



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

BOARD OF REGENTS MEETING AGENDA
Wednesday, September 13, 2017

<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Presenter</u>
8:30 AM Room 7007	1	Intercollegiate Athletics Committee	Donald M. Leebern, Jr.
9:00 AM Room 8026	2	Executive & Compensation Committee	Chairman C. Thomas Hopkins, Jr.
9:30 AM Room 8003	3	Call to Order	Chairman C. Thomas Hopkins, Jr.
	4	Invocation/Pledge of Allegiance	Ms. Maya Mapp, SGA President, Valdosta State University
	5	Safety Briefing	Chief of Police Bruce Holmes
	6	Approval of August 8 th Minutes	Secretary Samuel C. Burch
9:40 AM	7	USG Momentum Year/Complete College Georgia	EVC Tristan Denley Chief Academic Officer
10:10 AM Room 7007		<u>Track I Committee Meetings</u>	
Room 7007	8	Academic Affairs	Regent E. Scott Smith
	9	Organization & Law	Regent Larry Walker
10:10 AM Room 8003		<u>Track II Committee Meetings</u>	
Room 8003	10	Personnel & Benefits	Regent Neil L. Pruitt, Jr.
	11	Real Estate & Facilities	Regent Richard L. Tucker



BOARD OF REGENTS MEETING AGENDA
Wednesday, September 13, 2017

<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Presenter</u>
11:10 AM Room 8003	12	Reconvene	Chairman C. Thomas Hopkins, Jr.
	13	Campus Spotlight – Dalton State College “Meeting the Needs of Regional Industry”	Dr. Margaret Venable, President Dr. Marilyn Helms, Sesquicentennial Chair Ms. Mollie Busie, Class of 2018
11:40 AM	14	Chancellor’s Report	Chancellor Steve Wrigley
	15	Committee Reports: A. Executive & Compensation B. Academic Affairs C. Intercollegiate Athletics D. Organization & Law E. Personnel & Benefits F. Real Estate & Facilities	Chairman C. Thomas Hopkins, Jr. Regent E. Scott Smith Regent Donald M. Leebern, Jr. Regent Larry Walker Regent Neil L. Pruitt, Jr. Regent Richard L. Tucker
	16	Regents’ Nominating Committee	Chairman C. Thomas Hopkins, Jr.
	17	Unfinished Business	Chairman C. Thomas Hopkins, Jr.
	18	New Business <i>Vote on Interim Secretary to the Board</i>	Chairman C. Thomas Hopkins, Jr.
	19	Petitions and Communications	Secretary Samuel C. Burch
	20	Executive Session	Chairman C. Thomas Hopkins, Jr.
	21	Adjournment	Chairman C. Thomas Hopkins, Jr.

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COMMITTEE ON INTERCOLLEGIATE ATHLETICS

September 13, 2017

Agenda Item

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INFORMATION ITEM

1. Athletics Presentation - Fiscal Year 2016 Annual Report

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COMMITTEE ON INTERCOLLEGIATE ATHLETICS

September 13, 2017

1. Information Item: Athletics Presentation

At this meeting, Vice Chancellor for Organizational Effectiveness John Fuchko, III will present the Fiscal Year 2016 annual athletics report as required by Board Policy 4.5.6. This report will highlight institution's compliance with the athletics subsidy requirements and annual expense growth limits implemented as a part of the changes to the Athletics Policy approved at the May 2016 Board meeting.

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EXECUTIVE AND COMPENSATION COMMITTEE

September 13, 2017

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INFORMATION ITEM

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1. **Executive Session:**

The Committee will discuss personnel matters in Executive Session.

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| | e. Georgia Institute of Technology, Dr. Suresh Sitaraman, Regent's Professor | |
| | f. Georgia Institute of Technology, Dr. Prasad Tetali, Regents' Professor | |
| | g. Georgia Institute of Technology, Dr. Mark Hay, Regents' Professor | |
| | h. Georgia Institute of Technology, Dr. Dimitri Mavris, Regents' Professor | |
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1. **Revised Institutional Mission Statement, Georgia College & State University**

Recommended: That the Board approve the request of President Steve Dorman that Georgia College & State University (“GCSU”) be authorized to revise its institutional mission statement, effective September 13, 2017.

Abstract: Georgia College & State University seeks approval to revise the institutional mission statement. Georgia College & State University administrators, faculty, staff, and others proposed the 2016 - 2021 Strategic Plan for the institution. The University Senate endorsed revisions to the mission statement followed by the Executive Cabinet in 2016.

Current Georgia College & State University Mission Statement:

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

Current Georgia College Value Statements:

Georgia College is committed to providing...

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

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

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

Opportunities for Community Engagement. Georgia College values collaboration with community partners to address mutually identified needs and to promote public well-being through teaching, learning, scholarship, and outreach. Community engagement advances Georgia College students’

academic and civic learning. It also helps them become more informed citizen leaders ready to serve the public good, locally and globally.

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

-Approved by the Board of Regents June 2011

Proposed Georgia College & State University Mission Statement:

Georgia College is the state’s only designated public liberal arts university. We fulfill this mission through a commitment to:

An Expansive Educational Experience. We challenge our students through exemplary teaching. The Georgia College student will think clearly and critically in creatively addressing social issues.

Undergraduate study encompasses multi-disciplinary intellectual encounters with both enduring and contemporary questions, intensive study in the major, exposure to artistic endeavors, opportunities for scholarly research, and capstone experiences that integrate and apply learning.

