, or a GED certificate have a state-issued high school equivalency certificate or diploma earned through the successful completion of a high school equivalency test approved by the BoR, may register as auditors. Under extraordinary circumstances, the president may waive the requirement of high school diploma or equivalent. Students registered as auditors shall be required to pay the regular tuition and fees for enrollment.</p>

11. 7.3.4.1 Out-of-State Tuition and Fee Waivers

Abstract: The Department of Veterans Affairs (VA) audited USG's policy language on Out-of-State Tuition and Fee Waivers. The VA recommended that additional language be included in the policy to ensure compliance with current legislation.

Current Board Policy 7.3.4.1 Out-of-State Tuition Waivers	Proposed Board Policy 7.3.4.1 Out-of-State Tuition Waivers
<p>Military</p> <ol style="list-style-type: none"> 1. Active duty military personnel, their spouses, and their dependent children who meet one of the following: <ol style="list-style-type: none"> A. The military sponsor is currently stationed in or assigned to Georgia; or, B. military sponsor previously stationed in or assigned to Georgia is reassigned outside of Georgia, and the student(s) remain(s) continuously enrolled in a Georgia high school, Technical College System of Georgia institution, and/or a University System of Georgia institution; or, C. The military sponsor is reassigned outside of Georgia and the spouse and dependent children remain in Georgia; or, D. The military sponsor is stationed in a state contiguous to the Georgia border and reside in Georgia; or E. Dependent children of a military sponsor, previously stationed in or assigned to Georgia within the previous five years, and/or the child completed at least one year of high school in Georgia; or, F. Any student utilizing VA educational benefits transferred from a currently serving military member is also eligible. 2. Active members of the Georgia National Guard stationed or assigned to Georgia or active members of a unit of the U.S. 	<p>Military</p> <ol style="list-style-type: none"> 1. Active duty military personnel, their spouses, and their dependent children who meet one of the following: <ol style="list-style-type: none"> A. The military sponsor is currently stationed in or assigned to Georgia; or, B. military sponsor previously stationed in or assigned to Georgia is reassigned outside of Georgia, and the student(s) remain(s) continuously enrolled in a Georgia high school, Technical College System of Georgia institution, and/or a University System of Georgia institution; or, C. The military sponsor is reassigned outside of Georgia and the spouse and dependent children remain in Georgia; or, D. The military sponsor is stationed in a state contiguous to the Georgia border and reside in Georgia; or E. Dependent children of a military sponsor, previously stationed in or assigned to Georgia within the previous five years, and/or the child completed at least one year of high school in Georgia; or, F. Any student utilizing VA educational benefits transferred from a currently serving military member is also eligible, even if the student is no longer a dependent of the transferor. 2. Active members of the Georgia National Guard stationed or assigned to Georgia or

<p>Military Reserves based in Georgia, and their spouses and their dependent children.</p> <p>3. Separated military members from a uniformed military service of the United States who meet one of the following:</p> <ul style="list-style-type: none"> A. Individuals who within thirty-six (36) months of separation from such service, enroll in an academic program and demonstrate intent to become domiciled in Georgia. This waiver may also be granted to their spouses and dependent children. B. Any separated service member or any student utilizing transferred VA educational benefits, and physically residing in the state, who enrolls within one hundred-twenty (120) months of separation is also eligible. <p>(BoR Minutes, June 2004; October 2008; February 2009; October 2013; March 2016)</p>	<p>active members of a unit of the U.S. Military Reserves based in Georgia, and their spouses and their dependent children.</p> <p>3. Separated military members from a uniformed military service of the United States who meet one of the following:</p> <ul style="list-style-type: none"> A. Individuals who within thirty-six (36) months of separation from such service, enroll in an academic program and demonstrate intent to become domiciled in Georgia. This waiver may also be granted to their spouses and dependent children. B. Any separated service member or any student utilizing transferred VA educational benefits, and physically residing in the state, who enrolls within one hundred-twenty (120) months of separation is also eligible. C. Any individual as described in 38 U.S.C. 3679(c). <p>(BoR Minutes, June 2004; October 2008; February 2009; October 2013; March 2016: May 2017)</p>
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12. **a. Establishment of the J. Harold Harrison, M.D., Distinguished University Chair in Medical Oncology, Augusta University**

Recommended: That the Board approve the request of President Brooks Keel that Augusta University (“AU”) be authorized to establish the J. Harold Harrison, M.D., Distinguished University Chair in Medical Oncology, effective May 16, 2017.

Abstract: Augusta University seeks approval to establish the J. Harold Harrison, M.D., Distinguished University Chair in Medical Oncology. The Medical College of Georgia Foundation, Inc. has confirmed that as of April 11, 2017, a fund balance totaling two million dollars (\$2,000,000) was allocated and on deposit to support establishment of this specific, endowed position. The special faculty position was established to provide funding for the recruitment and retention of distinguished physician researchers to the Medical College of Georgia.

Biosketch: Dr. J. Harold Harrison was a graduate of the Medical College of Georgia Class of 1948 and a nationally recognized vascular surgeon. A native of Kite, Georgia, he entered medical school at the Medical College of Georgia (MCG) at the age of 18. After leaving MCG as a physician, Dr. Harrison was a trailblazer in vascular surgery. After retiring from a fifty-year career in medicine, Dr. Harrison began a second career as a cattle farmer in Bartow, Georgia. Upon his death in June 2012, Dr. Harrison and his family donated a transformative endowment gift of \$66 million dollars to the MCG Foundation.

12. **b. Establishment of the Sharon and Matthew Price 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 Sharon and Matthew Price Chair, effective May 16, 2017.

Abstract: Georgia Institute of Technology seeks approval to establish the Sharon and Matthew Price Chair in the Scheller College of Business. The Georgia Tech Foundation, Inc. has confirmed that as of the February 28, 2017 endowment fund report a balance totaling \$1,625,451 was on deposit to support establishment of this endowed position. The Sharon and Matthew Price Chair shall enhance the College’s ability to attract and retain eminent scholars to a senior position of academic leadership.

Biosketch: A graduate of the Georgia Institute of Technology’s College of Management in year 1978, Mr. Matt Price is the President and CEO of the health-care staffing company, Advantage RN, which provides traveling nurses, allied professionals, and physicians to hospitals and other medical facilities. Mr. Price started his career with Bechtel Corporation as a cost-scheduling engineer for power plants and then worked for a software company that was previously a vendor for Bechtel. Mr. Price collaborated with a colleague in the healthcare industry to form Worldwide, which he managed for several years before establishing his own business, Advantage RN. By year 2008, Advantage RN was the twelfth largest staffing company for traveling nurses within the United States with placements in forty-eight states.

12. **b. Establishment of the Julius C. “Bud” Shaw Professorship in Sports, Society, and Technology, Georgia Institute of Technology**

Recommended: That the Board approve the request of President G. P. Peterson that Georgia Institute of Technology (“GIT”) be authorized to establish the Julius C. “Bud” Shaw Professorship in Sports, Society, and Technology, effective May 16, 2017.

Abstract: Georgia Institute of Technology seeks approval to establish the Julius C. “Bud” Shaw Professorship in Sports, Society, and Technology in the School of History and Sociology of the Ivan Allen College of Liberal Arts. The Georgia Tech Foundation, Inc. has confirmed that as of the February 28, 2017 endowment fund report a balance totaling \$765,147 was on deposit to support establishment of this endowed position. The Julius C. “Bud” Shaw Professorship shall enhance the School’s ability to attract and retain eminent teacher-scholars to this position of academic leadership with a preference for the field of sports, society, and technology.

Biosketch: The professorship is supported through the generosity of Julius C. “Bud” Shaw. Mr. Shaw received his Bachelor of Science in Textile Engineering degree from the Georgia Institute of Technology in 1950. Between years 1952 and 1964, Mr. Shaw worked in a variety of capacities and at several companies within the carpet industry including Rocky Creek Mills, the carpet yarn division of Marion, Star Finishing Company, J. P. Stevens Company, and Dan River Carpets. Mr. Shaw founded Sabre Carpets in 1968 and merged the interests of Start Finishing and Sabre/Philadelphia into Shaw Industries, Inc., where he served as Chair until year 1996 when he retired as Chair Emeritus. Between years 1968 and the present, Shaw Industries, Inc., has grown to be the world’s largest carpet manufacturing company.

12. **c. Establishment of the Synovus Director of the Institute for Leadership Advancement, University of Georgia**

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to establish the Synovus Director of the Institute for Leadership Advancement, effective May 16, 2017.

Abstract: The University of Georgia seeks approval to establish the Synovus Director of the Institute for Leadership Advancement within the Terry College of Business. Affiliated organizations and the Terry College of Business have executed an addendum to divide the original Synovus Chair in Servant Leadership into two named positions, the Synovus Chair in Servant Leadership and separately, the Synovus Director of the Institute for Leadership Advancement. The University of Georgia Foundation has confirmed that as of the period ending April 11, 2017, a fund balance totaling \$1,357,419 was on deposit to support establishment of this position. The Directorship fund was established using forty-five percent of the balance in the original Synovus Chair account. The purpose of the Synovus Director of the Institute for Leadership Advancement will be to support the administrative, development, and teaching roles of the Institute for Leadership Advancement. Support will be provided through supplemental salary, research and/or teaching assistance as needed but not otherwise available, and to cover professional travel, memberships, and other expenses incurred that enhance the effectiveness of the Directorship beyond those resources provided by the University of Georgia.

Biosketch: The Bradley-Turner Foundation is the original funding source and philanthropist of this fund agreement and is located in Columbus, Georgia. The position is named in honor of the Synovus Corporation, which has a reputation for its practice of servant leadership. Members of the Turner family have been active in higher education in several ways. Mr. William B. Turner, trustee of the Bradley-Turner Foundation, is a past member of the University System Board of Regents. Similarly, Mr. William B. Turner, Jr., a 1997 alumnus of the University of Georgia with a Bachelor of Business Administration degree, is a former member of the Bradley-Turner Foundation, an emeritus trustee of the University of Georgia Foundation, and a former member of the Terry College Board of Overseers.

13. Named Faculty 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 in this month.

Institution Name: Augusta University

Faculty's name: Dr. Anand P. Jillella

Chair/Professorship Name: J. Harold Harrison, MD, Distinguished University Chair in Medical Oncology

Institution Name: Georgia Institute of Technology

Faculty's name: Dr. Yu "Jeffrey" Hu

Chair/Professorship Name: Sharon A. and David B. Pearce Professorship I

Institution Name: Georgia Institute of Technology

Faculty's name: Dr. Christina Shalley

Chair/Professorship Name: Sharon and Matthew Price Chair

Institution Name: Georgia Institute of Technology

Faculty's name: Dr. Johnny Smith

Chair/Professorship Name: Julius C. "Bud" Shaw Professorship in Sports, Society, and Technology

Institution Name: Georgia Institute of Technology

Faculty's name: Dr. Peter Swire

Chair/Professorship Name: Elizabeth and Thomas Holder Chair

Institution Name: Georgia State University

Faculty's name: Dr. Ivo Tafkov

Chair/Professorship Name: E. Harold Stokes Professorship/KPMG in Accounting

Institution Name: Georgia State University

Faculty's name: Dr. Doug Stevens

Chair/Professorship Name: James E. & Patricia W. Copeland/Deloitte Chair in Accountancy

Institution Name: Georgia State University

Faculty's name: Dr. Yusen Xia

Chair/Professorship Name: Bradford and Patricia Ferrer Professorship in Analytics

Institution Name: Georgia State University

Faculty's name: Dr. Vincent Yao

Chair/Professorship Name: Association for Real Estate Alumni (AREA) Professorship

Institution Name: University of Georgia

Faculty's name: Dr. Robert Schmitz

Chair/Professorship Name: GRA-Lars Ljungdahl Distinguished Investigator

Information Item: Report on USG Peer Institutions

Abstract:

Dr. Angela Bell, the Associate Vice Chancellor for Research and Policy Analysis, will provide a report on the new comparator peer institutions for USG institutions and the process used for selecting them.

Background:

System office personnel in the divisions of Academic Affairs and Research and Policy Analysis have been working with USG campuses since November 2016 to update their peer institution lists that had been in place since 2009. Two types of peers could be identified: comparator and aspirational.

Comparator peers were defined similarly to the 2009 selection process: a college or university similar to a USG institution on a set of defined and observable characteristics, such as mission, size, control, and mix of programs. Comparator peers provide a meaningful comparison group for System Office and institutional benchmarking in areas ranging from student outcomes to fiscal indicators. The selection method employed consisted of a quantitative process for identifying and ranking a set of potential peer institutions and then allowing both further empirical analysis as well as subjective judgments to determine which of those potential peer institutions would be the final set of comparators. The empirical foundation for inclusion in the peer group provided a fair approach to benchmarking across the System. The development of the initial set of potential peers was USG sector specific and was grounded in the Institutional Mission section of the Board of Regents Policy Manual (2.10). The inputs in this analysis were: levels and types of degrees offered, research emphasis, and the population served by the institution. Within sectors, special accommodation was made for institutions with designated unique missions such as being the USG's medical school, liberal arts college, etc.

Aspirational peers are institutions that the USG institution wants to be like on a defined set of characteristics. Aspirational peers are not used in system benchmarking and therefore choosing them was optional for institutions. If it chose to do so, the institution determined its own method for choosing aspirational peers. The only requirement was that institutions provide for each aspirational peer a short justification based in the USG institution's mission within its sector and/or student success. These peers were not formally approved by the System Office but are noted as having been selected as part of the 2016-17 system process.