Post-baccalaureate programs bridge the gap between theory and practice with a focus on regional needs, preparing graduates for professional advancement, lifelong intellectual pursuits, and informed participation in today’s complex society.

Highly Intentional Engagement. We collaborate with community partners to address mutually identified needs while advancing students’ academic and civic learning, in crafting informed, global citizens ready to serve the public good. Engagement opportunities include undergraduate research, study abroad, internships, community service, and leadership experiences, both in and outside the classroom.

Diversity and Inclusive Excellence. We foster a sense of belonging within a campus community that values diversity of intellectual thought, experiences and identifications. Georgia College faculty, staff, and students intentionally embrace inclusivity to advance excellence through diversity.

Preparation for Leadership. We encourage all students to develop a breadth of leadership competencies, including self-awareness, empathy for cultural differences, and effective interpersonal communication. Georgia College students become leaders through engagement with purposeful curricular and co-curricular leadership experiences.

2. Establishment of a Master of Arts with a major in Intelligence and Security Studies, Augusta University

Recommended: That the Board approve the request of President Brooks Keel that Augusta University (“AU”) be authorized to establish a Master of Arts with a major in Intelligence and Security Studies, effective September 13, 2017.

Program Summary: Augusta University seeks approval to establish a Master of Arts with a major in Intelligence and Security Studies. The program will be housed in the Department of Political Science in the Katherine Reese Pamplin College of Arts, Humanities, and Social Sciences. Heightened levels of concern with terrorism and asymmetric warfare have precipitated the creation of graduate-level security studies programs nationally as well as in the state of Georgia. The combination of on-campus and on-line program delivery for the proposed thirty-six semester-hour master’s program is designed to attract several student markets particularly employees of Fort Gordon, home of the U.S. Army Cyber Center of Excellence. Augusta University enhanced and strengthened partnerships with Fort Gordon and the National Security Agency (NSA). Development of the local Georgia Cyber Innovation and Training Center located on Augusta University’s Riverfront Campus and the University’s increased focus on advancing cyber and security-related educational and community initiatives positions the institution to offer the proposed program. The new major focuses on military members, future decision makers, and analysts for security challenges across several industries and platforms. The program emphasizes the causes and effects of interstate and intrastate conflict, sources of terrorism, counterterrorism strategies, and security issues that affect national, regional, and global security. Upon completion of the program, students will be equipped to investigate and produce analyses of security related issues in real world settings.

Need and Demand: To support the Cyber Command and to have a national presence, Augusta University worked to increase its educational and professional portfolio in cyber and related securities. As part of this initiative, the University invested substantial resources in creating the Cyber Institute, hiring faculty, and completing many Fort Gordon and NSA-related academic programs. According to *Burning Glass-Labor Insights*, there have been 268 new job postings requiring skills and credentials relative to intelligence and security and seventy of the new job listings were posted between March 11, 2017 and June 8, 2017. Employment positions include those with the title of cyber intelligence analyst, threat intelligence analyst, criminal intelligence analyst, and security analyst. A 2012 survey of Fort Gordon NSA/military intelligence personnel indicated that of 303 respondents, 28% already held a bachelor’s degree and 56% had completed at least some college coursework. Of those respondents, 42% indicated they would be very interested in obtaining a master’s degree in security studies and another 46% said they would be “somewhat interested” based on the survey.

List of Similar Existing USG Programs and Productivity:

Security and related programs are beginning to emerge within University System of Georgia colleges and universities. Augusta University was approved to establish a Master of Science with a major in Information Security Management in August 2016. Likewise, the University of North Georgia was approved to establish a Bachelor of Arts with a major in Strategic and Security Studies

at the same time. At the February 2017 Board of Regents meeting, Kennesaw State University was approved to establish a Bachelor of Science with a major in Cybersecurity, an eMajor program to be delivered online. Presently, two institutions offer baccalaureate programs in Homeland Security: Savannah State University's Bachelor of Arts with a major in Homeland Security/Emergency Management and Clayton State University's Bachelor of Applied Science with a major in Homeland Security/Emergency Management. In addition, Georgia Tech offers a Master of Science in Information Security. Below are metrics associated with Savannah State University's Homeland Security program. Clayton State University will fully implement its bachelor's degree during the fall 2017 semester.

Enrollments and Degrees Conferred Institutions and Academic Programs	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
<i>Homeland Security Programs</i>						
Savannah State University Bachelor of Arts with a major in Homeland Security/Emergency Management (Enrollment)	92	124	132	165	179	174
Savannah State University Bachelor of Arts with a major in Homeland Security/Emergency Management (Degrees Conferred)	5	10	11	24	32	38
Clayton State University Bachelor of Applied Science with a major in Homeland Security/Emergency Management	The program was approved by the Board in April 2009 and experienced delayed implementation due to leadership and organizational changes at the institutional and departmental levels. The program's official launch is fall 2017.					

Augusta University Projected New Program Enrollment:

	First Year	Second Year	Third Year	Fourth Year
Student Majors				
Shifted from other programs	0	5	5	10
New to the institution	5	5	10	10
Total Majors	5	10	15	20

Fiscal Summary: Resources for the program will come from faculty reassignments until graduate enrollments are stabilized. The institution will hire additional faculty as demand grows for the program particularly during the third and fourth years of program implementation. Projected costs associated with marketing the program have been included in the estimated budget.

Facilities Impact: The program will be delivered using existing space in Allgood Hall, University Hall, Science Hall, Washington Hall, and the Fine Arts Building, all located at the Summerville location.