Procedures for Identifying Peer Institutions

A. Development of Potential Peer Lists

The USG worked with the National Center for Higher Education Management Systems (NCHEMS) to conduct the empirical portion of the peer selection process. NCHEMS has been offering its Comparison Group Selection Service since 1982 and it has been used by hundreds of institutions. NCHEMS utilized 2014-15 federal Integrated Postsecondary Education Data System (IPEDS) data on the universe of colleges and universities in the United States to conduct its analysis and provided data for each USG institution divided into two parts, corresponding to the two stages of analysis. First, there were Selection Criteria, which, if designated by USG staff as important, had to be met by institutions to be included as a potential peer. These criteria were

that peers must be public institutions (except for Georgia Institute of Technology) and in the same Carnegie Classification as the USG institution. The number of potential peers varied by institution.

The second stage of the NCHEMS analysis involved Weighting Criteria that determined a potential peer institution's Distance Score. The Weighting Criteria were: enrollment, population served, share of degrees awarded and programmatic offerings by level, share of degrees awarded in different fields, and research expenditures. The extent to which a potential peer falls in the desired range on the Weighting Criteria was used to develop a Distance Score. The higher the Distance Score, the more dissimilar the potential peer is from the USG institution. The Weighting Criteria used were consistent across the system and the desired ranges set are consistent within sectors except where mission or the institutional value require accommodation.

B. Institutional Selections

Each USG president identified a peer selection liaison in November, 2016 to participate in a sector specific informational webinar (Armstrong State University, Bainbridge State College, and Darton State College were not required to participate). The USG then provided the liaison a set of instructions and their potential comparator institution list, ranked by institutional similarity, with all of the data used in the analysis. USG also provided the liaison the inputs that the USG had submitted to NCHEMS as well as the list of comparator and aspirational peers from 2009 for reference.

USG asked each institution to select and submit **15 comparator peers** from the potential peer list and to provide justifications for selections that were not in the top 25 most similar institutions. Institutions could use whatever process or supplemental data they deemed appropriate for their campus. Institutions were also encouraged to reach out to USG personnel if there were any problems with their potential peer list.

Institutions were given the option of also submitting an aspirational peer list with justifications for each peer based in the institution's mission within its sector and/or student success. Institutions were allowed to use whatever method they desired to select aspirational peers from the universe of U.S. institutions.

C. Institution and System Office Collaboration and Finalization

The System Office worked with institutions that had challenges with their potential peer list by including additional Carnegie Classifications that were similar to the USG institution's designation.

After institutions submitted their selections at the end of January, Academic Affairs and Research and Policy Analysis staff held individual online meetings with each institution to discuss their process, the reasons for their selections, and feedback about the process. Campus representation in these meetings ranged from only the liaison to the entire team involved at the institution. In a few cases, the System Office asked the institution to reconsider specific selections or even to revisit the entire list. In the latter case, the institution was supported with a broadened potential peer list (adding similar Carnegie Classifications) that would provide the opportunity for better matches.

Once consensus was reached between the System Office and institutional team, the comparator peer selections and accompanying data were reviewed by Executive Vice Chancellor of Strategy and Fiscal Affairs Shelley Nickel, Interim Executive Vice Chancellor of Academic Affairs Rob Anderson, and Associate Vice Chancellor for Fiscal Affairs and Budget Director Tracey Cook. A few more revisions were requested of institutions.

Finally, Chancellor Steve Wrigley reviewed and approved the comparator peer selections. These are provided in the appendix that follows.

Appendix 1. USG Institution Comparator Peer Lists**Research Institutions****Augusta University****Institution**

Stony Brook University
 University at Buffalo
 University of Alabama at Birmingham
 University of Colorado Denver
 University of Iowa
 University of Kansas
 University of Louisville
 University of Mississippi
 University of Missouri-Kansas City
 University of Nevada-Reno
 University of New Mexico-Main Campus
 University of North Dakota
 University of Toledo
 Virginia Commonwealth University
 Wayne State University

City

Stony Brook
 Buffalo
 Birmingham
 Denver
 Iowa City
 Lawrence
 Louisville
 University
 Kansas City
 Reno
 Albuquerque
 Grand Forks
 Toledo
 Richmond
 Detroit

State

NY
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 NV
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 ND
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 MI

Georgia Institute of Technology**Institution**

California Institute of Technology
 Carnegie Mellon University
 Cornell University
 Massachusetts Institute of Technology
 Pennsylvania State University-Main Campus
 Purdue University-Main Campus
 Stanford University
 Texas A & M University-College Station
 The University of Texas at Austin
 University of California-Berkeley
 University of California-Los Angeles
 University of Illinois at Urbana-Champaign
 University of Michigan-Ann Arbor
 University of Washington-Seattle Campus
 University of Wisconsin-Madison

City

Pasadena
 Pittsburgh
 Ithaca
 Cambridge
 University Park
 West Lafayette
 Stanford
 College Station
 Austin
 Berkeley
 Los Angeles
 Champaign
 Ann Arbor
 Seattle
 Madison

State

CA
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Georgia State University**Institution**

Bunker Hill Community College
 Community College of Rhode Island
 Cuyahoga Community College District
 Florida International University
 Indiana University-Purdue University-Indianapolis
 Saint Louis Community College
 Stony Brook University
 Temple University
 The Community College of Baltimore County
 The University of Texas at Arlington
 The University of Texas at San Antonio
 University at Buffalo
 University of California-Riverside
 University of Central Florida
 University of Houston
 University of Louisville
 University of Memphis
 University of New Mexico-Main Campus
 Virginia Commonwealth University
 Wayne State University

City

Boston
 Warwick
 Cleveland
 Miami
 Indianapolis
 Saint Louis
 Stony Brook
 Philadelphia
 Baltimore
 Arlington
 San Antonio
 Buffalo
 Riverside
 Orlando
 Houston
 Louisville
 Memphis
 Albuquerque
 Richmond
 Detroit

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University of Georgia**Institution**

Indiana University-Bloomington
 Iowa State University
 Michigan State University
 North Carolina State University at Raleigh
 Ohio State University-Main Campus
 Purdue University-Main Campus
 Stony Brook University
 University of Arizona
 University of California-Davis
 University of Florida
 University of Iowa
 University of Kentucky
 University of Maryland-College Park
 University of Missouri-Columbia
 Virginia Polytechnic Institute and State Univ.

City

Bloomington
 Ames
 East Lansing
 Raleigh
 Columbus
 West Lafayette
 Stony Brook
 Tucson
 Davis
 Gainesville
 Iowa City
 Lexington
 College Park
 Columbia
 Blacksburg

State

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Comprehensive Institutions**Georgia Southern University****Institution**

Boise State University
 California State University-Fresno
 East Tennessee State University
 Eastern Michigan University
 Indiana State University
 Indiana University of Pennsylvania-Main Campus
 Louisiana Tech University
 Middle Tennessee State University
 Montclair State University
 Oakland University
 Sam Houston State University
 San Francisco State University
 Texas A & M University-Corpus Christi
 University of Arkansas at Little Rock
 University of Nebraska at Omaha

City

Boise
 Fresno
 Johnson City
 Ypsilanti
 Terre Haute
 Indiana
 Ruston
 Murfreesboro
 Montclair
 Rochester Hills
 Huntsville
 San Francisco
 Corpus Christi
 Little Rock
 Omaha

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Kennesaw State University**Institution**

Boise State University
 California State University-Fresno
 California State University-Fullerton
 East Tennessee State University
 Eastern Michigan University
 Georgia Southern University
 Indiana State University
 Indiana University of Pennsylvania-Main Campus
 Louisiana Tech University
 Middle Tennessee State University
 Oakland University
 Sam Houston State University
 San Francisco State University
 Tennessee Technological University
 University of Nebraska at Omaha

City

Boise
 Fresno
 Fullerton
 Johnson City
 Ypsilanti
 Statesboro
 Terre Haute
 Indiana
 Ruston
 Murfreesboro
 Rochester Hills
 Huntsville
 San Francisco
 Cookeville
 Omaha

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University of West Georgia**Institution**

Central Connecticut State University
 Florida Gulf Coast University
 Georgia Southern University
 Indiana State University
 Kean University
 Kennesaw State University
 Sam Houston State University
 Southern Connecticut State University
 Stephen F Austin State University
 University of Central Arkansas
 University of Colorado Colorado Springs
 University of Nebraska at Omaha
 University of North Florida
 Valdosta State University
 Western Illinois University

City

New Britain
 Fort Myers
 Statesboro
 Terre Haute
 Union
 Kennesaw
 Huntsville
 New Haven
 Nacogdoches
 Conway
 Colorado Springs
 Omaha
 Jacksonville
 Valdosta
 Macomb

State

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Valdosta State University**Institution**

Eastern Kentucky University
 Indiana University-Purdue University-Fort Wayne
 Morehead State University
 Murray State University
 Northeastern Illinois University
 Saint Cloud State University
 Sam Houston State University
 Southeast Missouri State University
 Southeastern Louisiana University
 Stephen F Austin State University
 The University of West Florida
 University of Central Arkansas
 University of Central Missouri
 University of West Georgia
 Western Carolina University

City

Richmond
 Fort Wayne
 Morehead
 Murray
 Chicago
 Saint Cloud
 Huntsville
 Cape Girardeau
 Hammond
 Nacogdoches
 Pensacola
 Conway
 Warrensburg
 Carrollton
 Cullowhee

State

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State Universities**Albany State University**

<u>Institution</u>	<u>City</u>	<u>State</u>
Arizona State University-West	Glendale	AZ
California State University-San Marcos	San Marcos	CA
Cameron University	Lawton	OK
Chicago State University	Chicago	IL
Clayton State University	Morrow	GA
Dixie State University	Saint George	UT
Fayetteville State University	Fayetteville	NC
Indiana University-South Bend	South Bend	IN
Midwestern State University	Wichita Falls	TX
Minnesota State University Moorhead	Moorhead	MN
Norfolk State University	Norfolk	VA
Northern Michigan University	Marquette	MI
University of Arkansas at Monticello	Monticello	AR
Washburn University	Topeka	KS
Western New Mexico University	Silver City	NM

Clayton State University

<u>Institution</u>	<u>City</u>	<u>State</u>
Alabama State University	Montgomery	AL
Cameron University	Lawton	OK
Chicago State University	Chicago	IL
Colorado State University-Pueblo	Pueblo	CO
Delaware State University	Dover	DE
Fayetteville State University	Fayetteville	NC
Henderson State University	Arkadelphia	AR
Indiana University-Northwest	Gary	IN
Indiana University-South Bend	South Bend	IN
Louisiana State University-Shreveport	Shreveport	LA
Minot State University	Minot	ND
Norfolk State University	Norfolk	VA
The University of Texas of the Permian Basin	Odessa	TX
Virginia State University	Petersburg	VA
Western Oregon University	Monmouth	OR

Columbus State University**Institution**

Angelo State University
 Auburn University at Montgomery
 Clarion University of Pennsylvania
 Eastern Kentucky University
 Frostburg State University
 Murray State University
 New Jersey City University
 Northeastern Illinois University
 Northern Kentucky University
 Northwest Missouri State University
 Northwestern State University of Louisiana
 The University of Texas at Tyler
 University of Central Arkansas
 University of Michigan-Dearborn
 University of North Alabama

City

San Angelo
 Montgomery
 Clarion
 Richmond
 Frostburg
 Murray
 Jersey City
 Chicago
 Highland Heights
 Maryville
 Natchitoches
 Tyler
 Conway
 Dearborn
 Florence

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Fort Valley State University**Institution**

Alcorn State University
 Chicago State University
 Concord University
 Coppin State University
 Fairmont State University
 Fayetteville State University
 Francis Marion University
 Langston University
 Lincoln University
 Mansfield University of Pennsylvania
 Norfolk State University
 South Carolina State University
 University of the Virgin Islands
 Virginia State University
 Winston-Salem State University

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Alcorn State
 Chicago
 Athens
 Baltimore
 Fairmont
 Fayetteville
 Florence
 Langston
 Jefferson City
 Mansfield
 Norfolk
 Orangeburg
 Charlotte Amalie
 Petersburg
 Winston-Salem

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Georgia College and State University**Institution**

Eastern Connecticut State University
 Longwood University
 Morehead State University
 Murray State University
 Radford University
 Ramapo College of New Jersey
 SUNY College at Geneseo
 Truman State University
 University of Mary Washington
 University of Montevallo
 University of North Carolina at Asheville
 University of Wisconsin-Eau Claire
 University of Wisconsin-La Crosse
 University of Wisconsin-Stevens Point
 Winthrop University

City

Willimantic
 Farmville
 Morehead
 Murray
 Radford
 Mahwah
 Geneseo
 Kirksville
 Fredericksburg
 Montevallo
 Asheville
 Eau Claire
 La Crosse
 Stevens Point
 Rock Hill

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Georgia Southwestern State University**Institution**

Clayton State University
 Eastern New Mexico University-Main Campus
 Francis Marion University
 Henderson State University
 Indiana University-East
 Indiana University-Northwest
 Lock Haven University
 Longwood University
 Midwestern State University
 Minot State University
 Northwestern Oklahoma State University
 Southeastern Oklahoma State University
 SUNY at Fredonia
 University of South Florida-Sarasota-Manatee
 Western Connecticut State University

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 Florence
 Arkadelphia
 Richmond
 Gary
 Lock Haven
 Farmville
 Wichita Falls
 Minot
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 Fredonia
 Sarasota
 Danbury

State

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Middle Georgia State University**Institution**

Colorado Mesa University
 Daytona State College
 Eastern Connecticut State University
 Fairmont State University
 Farmingdale State College
 Indian River State College
 Missouri Western State University
 Pennsylvania State University-Penn State Altoona
 Purdue University-North Central Campus
 Shawnee State University
 University of Arkansas-Fort Smith
 University of Houston-Downtown
 University of South Carolina-Upstate
 University of Wisconsin-Green Bay
 University of Wisconsin-Stevens Point

City

Grand Junction
 Daytona Beach
 Willimantic
 Fairmont
 Farmingdale
 Fort Pierce
 Saint Joseph
 Altoona
 Westville
 Portsmouth
 Fort Smith
 Houston
 Spartanburg
 Green Bay
 Stevens Point

State

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Savannah State University**Institution**

Bemidji State University
 California State University-Channel Islands
 Christopher Newport University
 Coppin State University
 Eastern Connecticut State University
 Elizabeth City State University
 Fairmont State University
 Fort Valley State University
 Francis Marion University
 Lincoln University
 SUNY College at Old Westbury
 University of Hawaii at Hilo
 University of Houston-Downtown
 University of North Texas at Dallas
 University of the Virgin Islands

City

Bemidji
 Camarillo
 Newport News
 Baltimore
 Willimantic
 Elizabeth City
 Fairmont
 Fort Valley
 Florence
 Jefferson City
 Old Westbury
 Hilo
 Houston
 Dallas
 Charlotte Amalie

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University of North Georgia**Institution**

Arkansas Tech University
 Austin Peay State University
 Bloomsburg University of Pennsylvania
 Eastern Kentucky University
 Eastern Washington University
 Ferris State University
 Florida Gulf Coast University
 Indiana University-Purdue University-Fort Wayne
 Minnesota State University-Mankato
 Morehead State University
 Saint Cloud State University
 University of North Florida
 University of Wisconsin-La Crosse
 Weber State University
 Youngstown State University

City

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 Clarksville
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 Fort Myers
 Fort Wayne
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 Youngstown

State

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State Colleges**Abraham Baldwin Agricultural College****Institution**

College of Coastal Georgia
 Dalton State College
 Dixie State University
 Gordon State College
 Great Basin College
 Kent State University at Salem
 Morrisville State College
 Oklahoma Panhandle State University
 Pennsylvania State University-Penn State Altoona
 Pennsylvania State University-Penn State Mont Alto
 SUNY College of Agriculture and Technology at Cobleskill
 University of Arkansas at Monticello
 University of Minnesota-Crookston
 Vermont Technical College
 West Virginia University at Parkersburg

City

Brunswick
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 Saint George
 Barnesville
 Elko
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 Morrisville
 Goodwell
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 Mont Alto
 Cobleskill
 Monticello
 Crookston
 Randolph Center
 Parkersburg

State

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Atlanta Metropolitan State College**Institution**

Abraham Baldwin Agricultural College
 East Georgia State College
 Georgia Highlands College
 Gordon State College
 Housatonic Community College
 Kent State University at Stark
 Kent State University at Trumbull
 Lake-Sumter State College
 Oklahoma State University-Oklahoma City
 Prince George's Community College
 Roxbury Community College
 Seattle Central College
 South Florida State College
 South Georgia State College
 Tallahassee Community College

City

Tifton
 Swainsboro
 Rome
 Barnesville
 Bridgeport
 Canton
 Warren
 Leesburg
 Oklahoma City
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 Roxbury Crossing
 Seattle
 Avon Park
 Douglas
 Tallahassee

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College of Coastal Georgia**Institution**

Abraham Baldwin Agricultural College
 CUNY Medgar Evers College
 Dalton State College
 Dixie State University
 Farmingdale State College
 Glenville State College
 Gordon State College
 Lewis-Clark State College
 Louisiana State University-Alexandria
 Pennsylvania College of Technology
 Pennsylvania State University-Penn State Abington
 Rogers State University
 University of Arkansas-Fort Smith
 University of Maine at Augusta
 West Virginia University at Parkersburg

City

Tifton
 Brooklyn
 Dalton
 Saint George
 Farmingdale
 Glenville
 Barnesville
 Lewiston
 Alexandria
 Williamsport
 Abington
 Claremore
 Fort Smith
 Augusta
 Parkersburg

State

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Dalton State College**Institution**

College of Coastal Georgia
 CUNY Medgar Evers College
 Dixie State University
 Georgia Gwinnett College
 Gordon State College
 Indiana University-Kokomo
 Lewis-Clark State College
 Missouri Southern State University
 Nevada State College
 Northwest Florida State College
 Pennsylvania College of Technology
 Rogers State University
 SUNY College of Technology at Canton
 University of Arkansas-Fort Smith
 West Virginia University at Parkersburg

City

Brunswick
 Brooklyn
 Saint George
 Lawrenceville
 Barnesville
 Kokomo
 Lewiston
 Joplin
 Henderson
 Niceville
 Williamsport
 Claremore
 Canton
 Fort Smith
 Parkersburg

State

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East Georgia State College**Institution**

Atlanta Metropolitan State College
 Bismarck State College
 Centralia College
 Clover Park Technical College
 Columbia Basin College
 Florida Gateway College
 Georgia Highlands College
 Kent State University at Ashtabula
 Kent State University at Tuscarawas
 Lake-Sumter State College
 Ohio University-Chillicothe Campus
 Ohio University-Eastern Campus
 Santa Fe College
 South Georgia State College
 Yakima Valley Community College

City

Atlanta
 Bismarck
 Centralia
 Lakewood
 Pasco
 Lake City
 Rome
 Ashtabula
 New Philadelphia
 Leesburg
 Chillicothe
 Saint Clairsville
 Gainesville
 Douglas
 Yakima

State

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Georgia Gwinnett College**Institution**

California State University-Channel Islands
 California State University-Monterey Bay
 California State University-San Marcos
 Colorado Mesa University
 CUNY York College
 Farmingdale State College
 Fayetteville State University
 Missouri Western State University
 Norfolk State University
 University of Houston-Downtown
 University of Puerto Rico-Mayaguez
 University of South Carolina-Upstate
 University of Wisconsin-Eau Claire
 Virginia State University
 Winston-Salem State University

City

Camarillo
 Seaside
 San Marcos
 Grand Junction
 Jamaica
 Farmingdale
 Fayetteville
 Saint Joseph
 Norfolk
 Houston
 Mayaguez
 Spartanburg
 Eau Claire
 Petersburg
 Winston-Salem

State

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Georgia Highlands College**Institution**

Atlanta Metropolitan State College
 Bismarck State College
 Columbia Basin College
 Darton State College
 East Georgia State College
 Gulf Coast State College
 Kent State University at Stark
 Lake Michigan College
 Lake-Sumter State College
 Midland College
 Northwestern Michigan College
 Oklahoma State University-Oklahoma City
 Seattle Central College
 Snow College
 University of Cincinnati-Blue Ash College

City**State**

Atlanta GA
 Bismarck ND
 Pasco WA
 Albany GA
 Swainsboro GA
 Panama City FL
 Canton OH
 Benton Harbor MI
 Leesburg FL
 Midland TX
 Traverse City MI
 Oklahoma City OK
 Seattle WA
 Ephraim UT
 Blue Ash OH

Gordon State College**Institution**

Abraham Baldwin Agricultural College
 Chipola College
 College of Coastal Georgia
 Dalton State College
 Dixie State University
 Indian River State College
 Kent State University at Salem
 Morrisville State College
 Northern New Mexico College
 Ohio State University-Mansfield Campus
 Ohio State University-Newark Campus
 Pennsylvania State University-Penn State Mont Alto
 SUNY College of Technology at Delhi
 University of Arkansas at Monticello
 West Virginia University at Parkersburg

City**State**

Tifton GA
 Marianna FL
 Brunswick GA
 Dalton GA
 Saint George UT
 Fort Pierce FL
 Salem OH
 Morrisville NY
 Espanola NM
 Mansfield OH
 Newark OH
 Mont Alto PA
 Delhi NY
 Monticello AR
 Parkersburg WV

South Georgia State College**Institution**

Atlanta Metropolitan State College

Bellevue College

Bismarck State College

Columbia Basin College

East Georgia State College

Georgia Highlands College

Jackson College

Kent State University at Stark

Ohio University-Lancaster Campus

Potomac State College of West Virginia University

Santa Fe College

Seattle Central College

Snow College

University of Cincinnati-Blue Ash College

University of Hawaii Maui College

City

Atlanta

Bellevue

Bismarck

Pasco

Swainsboro

Rome

Jackson

Canton

Lancaster

Keyser

Gainesville

Seattle

Ephraim

Blue Ash

Kahului

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AGENDA
COMMITTEE ON ORGANIZATION & LAW

May 16, 2017

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APPROVAL ITEM

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INFORMATION ITEM

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| 2. Executive Session | 2 |
|----------------------|---|

1. Mutual Aid Agreement: Columbus State University

Columbus State University seeks the Board of Regents' approval to enter into mutually beneficial emergency management services with the City of Columbus Police Department and Muscogee County Sheriff's Department.

2. Executive Session

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

AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK AND COMPLIANCE

May 16, 2017

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INFORMATION ITEM

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APPROVAL ITEM

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AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK AND COMPLIANCE

May 16, 2017

1. Kennesaw State University: Corrective Action Plan from President Sam Olens

During the March 2017 Board meeting, the Office of Internal Audit addressed observations made during a recently completed presidential transition audit at Kennesaw State University (KSU).

The observations addressed the relationships between the university and foundations, athletic department operations, payroll operations, and time and attendance. President Sam Olens of KSU has been requested to attend the May 2017 Board meeting and provide corrective action plans for resolving audit observations. In addition, President Olens will also provide the corrective action plans for resolving observations identified by Internal Audit during the Dining Services Audit completed during July 2016.

2. Approval Item: Internal Audit Rolling Audit Plan (July 2017 – December 2018)

Overview: Internal audit professional standards require the Chief Audit Officer to establish risk- based audit plans. The University System Office of Internal Audit (OIA) audit plan is prepared on a “rolling” basis and includes engagements covering 1 to 6 months (near-term), 7 to 12 months (medium-term), and 13 to 18 months (long-term). The OIA risk audit plan and risk assessment are designed to assist management with addressing significant governance, risk management, compliance, and internal control risks through internal audit assurance and consulting engagements. The audit plan and risk assessment will be presented to the Committee for review and approval approximately two times per year. The Chief Audit Officer may modify the plan as needed and will report changes to the Committee on Internal Audit, Risk, and Compliance.

On behalf of the Board of Regents Committee on Internal Audit, Risk, and Compliance, the Vice Chancellor for Internal Audit is charged with providing oversight, to the 24 institutional audit functions within the University System of Georgia. As part of this oversight process, institutional chief auditors provide their campus audit plans to the Chief Audit Officer for review and approval. The System Office audit staff reviews these plans and recommends the plan for review and approval to the Chief Audit Officer. The remaining institutions receive internal audit coverage only through Office of Internal Audit engagements.

At this meeting, Vice Chancellor for Internal Audit / Chief Audit Officer Terry Thompson will update the Committee on the audit plans for the next 18 months.

Recommended: That the Board approve the May 2017 System Office Internal Audit Plan as outlined in Attachment A. Be it further resolved that the University System of Georgia Chief Audit Officer be authorized to approve revisions and modifications to the System Office internal audit plan with timely notification to the Committee on Internal Audit, Risk, and Compliance.

Recommended: That the Board approve the institutional internal audit plans as outlined in Attachment B. Be it further resolved that the University System of Georgia Chief Audit Officer be authorized to approve revisions and modifications to institutional internal audit plans. Be it further resolved that institutions developing or reestablishing an internal audit function be required to develop updated plans for review and approval by the University System of Georgia Chief Audit Officer.

AGENDA
COMMITTEE ON REAL ESTATE AND FACILITIES

May 16, 2017

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AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

May 16, 2017

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AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

May 16, 2017

1. Georgia Center Improvements, University of Georgia

The University of Georgia (“UGA”) proposes an interior and exterior renovation of the Classic Wing of the Center for Continuing Education & Hotel (the “Georgia Center”).

Since opening in 1957, the Georgia Center has become one of the largest and most successful university-based continuing education centers in the country. Under the umbrella of the Office of Public Service and Outreach, the Georgia Center provides lifelong learning opportunities through its professional education programs and services.