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 Hospitality and Tourism Management, College of Coastal Georgia

Recommended: That the Board approve the request of interim President Margaret Amstutz that the College of Coastal Georgia (“CCG”) be authorized to establish a Bachelor of Science with a major in Hospitality and Tourism Management, effective September 13, 2017.

Program Summary: The College of Coastal Georgia seeks approval to establish a Bachelor of Science with a major in Hospitality and Tourism Management. Building upon a concentration currently offered within the Bachelor of Business Administration with a major in General Business, the proposed program will attract students with an interest in both hospitality and tourism and be a readily identifiable program to employers, chambers of commerce, philanthropists, and local and regional companies. Housed within the School of Business and Public Management, the proposed program will produce graduates who can skillfully manage hospitality and tourism businesses and organizations within the ten-county coastal region. The program combines management theory with practical applications to position students as managers who can add value to hospitality and tourism settings. Upon completion of the program, students will have the breadth and depth of knowledge needed to operate various types of organizations associated with travel, lodging, event planning, touring, and cuisine with a focus on communication, culture, and industry practice standards. Career opportunities for graduates include managerial positions in hotels, resorts, food service operations, tourism attractions, destination marketing, meetings, and events.

Need and Demand: In a service economy where travel is mainstream, the demand for hospitality and tourism is growing. The hospitality industry is benefiting from the knowledge economy through the adoption of technology in hospitality products and services, data-driven marketing, food and culinary trends, conventions, and tourism. As a measure of demand, current enrollment in hospitality-related programs at the College of Coastal Georgia totals 73 students matriculating through the existing Associate of Applied Science in Hospitality Management and 37 students within the concentration offered under the Bachelor of Business Administration. Tourism in Coastal Georgia generates up to \$1.7 billion dollars and is the second largest employment category in Glynn County (Economic Overview of Glynn County). The local area hospitality and tourism resources add value to the student experience. The following are a sample of local resources: Sea Island, Jekyll Island Club, King & Prince Hotel, Sapelo Island, Little St. Simons, and Cumberland Island. According to the U.S. Bureau of Labor Statistics, jobs associated with lodging management projections show a growth of eight percent per year. Likewise, the employment of meeting, event, and convention planners has projections of ten percent growth between years 2014 and 2024. Approximately 24% of area jobs in and around Glynn County involve the arts, entertainment, recreation, accommodations, and food services.

List of Similar Existing USG Programs and Productivity:

Few programs exist within University System of Georgia institutions. Presently, four associate-level and higher academic programs at three institutions involve postsecondary education in hospitality or culinary studies. Below are metrics associated with university system institutional programs.

Enrollments and Degrees Conferred Institutions and Academic Programs	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
<i>Hospitality and Related Programs</i>						
College of Coastal Georgia Associate of Applied Science in Hospitality Management (Enrollment)	89	84	70	84	90	73
College of Coastal Georgia Associate of Applied Science in Hospitality Management (Degrees Conferred)	4	10	6	6	26	14
Georgia State University Bachelor of Business Administration with a major in Hospitality Administration (Enrollment)	399	377	436	435	413	384
Georgia State University Bachelor of Business Administration with a major in Hospitality Administration (Degrees Conferred)	67	71	78	84	78	49
Kennesaw State University Bachelor of Science with a major in Culinary Sustainability & Hospitality (Enrollment)	Board approved new program as of April 2013			68	187	309
Kennesaw State University Bachelor of Science with a major in Culinary Sustainability & Hospitality (Degrees Conferred)				0	0	5
<i>Master's Program</i>						
Georgia State University Master of Global Hospitality Administration (Enrollment)	Board approved new program as of August 2012		0	18	34	38
Georgia State University Master of Global Hospitality Administration (Degrees Conferred)			0	0	14	19

College of Coastal Georgia Projected New Program Enrollment:

	First Year	Second Year	Third Year	Fourth Year
Student Majors				
Shifted from other programs	20	30	40	20
New to the institution	0	20	30	50
Total Majors	20	50	70	70

Fiscal Summary: Resources for the program will come from faculty reassignments and the availability of existing full-time and part-time faculty members. Recurring costs associated with program operations have been included within the estimated budget.

Facilities Impact: The program will be delivered using existing space on the Brunswick Campus and specialized lab space at the Camden Center (e.g., test culinary facility).

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 Bachelor of Arts with a major in Interdisciplinary Studies, Gordon State College

Recommended: That the Board approve the request of President Max Burns that Gordon State College (“GDN”) be authorized to establish a Bachelor of Arts with a major in Interdisciplinary Studies, effective September 13, 2017.

Program Summary: Gordon State College seeks approval to establish a Bachelor of Arts with a major in Interdisciplinary Studies. The proposed program will provide students with a specialized program of study toward completion of a bachelor’s degree. The proposed program supports the Complete College Georgia initiative by offering students with some college credit to complete a postsecondary credential for career advancement or job placement. Benefits to the student include the ability to receive credit for previous coursework taken, such as in education or nursing, and a framework to further shape courses into a coherent program of study, particularly for transfer students and returning adults who seek degree completion opportunities. The proposed program advances the institution’s access-centered mission and will be delivered through a combination of methods including some online instruction.

Need and Demand: The National Student Clearinghouse Research Center 2017 report entitled, “*Completing College: A State-level View of Student Attainment Rates,*” depicted that approximately 52.39% of students from the year 2010 cohort had not completed either an associate’s or bachelor’s degree and were not enrolled in a postsecondary institution. The Gordon State College proposed program is an option for those students seeking to complete their postsecondary studies. According to the Bureau of Labor Statistics, growth of the middle Georgia labor market will be predicated upon over fifty percent of employment opportunities requiring a baccalaureate degree as the minimum credential. The top three industries expected to provide approximately thirty-eight percent of new jobs to the middle Georgia area will be in production occupations, office and administrative support, and sales. Each of these areas will require a baccalaureate degree as the expected minimum credential for employment and advancement. The Bureau of Labor Statistics analyses have parallel predictions with the Burning Glass Technologies 2014 report entitled, “*Moving the Goalposts: How Demand for a Bachelor’s Degree is Reshaping the Workforce,*” in which the trend towards ‘up-credentialing’ is documented to have occurred for positions that previously would accept a high school diploma for entry-level placement. The proposed academic program is designed to assist in meeting student and employer demands both in terms of credentialing and program content by emphasizing concentrations in public service, management, and professional communication and organization. The program will culminate with a capstone that links coursework with an identified career direction along with professionalization in terms of communication, critical thinking, and problem-solving represented through a collective and aggregated portfolio.

List of Similar Existing USG Programs and Productivity:

Similar programs exist within University System of Georgia institutions. These programs are identified as interdisciplinary studies, general studies, and liberal studies across various colleges and universities. At the March 2017 Board of Regents meeting, Augusta University was approved to establish a Bachelor of Arts with a major in Integrated Studies, a program designed to meet the individual and professional needs of students with some college credit but who have not earned a

bachelor's degree. Below are metrics associated with university system institutional programs according to discipline/category:

Enrollments and Degrees Conferred Institutions and Academic Programs	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
<i>General Studies, Liberal Studies/Arts, Integrative Studies, Interdisciplinary Studies, and Related Programs</i>						
<i>General Studies</i>						
Georgia Southwestern State University Bachelor of General Studies (Enrollment)	Board approved new program as of November 2015.					4
Georgia Southwestern State University Bachelor of General Studies (Degrees Conferred)						0
University of North Georgia Bachelor of Science with a major in General Studies (Enrollment)	26	62	67	95	139	124
University of North Georgia Bachelor of Science with a major in General Studies (Degrees Conferred)	Board approved as of Jan. 2010	11	14	16	16	25
<i>Liberal Studies/Liberal Arts</i>						
Armstrong State University Bachelor of Liberal Studies (Enrollment)	301	372	288	321	295	283
Armstrong State University Bachelor of Liberal Studies (Degrees Conferred)	84	94	114	92	64	90
Columbus State University Bachelor of Arts with a major in Liberal Arts (Enrollment)	29	43	64	76	59	43
Columbus State University Bachelor of Arts with a major in Liberal Arts (Degrees Conferred)	Board approved Jan. 2010	1	0	8	7	9
Clayton State University Bachelor of Arts with a major in Liberal Studies (Enrollment)	658	473	246	156	136	167
Clayton State University Bachelor of Arts with a major in Liberal Studies (Degrees Conferred)	64	58	55	57	42	46
Fort Valley State University Bachelor of Arts with a major in Liberal Studies (Enrollment)	190	192	158	135	129	168

Fort Valley State University Bachelor of Arts with a major in Liberal Studies (Degrees Conferred)	2	1	7	5	12	22
Georgia College & State University Bachelor of Arts with a major in Liberal Arts (Enrollment)	38	22	26	30	36	36
Georgia College & State University Bachelor of Arts with a major in Liberal Arts (Degrees Conferred)	17	13	5	5	11	8
<i>Integrative/Integrated Studies</i>						
Augusta University Bachelor of Arts with a major in Integrated Studies	Board approved new program as of March 2017.					
Clayton State University Bachelor of Science with a major in Integrative Studies (Enrollment)	440	17	994	1,235	1,318	1,476
Clayton State University Bachelor of Science with a major in Integrative Studies (Degrees Conferred)	90	96	66	68	75	89
Kennesaw State University Bachelor of Science with a major in Integrative Studies (Enrollment)	130	140	152	167	178	380
Kennesaw State University Bachelor of Science with a major in Integrative Studies (Degrees Conferred)	27	58	54	70	67	164

Enrollments and Degrees Conferred Institutions and Academic Programs	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
<i>Interdisciplinary Studies</i>						
Albany State University Bachelor of Interdisciplinary Studies (Enrollment)	Board approved new program as of November 2014.				0	0
Albany State University Bachelor of Interdisciplinary Studies (Degrees Conferred)					0	0
College of Coastal Georgia Bachelor of Science with a major in Interdisciplinary Studies (Enrollment)	Board approved new program as of March 2015.				64	
College of Coastal Georgia Bachelor of Science with a major in Interdisciplinary Studies (Degrees Conferred)					4	
Dalton State College				19	44	57