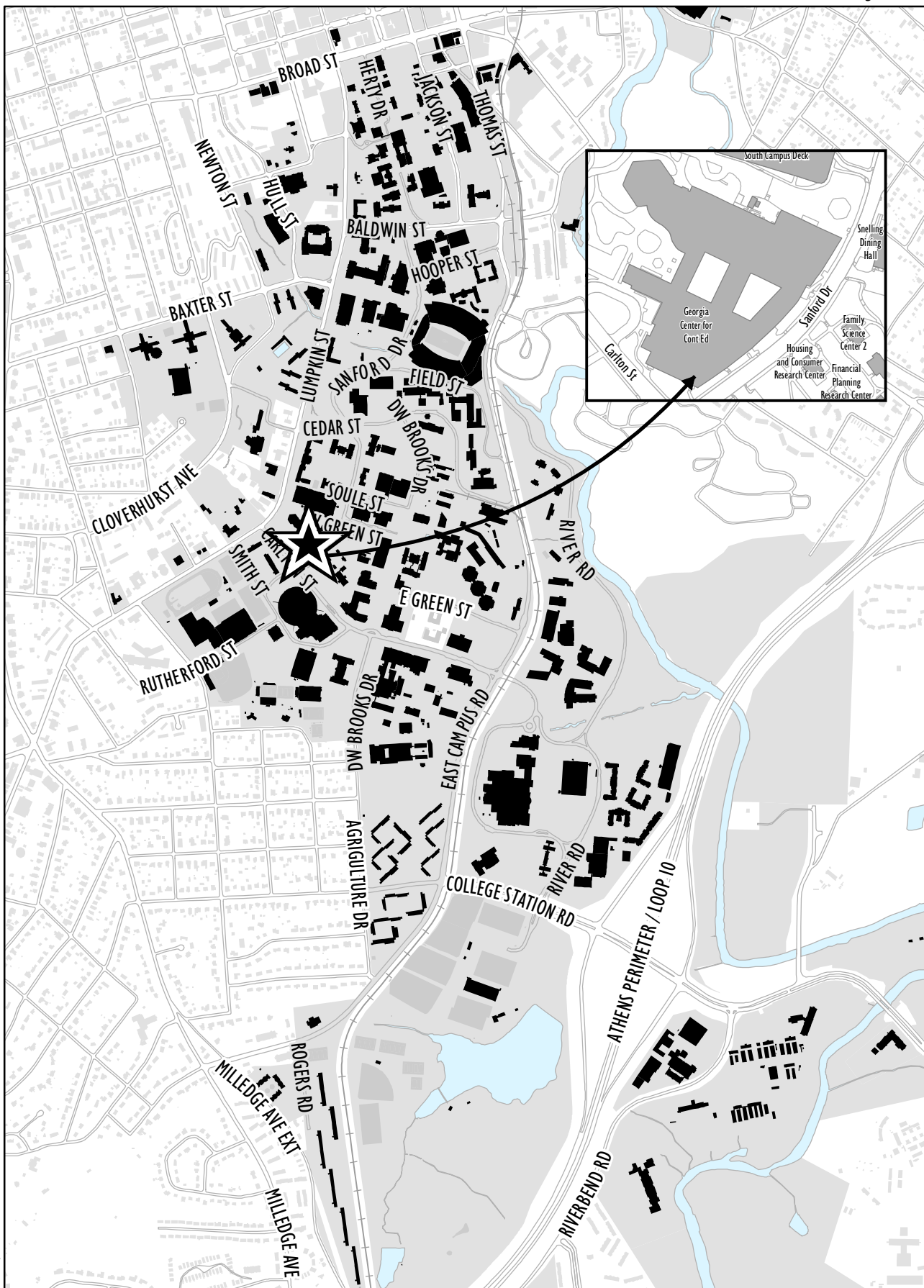
Constructed as part of the original structure, the Classic Wing comprises over half of the total square footage of hotel room space in the Georgia Center. With a project scope that includes exterior and mechanical upgrades, food services enhancements, and renovation of hotel rooms and interior corridors, the proposed improvements would improve the safety and comfort of guests and staff in this part of the hotel.

The exterior renovation would include the removal and replacement of existing brick to allow for installation of a moisture proof membrane, flashing, and energy efficient windows. Four roof top units that supply conditioned air to the Classic Wing would be also be replaced. Planned interior upgrades include new lighting, bathroom fixtures, wallcoverings and flooring, along with improved electrical and data networking capabilities. In addition, the Café and Coffee Shop would be renovated to update finishes and improve functionality and customer service.

The total project budget for these improvements is estimated at \$13,850,000, to be funded from institution funds (auxiliary reserves).



LOCATION MAP: GEORGIA CENTER IMPROVEMENTS



2. **Resolution 2018 General Obligation Bond Issue, Georgia State Financing and Investment Commission, University System of Georgia**

Recommended: That the Board adopt the Resolution (Appendix I) prepared by the Revenue Division of the Georgia Department of Law covering the issuance of 2018 General Obligation Bonds (“G. O. Bonds”) by the State of Georgia through the Georgia State Financing and Investment Commission for use in funding the projects as listed on the following page for the University System of Georgia.

BOR June 2017 Bond Sale Request

Project No.	Institution	Project	Amount	
Equipment Funds				
J-273	Atlanta Metropolitan State College	Student Services & Success Center	800,000	
J-271	Columbus State University	Academic Core Renovations (Lenoir)	2,000,000	
J-206	Georgia Highlands College	Student Academic Center (Cartersville)	2,600,000	
J-274	Georgia State University	Alpharetta Labs & Learning Center	600,000	
J-266	University of North Georgia	Convocation Center (Dahlonega)	1,100,000	
J-269	University of West Georgia	Biology Renovation & Expansion	2,100,000	
J-267	Georgia Southern University	Interdisciplinary Academic Building	3,300,000	
Construction Funds				
J-268	Armstrong State University	Health Professions Academic Center	22,000,000	
J-272	Clayton State University	Academic Core Renovations	6,900,000	
J-294	Georgia College & State University	Historic Terrell Hall & Kilpatrick Renovations	11,500,000	
J-295	Georgia Gwinnett College	Academic Building C, Phase 4	11,500,000	
J-235	Georgia Institute of Technology	Crosland Tower/Price Gilbert Library Renewal	47,000,000	
J-290	University of Georgia	Business Learning Community, Phase 3	18,000,000	
Planning & Design Funds				
J-310	Abraham Baldwin Agricultural College	Carlton Library Renovation & Fine Arts Building	1,600,000	
J-311	Augusta University	College of Science & Math Building & Campus Infrastructure	4,500,000	
J-312	Columbus State University	Schwob Memorial Library Renovation & Addition	500,000	
J-313	Georgia Southern University	Center for Engineering & Research	4,900,000	
J-314	University of Georgia	Interdisciplinary STEM Research Building	4,600,000	
Major Repair & Renovation (MRR)				
J-315	University System of Georgia	Systemwide Improvements	50,000,000	
Small Capital Projects				
J-316	Dalton State College	Sequoia Hall Renovation	4,100,000	
J-317	East Georgia State College	Student Activities Center Expansion	4,900,000	
J-318	Fort Valley State University	Student Support Renovations	5,000,000	
J-319	Georgia Southern University	Hanner Complex Improvements	5,000,000	
J-320	Georgia State University	Kell Hall Demolition & Infrastructure	5,000,000	
J-321	Kennesaw State University	Science Lab Addition	5,000,000	
J-322	Middle Georgia State University	Aviation Equipment	2,800,000	
J-323	University of West Georgia	IT Fiber Backbone Improvements	2,500,000	
J-324	Valdosta State University	Renovate Barrow Hall & Central Warehouse	1,700,000	
Other Projects				
J-325	University of Georgia	Renovation of Poultry Science Research Facilities	5,000,000	
BOR Funding Total			236,500,000	
Georgia Public Libraries				
GPL-86	Marshes of Glynn Libraries (Brunswick, Glynn County)		2,000,000	
GPL-87	Moultrie-Colquitt County Library (Moultrie, Colquitt County)		1,385,000	
GPL-88	Roddenberry Memorial Library (Cairo, Grady County)		2,000,000	
GPL-89	Middle Georgia Regional Library (Gray, Jones County)		1,300,000	
GPL-90	Major Repair and Rehabilitation		4,000,000	
GPL-91	Technology Improvements & Computer Replacement		3,190,000	
GPL Funding Total			13,875,000	
			USG TOTAL	250,375,000
GMC, GPTC and GRA (Pass-Thru Agencies)				
GMC-11	Georgia Military College	Rehabilitation of Jenkins Hall	8,295,000	
GPT-17	Georgia Public Television	Infrastructure and Equipment Replacement	1,500,000	
Pass Thru Total			9,795,000	
			GRAND TOTAL	260,170,000

3. **Authorization of Project No. BR-30-1706, National Electric Energy Testing Research and Applications Center (“NEETRAC”) Building Expansion, Forest Park, Georgia Institute of Technology**

Recommended: That the Board authorize Project No. BR-30-1706, National Electric Energy Testing Research and Applications Center (“NEETRAC”) Building Expansion, Georgia Institute of Technology (“GIT”) with a total project budget of \$3,000,000 to be funded through indirect cost recovery funds and NEETRAC sponsor and membership funds.

Understandings: NEETRAC is a self-supporting, membership-based center within GIT’s School of Electrical and Computer Engineering where electric utilities, electrical product manufacturers and service providers, and GIT researchers collaborate in a pre-competitive environment to promote the reliable and efficient transmission and distribution of electrical energy. Primary research activities include development and evaluation of smart grid technologies, applications research, systems analysis, and training and consultation.

The scope of work involves construction of a new high-bay testing facility on the NEETRAC campus at 5351 Kennedy Road in Forest Park, Georgia. Totalling approximately 11,000 square feet, the facility would consist of four high-bay testing labs and additional research support spaces including a machine shop, sample prep area, offices, and a conference room. Associated parking and loading areas would also be constructed.

Construction of the new facility would allow NEETRAC to terminate the lease of a Georgia Power facility located at 62 Lake Mirror Road and consolidate all of their personnel to the Forest Park campus. Annual savings from termination of this lease would total over \$222,000.

The estimated construction cost for this project is \$2,137,000.

If authorized by the Board, GIT would proceed with design and construction of the project in accordance with Board of Regents procedures.

GIT NEETRAC EXPANSION PROJECT LOCATION MAP

5351 Kennedy Road, Forest Park, GA



Proposed Expansion Site



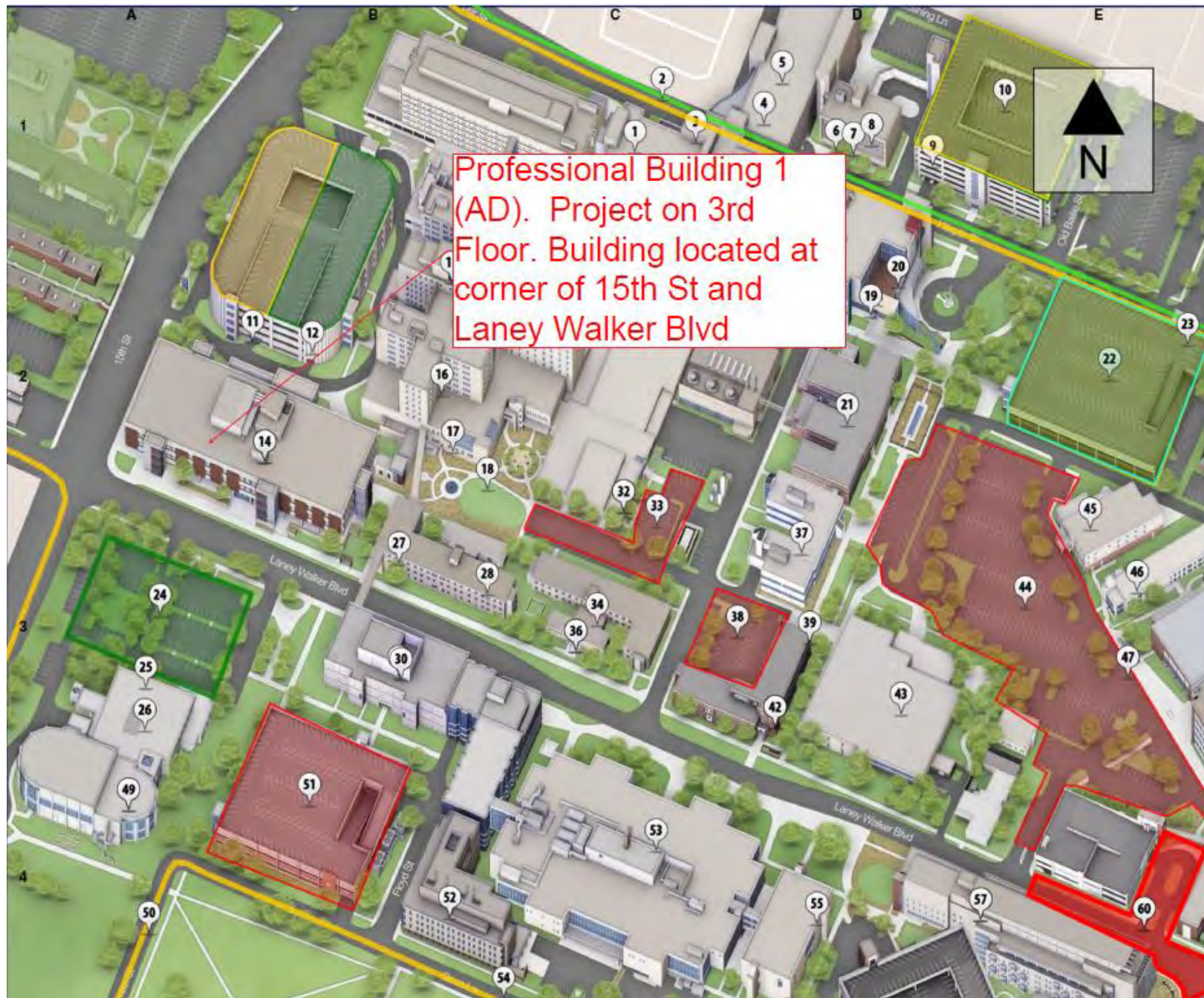
4. Authorization of Project, Project No. BR-40-1701, Pathology Clinic Core Lab Build-out – Phase I, Augusta University

Recommended: That the Board approve Project No. BR-40-1701, Pathology Clinic Core Lab Build-out – Phase I, Augusta University, (“AU”) with a total project budget of \$4,155,000, to be funded with Augusta University Medical Center capital funds.

Understanding: This project would involve the build-out of approximately 10,000 gross square feet of existing shell space on the third floor of the Professional Building (AD Building) with a new clinical pathology automated line, associated manual testing and support functions. This new line would allow for the relocation of the existing clinical lab functions currently housed on the second floor of the Sydenstricker Building (B1) to an open environment organized by workflow rather than clinical sections. It would be designed to enhance flexibility and promote leaner operations through the cross training of staff, sharing of equipment and centralized supporting systems and supplies.

The estimated construction cost for this project is \$1,891,200. The build-out of this space is within existing buildings and does not conflict with AU’s master plan.

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



5. **Appointment of Construction Management Firm, Project No. BR-30-1704, CODA-Interior Fit-up (Floors 5 – 16), 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 would then attempt to execute a contract with the other listed firms in rank order.

A qualifications-based selection process was held in accordance with Board of Regents procedures. The following recommendation is made:

Project No. BR-30-1704, CODA Interior Fit-up (Floors 5-16), Georgia Institute of Technology

Project Description: In May 2015, the Board authorized the execution of three rental agreements for the Georgia Institute of Technology for approximately 338,771 rentable square feet (“RSF”) of office, data center, and retail space in a building to be constructed at 771 Spring Street in Atlanta. The building, formerly known as the High Performance Computing Center, is the first major expansion at Technology Square and is currently under construction by John Portman & Associates as “CODA Tech Square.”

This project involves the interior fit-up of seven half floors and five full floors in the office tower, totaling approximately 289,000 RSF. The space will provide flexible offices, workstations, research space, and collaborative workspaces for ten Interdisciplinary Research Neighborhoods, three Interdisciplinary Research Institutes, the School of Computational Science and Engineering, Georgia Tech Research Institute’s cyber-security unit, and the Office of Information Technology’s enterprise operation. The project scope also includes the buildout of a 10,000 RSF technology/data showcase on the building’s second floor. The project will be funded through a tenant improvement allowance of approximately \$21,658,000 (\$75 per RSF), excess brokerage fees totaling approximately \$3,473,000, supplemental rent of approximately \$1,361,000, \$9,275,000 in institution funds, and a \$149,000 lighting and ceiling credit.

Total Project Cost:	\$35,916,000
Construction Cost (Stated Cost Limitation):	\$22,068,468

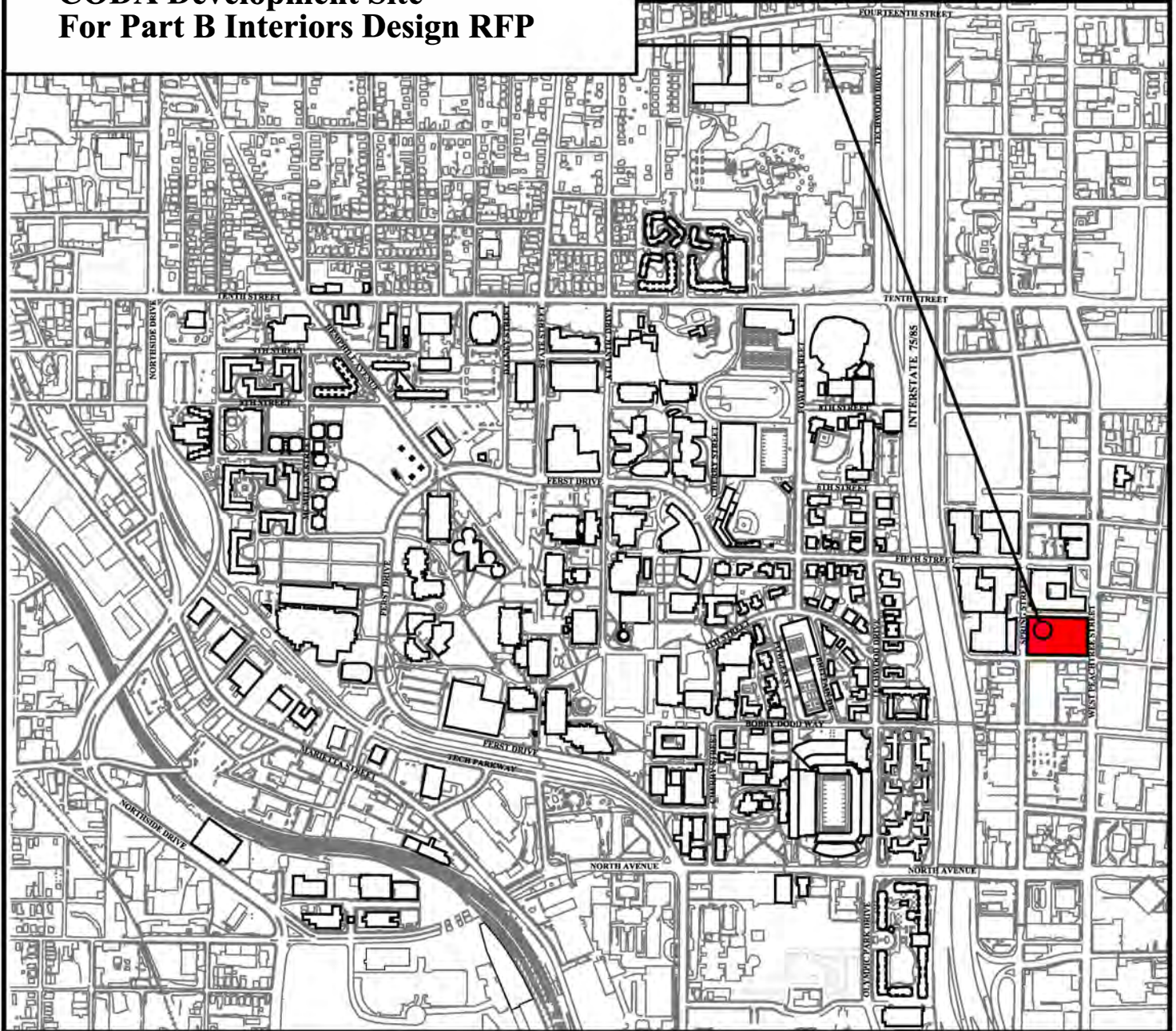
Number of firms that applied for this commission: 11

Recommended firms in rank order:

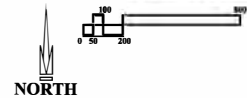
- 1)
- 2)
- 3)

CODA Development Site For Part B Interiors Design RFP

Georgia Institute of Technology Campus Map
May 2017



Georgia Institute
of **Tech**nology



6. Rental Agreement, 104 Banbury Road, Oxford, England, University of Georgia

Recommended: That the Board authorize the execution of a rental agreement between The University of Georgia Foundation, Landlord, and the Board of Regents, Tenant, for the use and benefit of the University of Georgia (“UGA”). This lease of approximately 9,987 square feet of residential and related amenity space located at 104 Banbury Road, Oxford, England, would cover the period from July 1, 2017, through June 30, 2018, at an average monthly rent of \$46,742.52 (\$560,910.24 annualized / \$56.16 per square foot, per year). This agreement would also include options to renew on a year-to-year basis for four consecutive, one-year periods. Rental amounts are scheduled to increase approximately 3.00% for each annual extension period.

Understandings: This property provides residential housing for UGA students participating in the Oxford Study Abroad Program at Oxford University in England. UGA has occupied this facility for the previous 10 years.

Additional operating expenses consisting of utilities and janitorial services are estimated to be \$68,000 per year.



7. Demolition of Buildings, Albany State University, Abraham Baldwin Agricultural College, and Fort Valley State University

Recommended: That the Board declare Weltner Hall, Weltner Annex and Gray Hall – Buildings # 0050 & 0210 located at 2802 Moore Highway on the campus of the Abraham Baldwin Agricultural College (“ABAC”) in Tifton, Georgia to be no longer advantageously useful to ABAC or other units of the University System of Georgia and authorize demolition and removal of these buildings.

Recommended further: That the Board declare Holley Hall – Building # 9 located at 504 College Drive on the campus of the Albany State University (“ALSU”) in Albany, Georgia, to be no longer advantageously useful to ALSU or other units of the University System of Georgia and authorize demolition and removal of this building.

Recommended further: That the Board declare Gano Annex, Watson Hall – Buildings # 21 & 58 located at 1005 State University Drive on the campus of the Fort Valley State University (“FVSU”) in Fort Valley, Georgia, to be no longer advantageously useful to FVSU or other units of the University System of Georgia and authorize demolition and removal of these buildings.

Recommended further: That the Board request the Governor to issue Executive Orders authorizing the demolition and removal of these buildings from the campuses of ABAC, ALSU & FVSU.

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

Understandings: Constructed in 1936, Weltner Hall / Annex Building is a two-story dormitory totaling approximately 25,934 square feet (“SF”). This concrete and steel structure is in poor condition and has been identified for demolition on the ABAC master plan.

The Gray Hall Building is a science and laboratory building constructed in 1954. This concrete and steel structure totals approximately 10,547 SF and is in poor condition. The ABAC master plan identified this building for demolition.

The two-story Holley Hall was built in 1963 and totals approximately 23,077 SF. Utilized for instruction, this brick, concrete and steel building is in poor condition and has been identified for demolition on the ALSU master plan.

The Gano Annex Building is a 1,943-square foot storage building built in 1963. The one-story frame structure is in poor condition and has been identified for demolition on the FVSU master plan. Constructed in 1965, Watson Hall is a three-story dormitory totaling approximately 34,105 SF. The building consists of concrete and steel construction and is in poor condition. The FVSU master plan identified this building for demolition.

7. Demolition of Buildings, Albany State University, Abraham Baldwin Agricultural College and Fort Valley State University (continued)

As required by the Georgia Environmental Policy Act and the appropriate State Stewardship review, the Georgia Historic Preservation Division is currently reviewing these proposed demolitions.


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

After demolition, the building sites would be converted to green space on each respective campus.



Albany State University

504 College Dr. Albany, Ga. 31705
(229) 430-4600 www.asurams.edu

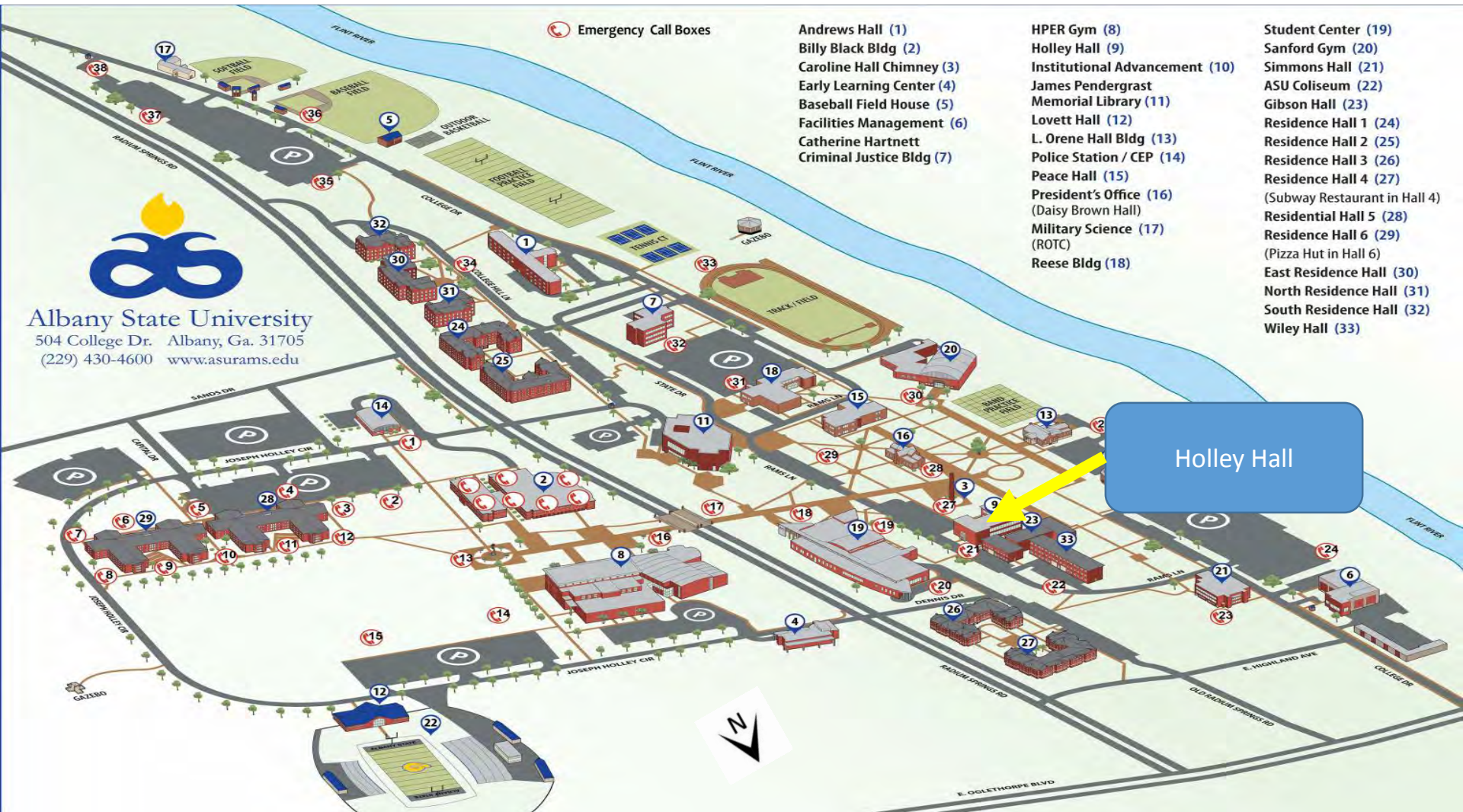
 Emergency Call Boxes

Andrews Hall (1)
Billy Black Bldg (2)
Caroline Hall Chimney (3)
Early Learning Center (4)
Baseball Field House (5)
Facilities Management (6)
Catherine Hartnett
Criminal Justice Bldg (7)