Bachelor of Arts with a major in Interdisciplinary Studies (Enrollment)	Board approved new program as of May 2013.					
Dalton State College Bachelor of Arts with a major in Interdisciplinary Studies (Degrees Conferred)				0	7	8
Georgia Southern University Bachelor of Interdisciplinary Studies (Enrollment)	619	875	1,027	1,193	1,196	1,046
Georgia Southern University Bachelor of Interdisciplinary Studies (Degrees Conferred)	142	174	222	232	270	252
Georgia State University Bachelor of Interdisciplinary Studies (Enrollment)	225	378	467	665	900	1,053
Georgia State University Bachelor of Interdisciplinary Studies (Degrees Conferred)	28	43	42	37	61	135
Middle Georgia State University Bachelor of Arts in Interdisciplinary Studies (Enrollment)	32	46	55	93	83	73
Middle Georgia State University Bachelor of Arts in Interdisciplinary Studies (Degrees Conferred)	1	4	7	9	16	14
Middle Georgia State University Bachelor of Science in Interdisciplinary Studies (Enrollment)	29	31	46	32	Program is under curricular redesign.	
Middle Georgia State University Bachelor of Science in Interdisciplinary Studies (Degrees Conferred)	1	6	5	1		
Savannah State University Bachelor of Interdisciplinary Studies (Enrollment)	Board approved new program as of May 2014.			16		34
Savannah State University Bachelor of Interdisciplinary Studies (Degrees Conferred)				2		10
University of Georgia Bachelor of Arts with a major in Interdisciplinary Studies (Enrollment)	4	6	3	4	8	13
University of Georgia Bachelor of Arts with a major in Interdisciplinary Studies (Degrees Conferred)	1	1	1	0	1	2
University of Georgia	2	4	6	3	7	5

Bachelor of Science with a major in Interdisciplinary Studies (Enrollment)						
University of Georgia Bachelor of Science with a major in Interdisciplinary Studies (Degrees Conferred)	0	1	6	0	2	3
Valdosta State University Bachelor of Arts with a major in Interdisciplinary Studies (Enrollment)	135	143	153	152	186	227
Valdosta State University Bachelor of Arts with a major in Interdisciplinary Studies (Degrees Conferred)	44	78	41	39	39	62

Gordon State College Projected New Program Enrollment:

	First Year	Second Year	Third Year	Fourth Year
Student Majors				
Shifted from other programs	5	20	35	40
New to the institution	0	15	20	25
Total Majors	5	35	55	65

Fiscal Summary: Resources for the program will come from faculty reassignments and the availability of existing full-time and part-time faculty members.

Facilities Impact: The program will be delivered using existing space and facilities.

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 Bachelor of Business Administration with a major in Entrepreneurship, Georgia State University

Recommended: That the Board approve the request of President Mark Becker that Georgia State University (“GSU”) be authorized to establish a Bachelor of Business Administration with a major in Entrepreneurship, effective September 13, 2017.

Program Summary: Georgia State University seeks approval to establish a Bachelor of Business Administration with a major in Entrepreneurship. The proposed program will be offered through the J. Mack Robinson College of Business and focus on producing graduates with the mindset necessary to successfully manage businesses that have emerged from innovative strategies and respond to changing technologies and markets. It is anticipated that graduates will obtain employment within existing organizations, found or co-found businesses, work within the innovation labs of larger firms, and use their knowledge and skills in non-profit organizations or government. Regardless of the employment locale, graduates will have a competitive advantage with an entrepreneurial focus that drives economic growth and new venture opportunities. The addition of a separate entrepreneurship major is consistent with disciplinary trends in comparable business schools. Georgia State University currently offers a minor in entrepreneurship that is available to students across the institution.

Need and Demand: Enhanced revenue growth from small firms translates into increased jobs and tax revenue for all levels of government. The U.S. Census Bureau reported that during year 2013, approximately 38,806 new jobs were created by small businesses in Georgia. If this trend continues, a ten percent increase in the growth rate of new jobs would add approximately 4,000 employment positions to the state. Graduates with an entrepreneurial mindset will strengthen the viability of small businesses in Georgia. The Bureau of Labor Statistics estimated that a total of 24,244 jobs were lost due to the exit of small business from Georgia in year 2014 (U.S. Small Business Administration, Office of Advocacy, Georgia Small Business Profile, 2015). The Small Business Administration reported in year 2015 that the Federal Financial Institutions Examination Council showed that banks and other institutions were lending approximately \$2 billion dollars through 149,865 loans to small businesses through the Community Reinvestment Act.

List of Similar Existing USG Programs and Productivity:

Few programs exist within University System of Georgia institutions. At the August 2016 Board of Regents meeting, Kennesaw State University was approved to establish a Bachelor of Business Administration with a major in Entrepreneurship, the first undergraduate degree in this discipline among public, postsecondary institutions. Georgia State University’s proposed program would be only the second academic program within the University System. Although minors are embedded within specific business majors, only stand-alone certificates in Entrepreneurship are available at Georgia State University, Middle Georgia State University, and the University of Georgia.

Georgia State University Projected New Program Enrollment:

	First Year	Second Year	Third Year	Fourth Year
Student Majors				
Shifted from other programs	14	56	143	259
New to the institution	32	97	194	276
Total Majors	46	153	337	535

Fiscal Summary: Resources for the program will come from faculty reassignments and the availability of existing full-time and part-time faculty members. Based on projected enrollment growth, it is anticipated that two new faculty members will be added during the second year of implementation and increase by one faculty member per year for the next three years.

Facilities Impact: The program will be delivered using existing and remodeled space that is part of the larger J. Mack Robinson College of Business facilities project at the downtown campus (55 Park Place) of Georgia State University.

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

6. Establishment of a Bachelor of Arts with a major in Contemporary Musicianship, Middle Georgia State University

Recommended: That the Board approve the request of President Christopher Blake that Middle Georgia State University (“MGSU”) be authorized to establish a Bachelor of Arts with a major in Contemporary Musicianship, effective September 13, 2017.

Program Summary: Middle Georgia State University seeks approval to establish a Bachelor of Arts with a major in Contemporary Musicianship. The proposed program was developed in response to University System initiatives involving the High Demand Career Initiative and the African-American Male Initiative. The program was designed to interface with emerging workforce needs in the musical arts industry, to respond to cultural aspects of the economy, and to further align a classical music curriculum with modern music consumption. The degree will provide musicians with skills and knowledge relative to marketing, entrepreneurship, and nonprofit management. Students will gain information on how to combine classical music training and contemporary genres with commercial emphases inclusive of studio production, scoring and arranging, and music technology with exposure to marketing, distribution, ownership, authorization, and streaming platforms.