HPER Gym (8)
Holley Hall (9)
Institutional Advancement (10)
James Pendergrast
Memorial Library (11)
Lovett Hall (12)
L. Orene Hall Bldg (13)
Police Station / CEP (14)
Peace Hall (15)
President's Office (16)
(Daisy Brown Hall)
Military Science (17)
(ROTC)
Reese Bldg (18)

Student Center (19)
Sanford Gym (20)
Simmons Hall (21)
ASU Coliseum (22)
Gibson Hall (23)
Residence Hall 1 (24)
Residence Hall 2 (25)
Residence Hall 3 (26)
Residence Hall 4 (27)
(Subway Restaurant in Hall 4)
Residential Hall 5 (28)
Residence Hall 6 (29)
(Pizza Hut in Hall 6)
East Residence Hall (30)
North Residence Hall (31)
South Residence Hall (32)
Wiley Hall (33)

Holley Hall





ABRAHAM BALDWIN AGRICULTURAL COLLEGE

Coastal Plain
Experiment Station

Weltner Hall
and Annex

Gray Hall





8. Rental Agreement, 1975 Lakeside Parkway, Tucker, Georgia State University

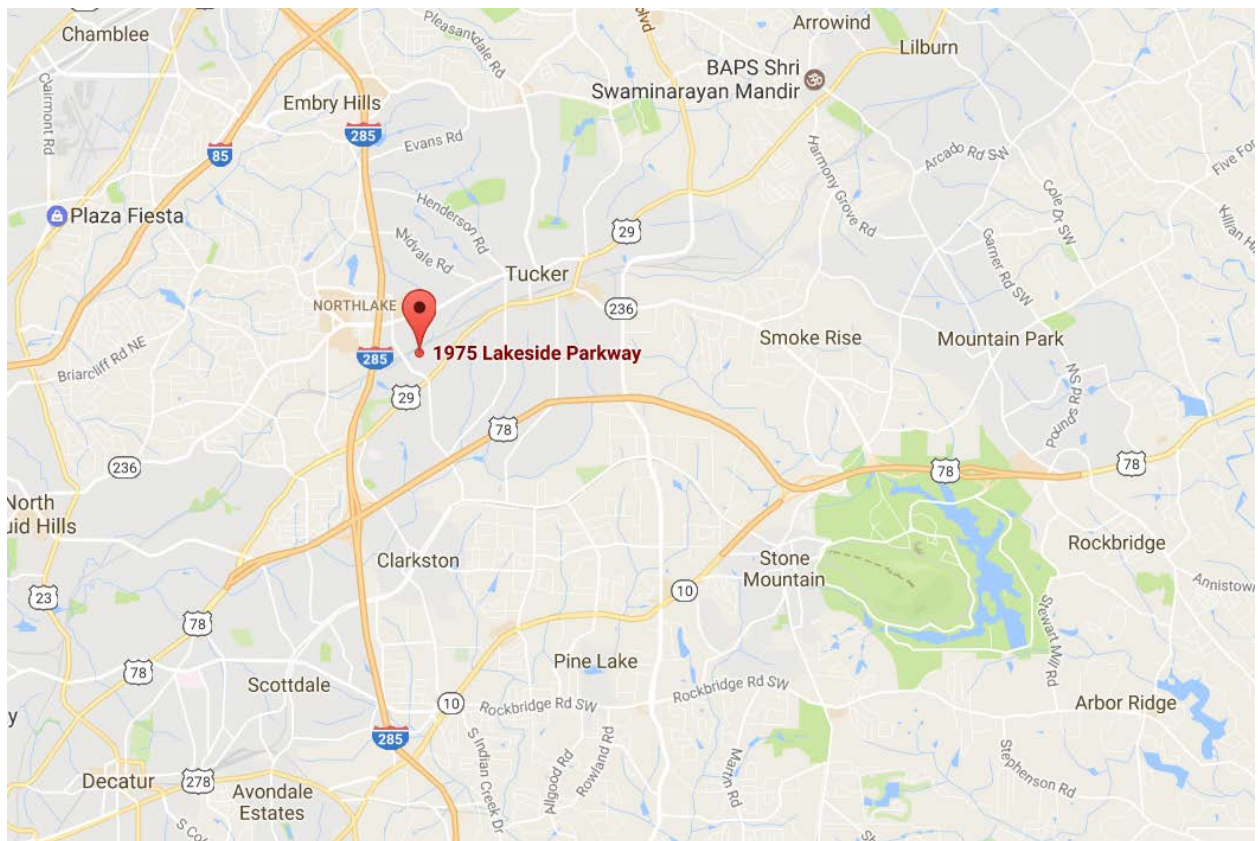
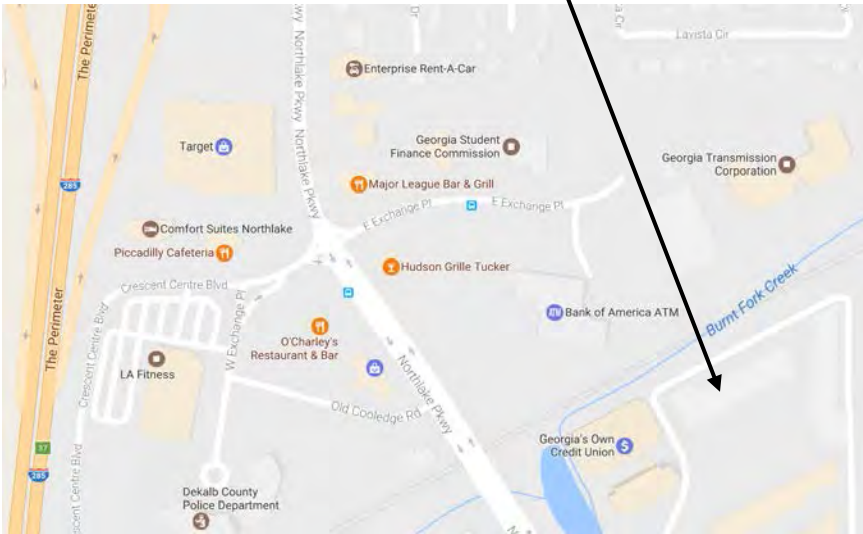
Recommended: That the Board authorize the execution of a rental agreement between CRE Lakeside, LLC, Landlord, and the Board of Regents, Tenant, for the use and benefit of Georgia State University (“GSU”). This lease of approximately 43,794 square feet of office space located at 1975 Lakeside Parkway in Tucker, Georgia, would cover the period from July 1, 2017, through June 30, 2018, at an average monthly rent of \$57,479.63 (\$689,755.56 annualized / \$15.75 per square foot, per year). This agreement would also include options to renew on a year-to-year basis for four consecutive, one-year periods. Rental amounts are scheduled to increase approximately 3.00% for each annual extension period.

Understandings: Back office functions for the Perimeter College campuses of GSU have been housed at Lakeside Center since 2006. Departments operating out of this facility include Admissions, Information Technology, Institutional Research, the Call Center and Grants/Fellowships. With this new agreement, GSU is proposing to reduce the existing space leased at this location by 15,118 square feet. Furthermore, the rental rate per square foot would decrease by approximately 14% when compared to the current lease.

All operating expenses are included in the rent rate.

Georgia State University

1975 Lakeside Parkway



9. Authorization of Project No. PPV-30-1701, Dalney Street Parking Deck and Office Building, Georgia Institute of Technology

Recommended: That the Board authorize Project No. PPV-30-1701, Dalney Street Parking Deck and Office Building, Georgia Institute of Technology (“GIT”) as a Public Private Venture (“PPV”) with a total project budget of \$39,000,000.

Recommended further: That all financing terms be developed in conjunction with, and approved by, Fiscal Affairs staff.

Understandings: In April 2017, the Board was informed about GIT’s intent to construct a new structured parking and office facility (the “Project”) in the northwest sector of its Atlanta campus. The new parking deck would contain approximately 800 spaces and would serve planned and existing research facilities in the area. The Project would also include construction of approximately 54,500 square feet of attached office space for use by Georgia Tech Research Corporation (GTRC).

Georgia Tech Facilities, Inc. (“GTFI”), a cooperative organization of GIT, would contract for and facilitate the planning, design and construction of the Project. GTFI anticipates financing \$34,000,000 in Fiscal Year 2018 towards construction of the Project. GIT would provide the remaining \$5,000,000 from Campus Services auxiliary funds.

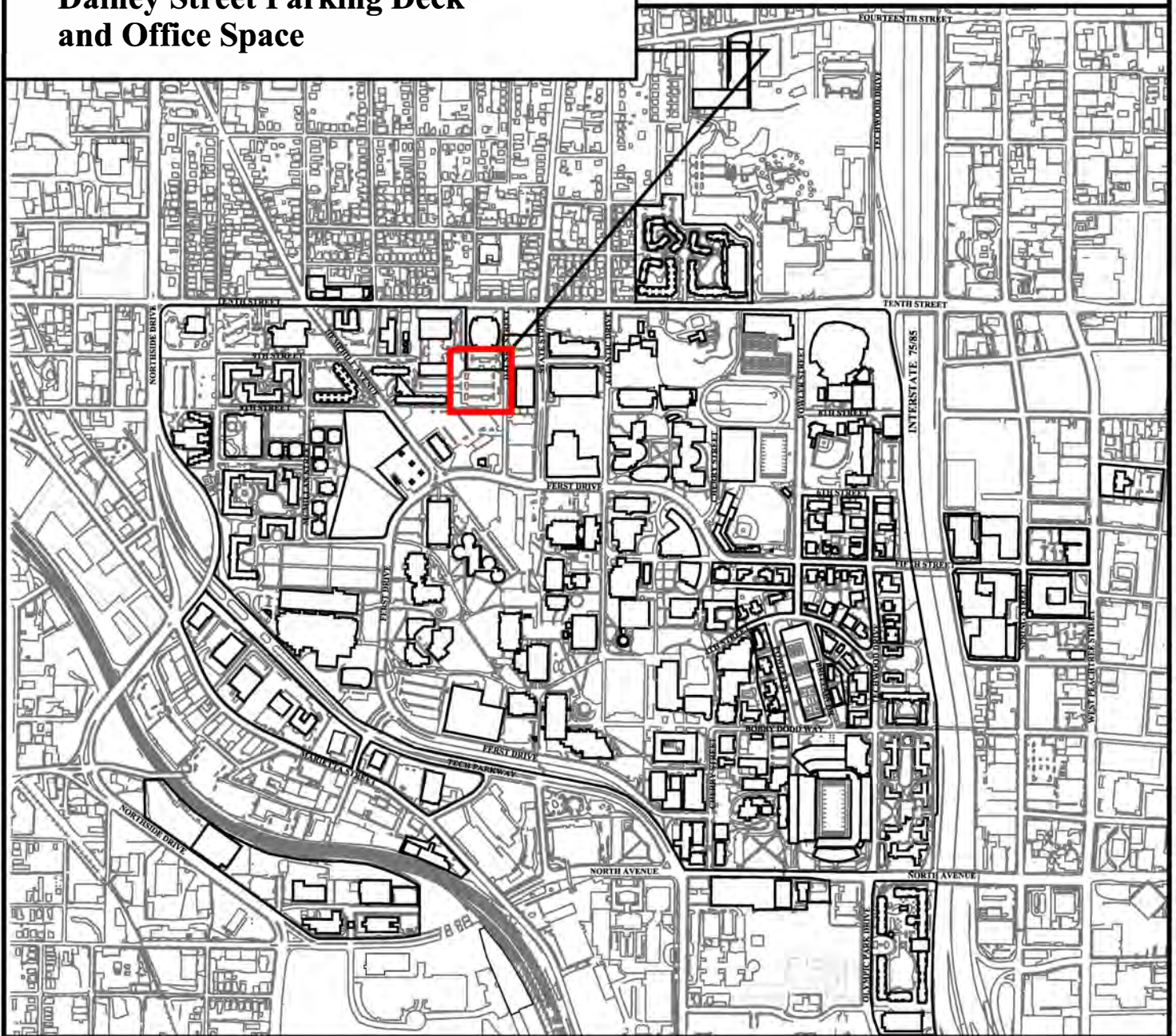
At a future meeting, GIT would request that the BOR lease the land necessary for the Project (the “Ground Lease”) to GTFI for a term not to exceed 30 years or when the debt service is retired, whichever is earliest. This action item would also include a request for approval of a lease of the Project (the “Lease”) from GTFI for a period not to exceed 30 years. Sources of funds for annual payments for the Lease would include staff, student and faculty parking fees and indirect cost recovery funds. Upon termination of the Ground Lease, GTFI would gift the improvements to the BOR.

GIT’s capital liability ratio is currently 3.12% and is projected to remain below the system limitation of 5% following the addition of this lease liability.

The Project supports the continued development of the Campus Eco-Commons Master Plan, eliminating aging and inefficient surface parking lots and allowing for higher use of space and the development of Performance Landscaping. The estimated construction cost for this project is \$31,750,000.