Need and Demand: Middle Georgia State University has determined that in order to further transition the institution to university status, it must fill a gap in the area of fine arts academic program offerings. With a focus on cultural resources, entrepreneurship, and new ventures, the proposed program juxtaposes classical courses in theory and applied skills with current practices associated with composing, producing, performing, publishing, broadcasting, promoting, and overall representation. According to the Bureau of Labor Statistics, projected growth is three percent overall for musicians, singers, directors, and composers accounting for data in the classical market. This is slower than the average when compared to all other occupations nationally. Data for musicians is somewhat opaque because of the large percentage of self-employed individuals. Project Central statistics coupled with information from the Strategic National Arts Alumni Project projects 6.8% growth for music directors and composers in Georgia due to the economic impact of the film and entertainment industry. According to the Georgia Department of Economic Development, creative arts generate \$29 billion dollars in annual revenue and employ nearly 200,000 people. Middle Georgia State University proposes that economic and market conditions present within Georgia will enable graduates of the proposed program to secure employment opportunities that may not be present in other parts of the country. Macon has a strong music heritage that has been home to the Allman Brothers Band, the Marshall Tucker Band, country music star Jason Aldean, Rolling Stones member Chuck Leavell, REM member Mike Mills, and opera and country music singer, Betty Cantrell, winner of the 2016 Miss America pageant. Macon is home to Shadow Sound Studio, Sky Lion Recording Studio, Muscadine Recording Studio, and Epic Audio Recording Studio.

List of Similar Existing USG Programs and Productivity:

Although several programs exist under the Bachelor of Arts, Bachelor of Music, and Bachelor of Science in Education degree designations with majors that range from Music and Music Education to Music Theory and Music Performance, no other University System of Georgia institution offers

a program involving Contemporary Musicianship. Below are metrics associated with university system institutional programs according to discipline/category:

Enrollments and Degrees Conferred Institutions and Academic Programs	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
<i>Music</i>						
Albany State University Bachelor of Arts with a major in Music (Enrollment)	76	51	34	27	23	25
Albany State University Bachelor of Arts with a major in Music (Degrees Conferred)	2	3	2	3	5	2
Armstrong State University Bachelor of Arts with a major in Music (Enrollment)	43	34	42	35	37	41
Armstrong State University Bachelor of Arts with a major in Music (Degrees Conferred)	6	3	0	6	0	5
Columbus State University Bachelor of Arts with a major in Music (Enrollment)	39	49	49	36	34	34
Columbus State University Bachelor of Arts with a major in Music (Degrees Conferred)	7	6	10	8	4	5
Columbus State University Bachelor of Arts with a major in Applied Music (Enrollment)	114	114	113	117	100	98
Columbus State University Bachelor of Arts with a major in Applied Music (Degrees Conferred)	12	10	15	23	18	21
Georgia College & State University Bachelor of Arts with a major in Music (Enrollment)	21	24	22	15	13	19
Georgia College & State University Bachelor of Arts with a major in Music (Degrees Conferred)	3	2	2	3	2	5
Georgia Southern University Bachelor of Music with a major in Music (Enrollment)	27	38	43	32	46	54
Georgia Southern University Bachelor of Music with a major in Music (Degrees Conferred)	3	1	3	4	7	1
Georgia Southwestern State University Bachelor of Arts with a major in Music	21	26	24	29	25	16

(Enrollment)						
Georgia Southwestern State University Bachelor of Arts with a major in Music (Degrees Conferred)	1	2	0	3	3	2
Georgia State University Bachelor of Music (Enrollment)	337	368	356	357	333	324
Georgia State University Bachelor of Music (Degrees Conferred)	37	28	27	39	33	49
Kennesaw State University Bachelor of Arts with a major in Music (Enrollment)	60	54	57	41	39	36
Kennesaw State University Bachelor of Arts with a major in Music (Degrees Conferred)	2	6	6	3	2	3
University of Georgia Bachelor of Arts with a major in Music (Enrollment)	74	108	151	172	293	176
University of Georgia Bachelor of Arts with a major in Music (Degrees Conferred)	8	9	10	9	20	12
University of North Georgia Bachelor of Arts with a major in Music (Enrollment)	41	36	35	28	20	29
University of North Georgia Bachelor of Arts with a major in Music (Degrees Conferred)	5	6	10	3	0	5
Valdosta State University Bachelor of Arts with a major in Music (Enrollment)	36	36	44	38	80	98
Valdosta State University Bachelor of Arts with a major in Music (Degrees Conferred)	7	7	6	3	3	7
<i>Music Technology and Management</i>						
Georgia Institute of Technology Bachelor of Science in Music Technology (Enrollment and Degrees Conferred)	Program approved by the Board in January 2016.					0
Georgia State University Bachelor of Science with a major in Music Management (Enrollment)	103	91	92	75	68	54
Georgia State University Bachelor of Science with a major in Music Management (Degrees Conferred)	3	8	4	3	3	4

Note: Deactivated degrees and majors are not included in the table of academic programs.