Dalney Street Parking Deck and Office Space

Georgia Institute of Technology Campus Map, May 2017



10. Rental Agreement, 215 Collins Industrial Way, Lawrenceville, Georgia Gwinnett College

Recommended: That the Board authorize the execution of a rental agreement between 215 Collins Industrial Way, LLC, Landlord, and the Board of Regents, Tenant, for the use and benefit of Georgia Gwinnett College (“GGC”). This lease of office and administrative space located on 1.89 acres of land at 215 Collins Industrial Way in Lawrenceville would cover the period from July 1, 2017, through June 30, 2018, at a base rent not to exceed \$258,000 per year. This agreement would also include options to renew annually for up to fourteen (14) consecutive, one-year periods with base rent remaining flat for each option period exercised.

Understandings: Constructed in 1997 and previously operated as a Microtel Inn, Building I is a three-story, wood frame structure that encompasses approximately 35,013 square feet of space. Purchased by 215 Collins Industrial Way, LLC in March 2011, the property was subsequently renovated to create approximately 140 faculty offices and six meeting spaces for use by GGC. Building I currently houses faculty across multiple disciplines along with staff from Public Affairs, Educational Technology, and Campus Security/Emergency Preparedness. GGC’s lease of the property, which commenced in July 2012, is scheduled to terminate on June 30, 2017. Annualized rental payments for Fiscal Year 2017 total \$290,381.28.

Based on a Facilities Condition Assessment Report completed in April 2017, repair and replacement requirements over the next ten years are estimated to total approximately \$601,000 and would be funded through a repair and replacement reserve. GGC would make an initial contribution of \$500,000 to the reserve account from Education & General (E&G) funds, with the balance funded through additional annual rent. The Vice Chancellor for Facilities is authorized to adjust the amount of the repair and replacement portion of the rental payment as may be warranted during the term of the agreement.

At the end of the final renewal option the real property and all improvements would be gifted to the Board of Regents, and any accumulated capital reserves would revert to the Board.

GGC’s capital liability ratio is currently 8.82%, which is above the system limitation of 5%. With the addition of this lease liability, GGC’s liability ratio is projected to be approximately 9.00%.

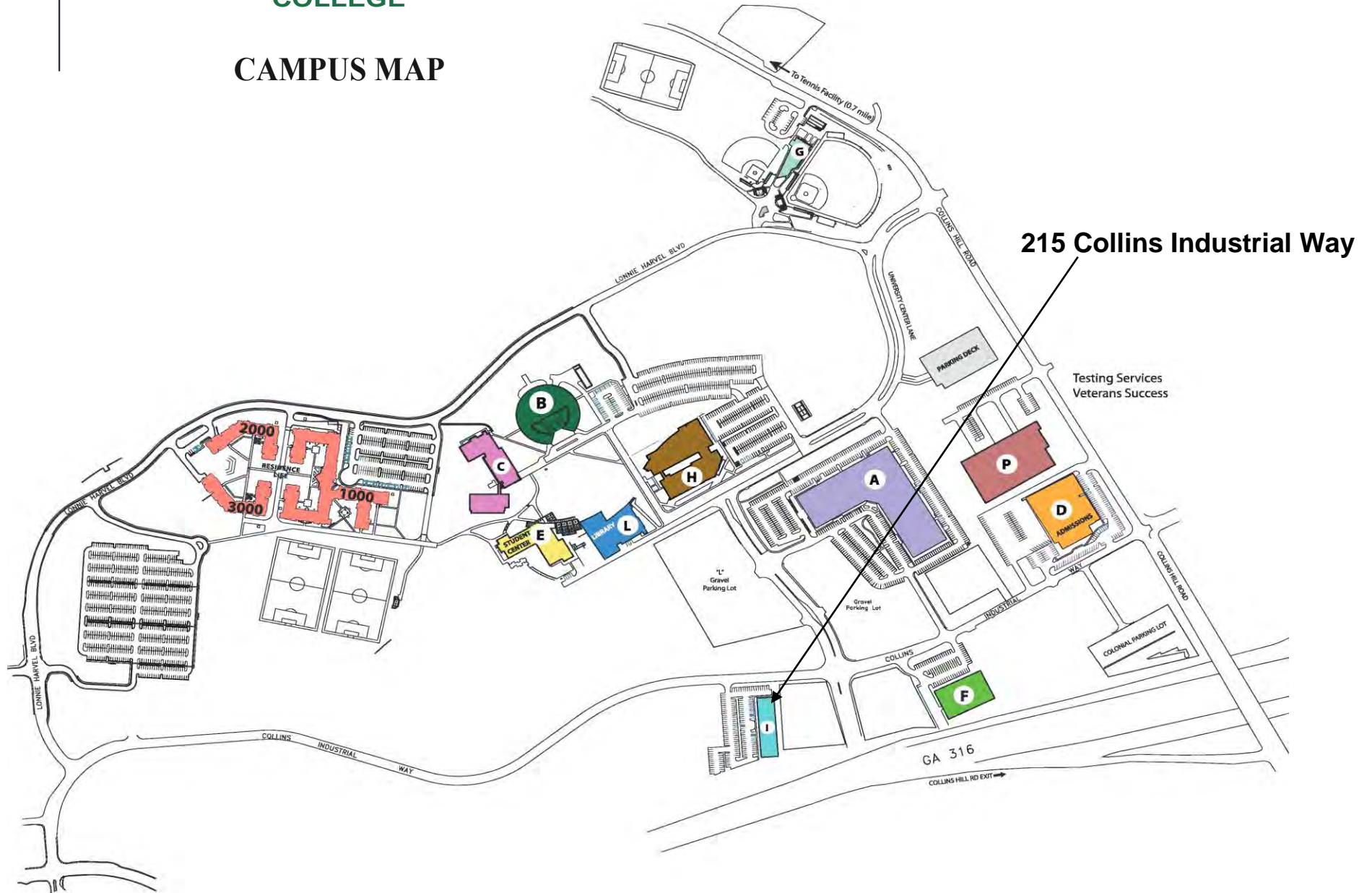
Board policy indicates that institutions may, under extraordinary circumstances, submit projects that exceed the 7% capital liability burden ratio but under no circumstances shall an institution submit a project for approval that exceeds a 10% capital liability burden ratio. As this is the conversion of an existing operating lease to a capital lease and not a new project, staff recommends consideration.

Operating expenses, including utilities, insurance, and maintenance, are estimated to be \$152,709 per year annualized in the first year of the new agreement.



Georgia Gwinnett
COLLEGE

CAMPUS MAP



11. Rental Agreement, Ryan White Infectious Disease Clinic, Augusta, Augusta University

Recommended: That the Board authorize the execution of a rental agreement between Augusta University Medical Center (“AUMC”), Landlord, and the Board of Regents, Tenant, for the use and benefit of Augusta University (“AU”). This lease of approximately 17,414 square feet (“SF”) of clinical space on AUMC-owned property would commence on the first day of the month after AUMC obtains a certificate of occupancy for the space and end the following June 30 at a base rent not to exceed \$493,900 per year. This agreement would include options to renew annually for up to nine (9) consecutive one-year periods with rent increasing no more than 3% for each option period exercised.

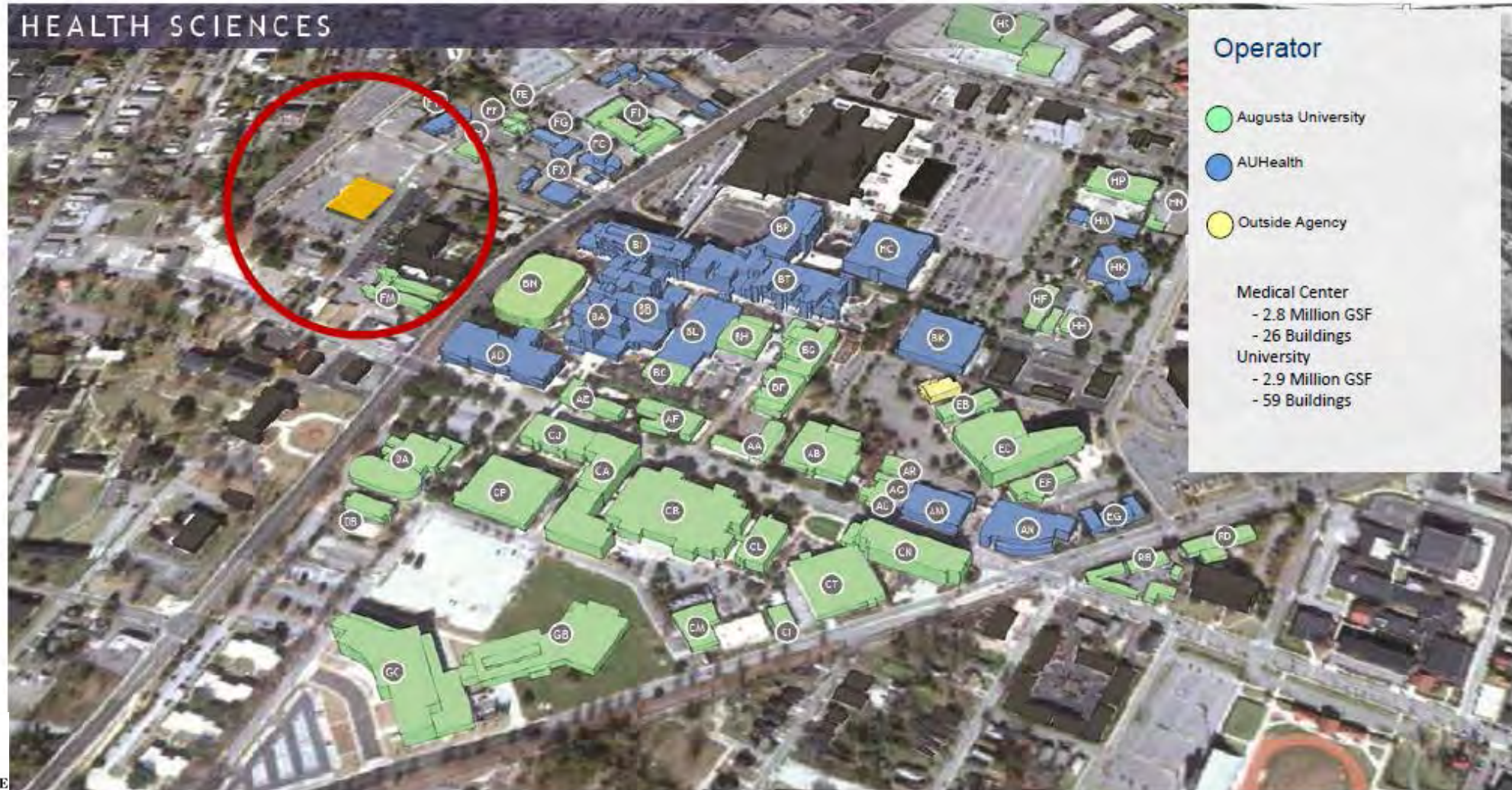
Understandings: Through its Ryan White Program (the “Program”), the Infectious Disease Clinic at AU provides outpatient services such as HIV counseling, testing and referral services, medical evaluation and clinical care, and other primary care services to all patients, regardless of their ability to pay. Over the past decade, the Program’s client base has tripled in size with its support of approximately 1,500 HIV-positive patients and 250 non-HIV positive patients. The existing 1,100 square feet of clinical space in Pavilion I is insufficient in size and inconveniently located for patients who also need to visit the Medical Office Building and other facilities for patient education, financial counseling, pharmacist consultation, and blood draws.

Execution of this rental agreement would be contingent upon AUMC obtaining sufficient bond proceeds in its upcoming financing to fund development, design and construction of new clinical space on AUMC-owned property. Approximately 88% of the improvements would be leased to AU, with AUMC occupying the remaining space. Final occupancy is estimated to occur in December 2019.

Rental payments would be made using 340B program savings funds that must be utilized for services related to the Program. AU has confirmed with the Health Resources & Services Administration (HRSA) that no prior approval is needed to enter into this rental agreement. Furthermore, AU would be responsible for ensuring that the final terms of the rental agreement comply with relevant HRSA grant regulations regarding property rental in order to continue to use Program income towards the rental payments.

Operating expenses, including utilities, insurance, and maintenance, are estimated to be \$63,400 per year annualized in the first year.

Ryan White Infectious Disease Clinic – Proposed Location



AUGUSTA UNIVERSITY

12. Transfer of Real Property, 1001 S. Armed Forces Boulevard, Warner Robins, Middle Georgia State University

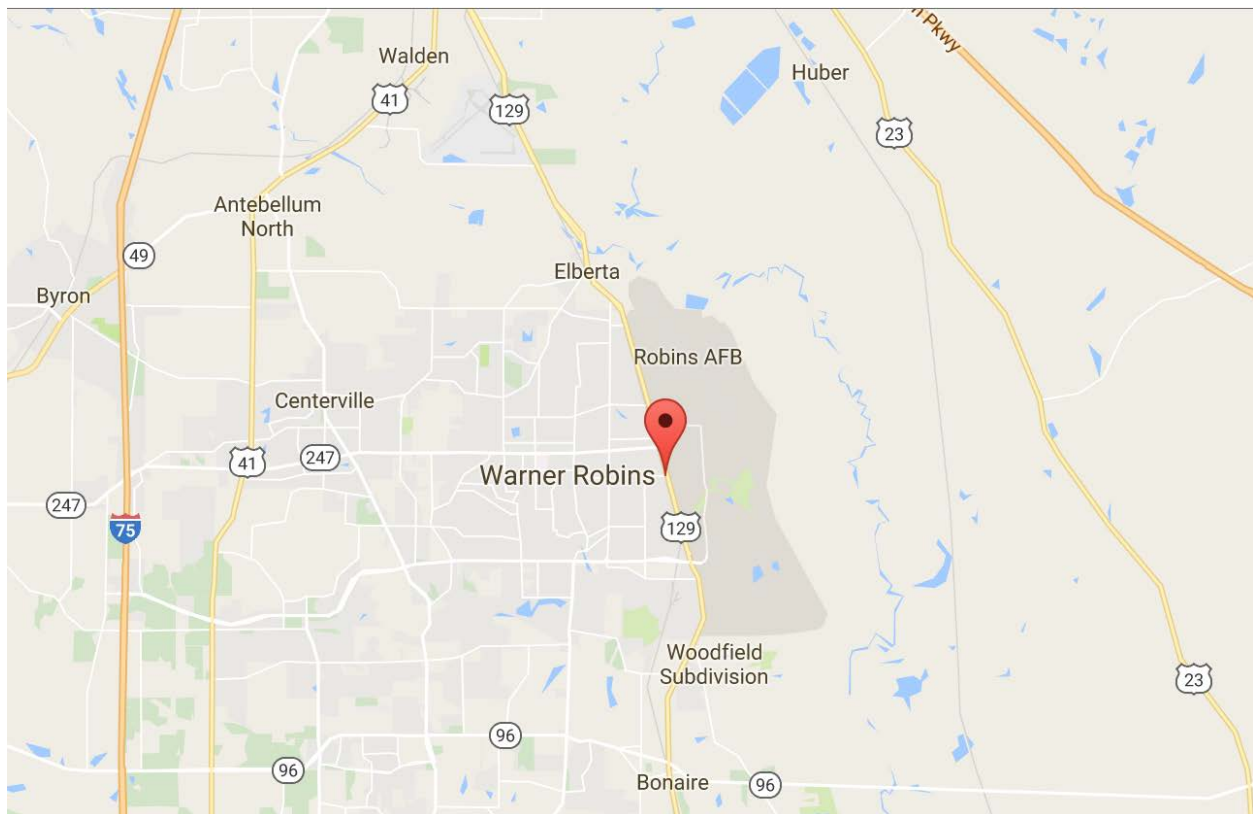
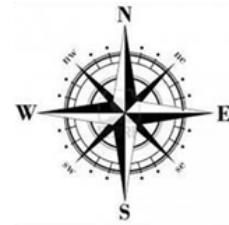
Recommended: That the Board declare approximately 40.655 acres of improved real property (the “Property”) located at 1001 S. Armed Forces Boulevard in Warner Robins to be no longer advantageously useful to Middle Georgia State University (“MGA”) or other units of the University System of Georgia (“USG”), but only to the extent and for the purpose of transferring this real property to the State of Georgia for the benefit of MGA and the USG.

Understandings: In May 2014, the City of Warner Robins donated the Property to the Board of Regents in connection with Project No. J-211, Military Academic and Training Center, for the construction of a training facility specially designed to serve active-duty service personnel, veterans and their families. In August 2016, USG, in partnership with the Technical College System of Georgia (“TCSG”), opened the 32,000-square foot Georgia Veterans Career Transition Resource (“VECTR”) Center, which is comprised of classrooms, industrial labs, conference rooms, offices, a testing center, and an exterior truck driving pad.

The VECTR Center was funded with \$11,500,000 in State General Obligation Bonds. While USG and TCSG will continue to partner closely in serving those who have served our country, TCSG through Central Georgia Technical College will manage the operations and services provided at the VECTR Center effective July 1, 2017.

VECTR Center

1001 S. Armed Forces Boulevard, Warner Robins



AGENDA

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

May 16, 2017

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AGENDA

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

May 16, 2017

1. **Approval of Other Post-Employment Benefits Funding Policy and Policy Addition: 7.17 Other Post-Employment Benefits Funding Policy**

Recommended: That the Board approve the funding policy for Other Post-Employment Benefits (OPEB), effective upon approval.

Further Recommended: That the Board approve the proposed addition to the *Policy Manual*, 7.17 Other Post-Employment Benefits Funding Policy.

Background:

The Board of Regents Health Benefit Plan (Plan) is a single-employer, defined-benefit, healthcare plan administered by the University System Office. The Plan was authorized pursuant to O.C.G.A. § 47-21-21 for the purpose of accumulating funds necessary to meet employer costs of retiree post-employment health and life insurance benefits.

In accounting terms, the Board of Regents Retiree Health Benefit OPEB Fund has primarily operated on a “pay-as-you-go” basis. In other words, the cost of providing retiree health benefits is funded in the year the expense is incurred, with no significant assets accumulating as would occur in an advance funding strategy. Governmental Accounting Standards Board (GASB) 74 requires the adoption of an OPEB funding policy.

The purpose of the proposed Funding Policy is to help ensure the systematic funding of future benefit payments for members of the Board of Regents Health Benefit Plan. It is the intent of the Board of Regents that assets begin to accumulate under the guidelines described in the Reserve Funding Levels and OPEB Trust Fund Allocation Section, so that investment income can be earned on assets not needed to pay current year retiree health benefit payments.

The Governmental Accounting Standards Board recently issued two new accounting pronouncements for governmental postretirement benefit plans and their sponsoring employers which will change the University System of Georgia’s accounting and financial reporting for Other Post-Employment Benefits. GASB 74 and 75 will replace the current statements, GASB 43 and GASB 45 and are effective beginning with FY 2017 and FY 2018, respectively. GASB 74 and 75 will require applicable OPEB plan sponsors and contributing employers to recognize a net OPEB

1. **Approval of Other Post-Employment Benefits Funding Policy and
Policy Addition: 7.17 Other Post-Employment Benefits Funding Policy (continued)**

liability, defined as the total OPEB liability or actuarial accrued liability offset by the OPEB plan's market value of assets, referred to as the fiduciary net position (FNP), on the employer's statement of financial position. In FY 2017, the net OPEB obligation will continue to be reflected as a long term liability on the Consolidated Annual Financial Statements of the University System of Georgia's balance sheet. In FY 2018, the calculated share of the net OPEB liability applicable to each participating organizational unit of the University System of Georgia will be reflected on the individual organizational unit's balance sheet.

Among the assumptions needed for the liability calculation is a discount rate, as described by GASB 74. To determine the appropriate discount rate, the FNP must be projected into the future for as long as there are anticipated benefits payable under the plan's provisions applicable to the members and beneficiaries of the Plan on the Measurement Date. If the FNP is not projected to be depleted at any point in the future, the long term expected rate of return on plan investments expected to be used to finance the benefit payments may be used as the discount rate.

If, however, the FNP is projected to be depleted, the discount rate is determined as the single rate that will generate a present value of benefit payments equal to the sum of the present value determined by discounting all projected benefit payments through the date of depletion by the long term expected rate of return, and the present value determined by discounting those benefits after the date of depletion by a 20-year tax-exempt municipal bond (rating AA/Aa or higher) rate (Municipal Bond Index Rate). The Municipal Bond Index Rate used, if necessary, for this purpose is the Bond Buyer General Obligation 20-year Municipal Bond Index published monthly by the Board of Governors of the Federal Reserve System.

The Funding Policy is intended to aid in the calculation of the projected FNP described above and the determination of the discount rate.

Proposed Policy Addition

7.17 Other Post-Employment Benefits Funding Policy

7.17.1 Purpose:

The purpose of this Funding Policy is to state the intent for accumulation of reserve funding for the Other Post-Employment Benefits (OPEB) liability of the Board of Regents Health Benefit Plan. The Board of Regents establishes this Funding Policy to help ensure the systematic funding of future benefit payments for members of the Board of Regents Health Benefit Plan. The plan's OPEB liability - the actuarially calculated liability for retiree benefits - is a significant liability that will increase absent control strategies such as advance funding. Therefore, it is the intent of the

1. **Approval of Other Post-Employment Benefits Funding Policy and
Policy Addition: 7.17 Other Post-Employment Benefits Funding Policy (continued)**

Board of Regents of the University System of Georgia that the Funding Policy outlined herein be implemented and remain unchanged unless changed by subsequent board action.

7.17.2 General Objectives:

1. To achieve long-term funding of the cost of benefits provided by the Board of Regents Health Benefit Plan;
2. To seek reasonable and equitable allocation of the cost of benefits over time;
3. To minimize volatility of employer contributions to the extent reasonably possible, consistent with other policy goals; and
4. To maintain a policy that is both transparent and accountable to the stakeholders of the Board of Regents Health Benefit Plan.

7.17.3 Sources of Funding:

Organizational units of the University System of Georgia pay the employer portion for group insurance for eligible retirees. The employer portion of the health insurance for its eligible retirees and retiree premium rate is based on the rates that are established annually by the Board of Regents for the upcoming plan year. With regard to life insurance, the employer covers the total costs for \$25,000 basic life insurance.

Assets are to accumulate under the guidelines described in the Reserve Funding Levels and OPEB Trust Fund Allocation Section, so that investment income can be earned on assets not needed to pay current year retiree health benefit payments.

7.17.4 Reserve Funding Levels and OPEB Trust Fund Allocation:

Any reserve funds in the Board of Regents Health Benefit plan remaining after allowing for the plan's Incurred But Not Reported (IBNR) liability plus twenty (20%) percent of plan benefit claims expense, be transferred to the OPEB Trust Fund annually, upon completion of the financial audit. Additional one-time contributions may be made on a discretionary basis in connection with de-risking and other objectives upon approval of the Board of Regents.

7.17.5 Monitoring of Objectives:

On an annual basis the University System of Georgia, Fiscal Affairs will report to the Board of Regents the amounts accumulated in the OPEB Trust Fund. The policy should be periodically reviewed in conjunction with the most recent version of the "Report of the Actuary on the Retiree Medical Valuations" that has been submitted to the Board of Regents, and any revisions to governmental accounting standards or statutory changes.

2. Approval of revision to Policy 7.5.1.1 Required Electronic Transfer of Funds

Recommended: That the Board approve the revision to Policy 7.5.1.1 Required Electronic Transfer of Funds.

Background:

Employees who meet the requirements to retire under Board Policies 8.2.8.2 and 8.2.8.4 are eligible for retiree health and life benefits upon retirement. Retirees enrolled in retiree health and life benefits must pay for these benefits to continue coverage through these plans. Board of Regents Policy 7.5.1.1 requires that retiree benefits premium payments be made through electronic withdrawal of funds (auto-debit) to ensure streamlined processing and timely payment. Policy 7.5.1.1 also allows for institutions to approve an alternative method of payment for retirees if auto-debit is not possible. The alternative method of payment comes in the form of a direct bill mailed to the retiree for payment. With the implementation of OneUSG, the approval of an alternative method of payment will be simplified and consistent across all institutions. Requests for all alternative methods of payment will be made through the University System Office instead of the institution.

This change in policy will ensure consistent application of the policy, specifically related to the approvals for alternative billing methods, across all institutions.

Current Policy**7.5.1.1 Required Electronic Transfer of Funds**

Electronic funds transfer is the required method for payroll payments to employees, making funds available to the employee by the authorized pay date, unless the employee can provide documentation of having an “un-bankable” status; i.e., the employee is unable to obtain a bank account. Direct deposit is defined as the electronic transfer of funds from the employer to a depository institution designated by the employee, which makes the funds available to the employee by the authorized pay date.

Electronic withdrawal of funds (auto-debit) is the required method of payment from retirees for benefit premiums; i.e., the payment is electronically withdrawn from an account at a depository institution that is designated by the retiree to the employer, occurring on a specified date each month. Where auto-debit is not possible, the institution can determine the appropriate alternative method of employee share of premiums collection.

Requiring an auto-debit for all retirees participating in the health insurance plan will streamline the process, eliminate invoicing and greatly reduce premium collection and reconciliation efforts. (BoR Minutes, May 2011)

2. **Approval of revision to Policy 7.5.1.1 Required Electronic Transfer of Funds (continued)**

Please note, strikethrough text represents a deletion from the current version, and bold, highlighted text represents an addition.

Proposed Revised Policy

7.5.1.1 Required Electronic Transfer of Funds

Electronic funds transfer is the required method for payroll payments to employees, making funds available to the employee by the authorized pay date, unless the employee can provide documentation of having an “un-bankable” status; i.e., the employee is unable to obtain a bank account. Direct deposit is defined as the electronic transfer of funds from the employer to a depository institution designated by the employee, which makes the funds available to the employee by the authorized pay date.

Electronic withdrawal of funds (auto-debit) is the required method of payment from retirees for benefit premiums; i.e., the payment is electronically withdrawn from an account at a depository institution that is designated by the retiree to the employer, occurring on a specified date each month. Where auto-debit is not possible, **the USG System Office may review and authorize** ~~institution can determine the~~ **an** appropriate alternative method of **benefits premium payment** ~~employee share of premiums collection.~~

~~Requiring an auto-debit for all retirees participating in the health insurance plan will streamline the process, eliminate invoicing and greatly reduce premium collection and reconciliation efforts. (BoR Minutes, May 2011)~~

3. Information Item: Report on Third Quarter Revenues and Expenditures

Associate Vice Chancellor for Fiscal Affairs and Budget Director, Tracey Cook, will present information on the FY 2017 Third Quarter Revenues and Expenditures for the University System of Georgia.