Middle Georgia State University Projected New Program Enrollment:

	First Year	Second Year	Third Year	Fourth Year
Student Majors				
Shifted from other programs	1	1	2	3
Retained Students (transferees)	22	-	-	-
Continuing Students	-	30	39	51
New to the institution	16	16	18	20
Total Majors	39	47	59	74

Fiscal Summary: Resources for the program will come from faculty reassignments and the availability of existing full-time and part-time faculty members. A total of two new faculty members will be needed for the initial first and second years of program implementation.

Facilities Impact: The program will be delivered using existing space and facilities in the Arts complex.

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

7. **Establishment of a Bachelor of Science in Education with a major in Middle Grades Education, Savannah State University**

Recommended: That the Board approve the request of President Cheryl Dozier that Savannah State University (“SSU”) be authorized to establish a Bachelor of Science in Education with a major in Middle Grades Education, effective September 13, 2017.

Program Summary: Savannah State University seeks approval to establish a Bachelor of Science in Education with a major in Middle Grades Education. The institution has identified a vital need to establish a middle grades education program in order to increase and diversify the number of teachers who are prepared to effectively teach content in mathematics and science or English/language arts and social studies to students in early adolescence (e.g., grades four through eight). The proposed program addresses Savannah State University’s mission of scholarship, service, and community involvement by adding a postsecondary academic program with content preparation that can serve surrounding area communities. The Bachelor of Science in Education with a major in Middle Grades Education will prepare and empower educators with the knowledge, skills, and dispositions to address the diverse needs of young adolescent learners in an increasingly technological and global society. The program is designed to embed the core values of the Association for Middle Level Education in its philosophy. Educators will be prepared through mentoring and guided practice to integrate technology and teaching strategies that meet the unique learning needs of young adolescents such as standards-aligned curricula and continuous assessment to ensure the achievement of learning outcomes.

Need and Demand: Data presented in the U.S. Department of Education’s 2016 report entitled, “*The State of Diversity in the Educator Workforce,*” documents a decline in the diversity of the educator workforce. A downturn of approximately eight percent has occurred among those teachers who self-identify as part of a minority group. In a 2016 report by Sutchter, Darling-Hammond, and Carver-Thomas entitled, “*A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.*”, secondary teacher shortages and subject area needs are projected throughout the U.S. based on current trends, particularly in high-poverty and high-minority educational settings. According to the Bureau of Labor Statistics, the employment of middle school teachers is projected to grow six percent between years 2014 and 2024 as a significant number of secondary teachers reach retirement age. The proposed academic program addresses the needs of current students to expand the disciplinary fields and potential applicants who seek more career tracks in education. Savannah State University can better serve its immediate district, the Savannah-Chatham County Public School System, a high need geographic service area, along with Bryan, Effingham, and Liberty counties through approval of the proposed program.

List of Similar Existing USG Programs and Productivity:

Several middle grades education programs exist among University System institutions. Below is an inventory of middle grades education baccalaureate programs and metrics concerning enrollments and degrees conferred respectively:

Enrollments and Degrees Conferred Institutions and Academic Programs	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Albany State University Bachelor of Science with a major in Middle Grades Education (Enrollment)	212	176	179	156	131	80
Albany State University Bachelor of Science with a major in Middle Grades Education (Degrees Conferred)	28	16	32	27	29	9
Armstrong State University Bachelor of Science in Education with a major in Middle Grades Education (Enrollment)	178	146	115	108	107	55
Armstrong State University Bachelor of Science in Education with a major in Middle Grades Education (Degrees Conferred)	29	18	16	19	19	14
Augusta University Bachelor of Science in Education with a major in Middle Grades Education (Enrollment)	119	112	100	93	82	72
Augusta University Bachelor of Science in Education with a major in Middle Grades Education (Degrees Conferred)	10	6	18	15	13	14
College of Coastal Georgia Bachelor of Science with a major in Middle Grades Education (Enrollment)	136	124	106	105	102	105
College of Coastal Georgia Bachelor of Science with a major in Middle Grades Education (Degrees Conferred)	25	33	19	17	19	15
Columbus State University Bachelor of Science in Education with a major in Middle Grades Education (Enrollment)	117	110	110	93	83	74
Columbus State University Bachelor of Science in Education with a major in Middle Grades Education (Degrees Conferred)	20	8	13	9	9	12
Fort Valley State University	203	192	171	116	83	56

Bachelor of Science in Education with a major in Middle Grades Education (Enrollment)						
Fort Valley State University Bachelor of Science in Education with a major in Middle Grades Education (Degrees Conferred)	8	6	20	19	9	7
Georgia College & State University Bachelor of Science with a major in Middle Grades Education (Enrollment)	99	92	78	74	85	93
Georgia College & State University Bachelor of Science with a major in Middle Grades Education (Degrees Conferred)	15	21	18	13	10	14
Georgia Southern University Bachelor of Science in Education with a major in Middle Grades Education (Enrollment)	315	290	270	256	212	211
Georgia Southern University Bachelor of Science in Education with a major in Middle Grades Education (Degrees Conferred)	47	37	50	48	41	25
Georgia Southwestern State University Bachelor of Science in Education with a major in Middle Grades Education (Enrollment)	28	38	35	31	43	44
Georgia Southwestern State University Bachelor of Science in Education with a major in Middle Grades Education (Degrees Conferred)	8	13	13	13	10	7
Gordon State College Bachelor of Science with a major in Middle Grades Education (Enrollment and Degrees Conferred)	Board approved new program as of January 2015.					
Kennesaw State University Bachelor of Science with a major in Middle Grades Education (Enrollment)	394	381	355	315	279	258
Kennesaw State University Bachelor of Science with a major in Middle Grades Education (Degrees Conferred)	51	68	68	58	59	37
Middle Georgia State University Bachelor of Science with a major in Middle Grades Education (Enrollment)	Consolidated program from the former Middle Georgia at Cochran.		8	3	0	0
Middle Georgia State University Bachelor of Science with a major in Middle Grades Education (Degrees Conferred)			0	0	0	0

Middle Georgia State University Bachelor of Science in Education with a major in Middle Grades Education (Enrollment)	65	97	76	82	87	62
Middle Georgia State University Bachelor of Science in Education with a major in Middle Grades Education (Degrees Conferred)	5	13	12	13	10	6
University of North Georgia Bachelor of Science with a major in Middle Grades Education (Enrollment)	101	80	79	85	97	86
University of North Georgia Bachelor of Science with a major in Middle Grades Education (Degrees Conferred)	32	39	43	29	35	49
Valdosta State University Bachelor of Science in Education with a major in Middle Grades Education (Enrollment)	323	331	342	324	300	253
Valdosta State University Bachelor of Science in Education with a major in Middle Grades Education (Degrees Conferred)	48	49	65	50	42	41

Savannah State University Projected New Program Enrollment:

	First Year	Second Year	Third Year	Fourth Year
Student Majors				
Shifted from other programs	10	10	15	10
New to the institution	0	0	15	30
Total Majors	10	10	30	40

Fiscal Summary: Resources for the program will encompass faculty members currently supporting programs within the School of Teacher Education. Two faculty searches concluded summer 2017 for positions that were projected to begin during academic year 2017 – 2018. Part-time faculty members with expertise in middle grades and program content areas who work at partner schools will serve as clinical educators.

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.

8. Establishment of a Bachelor of Science with a major in Social and Behavioral Health 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 establish a Bachelor of Science with a major in Social and Behavioral Health, effective September 13, 2017.

Program Summary: The University of West Georgia seeks approval to establish a Bachelor of Science with a major in Social and Behavioral Health. The program is a cross-college and interdisciplinary program. The proposed program is designed for students whose career goal is to work in health systems or organizations that focus on the social and behavioral aspects of health. The goal is to prepare students to design and assess social and behavioral programs and/or services aimed at improving health. The program offers courses from three colleges and eight academic departments that combine basic science, nursing, anthropology, political science, sociology, psychology, community health and wellness, and physical education and sports studies. Students gain a multidisciplinary understanding of social and behavioral health and healthcare in today’s society. The degree provides focused training in 1) social and cultural frameworks of social and behavioral health, and 2) applied training in research methods, policy contexts, and applied skills, such as program evaluation and grant writing. The program will provide avenues for students to find meaningful opportunities for employment in hospitals, public health agencies, research laboratories, mental health agencies, human services, health care administration, assisted living facilities, insurance companies, rehabilitation facilities, and non-profit organizations caring for marginalized populations such as the homeless or developmentally disabled. Students will be prepared for multiple positions in these settings inclusive of advocate, behavioral management aide, community coordinator, community services outreach worker, family service or support worker, gerontology aide, intake interviewer, human services program specialist, youth services specialist, and social services assistant among other positions.

Need and Demand: In a recent survey conducted by the Healthcare Georgia Foundation (*Health Voices, Rural Health and Healthcare in Georgia: 2015 Georgia Poll Results*, 2015), respondents who live in rural areas cited a lack of health professionals as a barrier to accessing healthcare services. In this same survey, rural respondents indicated that some of the most pressing healthcare initiatives and issues involve a shortage of case management services, a shortage of health education, and a lack of access to mental health services. Within the local area of the University of West Georgia an increase in employment opportunities has been tracked in healthcare and health science occupations. Tanner Health System, a leader among employers in the West Georgia region, promotes initiatives to support public health efforts and through partnership efforts will offer clear pathways for students to begin their professional careers. In addition, the University of West Georgia works closely with West Georgia Technical College to provide educational opportunities for transfer students. The College of Social Sciences has over 300 mutually beneficial relationships with key community organizations and government agencies that will positively impact students majoring in the proposed academic program. Lastly, the proposed major can be used as an alternative path for students who transition out of the undergraduate nursing degree and seek to apply existing core coursework toward another academic program. The Social and Behavioral Health program guides students through coursework across the cultural and

social aspects of health, behavioral and mental health, health analytics and methods, as well as health services, and it includes an applied internship.

List of Similar Existing USG Programs and Productivity:

Few programs exist within University System of Georgia institutions. At this time, no other university system institution has an academic program that equates to the disciplinary blend that the University of West Georgia has developed. Separate baccalaureate programs in psychology and sociology are available across several university system institutions. Below is a list of active psychology and sociology baccalaureate program offerings among university system institutions:

Baccalaureate Psychology Programs in the USG

Albany State University, Bachelor of Arts with a major in Psychology
 Armstrong State University, Bachelor of Arts with a major in Psychology
 Armstrong State University, Bachelor of Science in Psychology
 Augusta University, Bachelor of Science with a major in Psychology
 Clayton State University, Bachelor of Science with a major in Psychology and Human Services
 College of Coastal Georgia, Bachelor of Science with a major in Psychology
 Columbus State University, Bachelor of Science with a major in Psychology
 Dalton State College, Bachelor of Science with a major in Psychology
 Fort Valley State University, Bachelor of Arts with a major in Psychology
 Georgia College & State University, Bachelor of Science with a major in Psychology
 Georgia Gwinnett College, Bachelor of Science with a major in Psychology
 Georgia Institute of Technology, Bachelor of Science in Psychology
 Georgia Southern University, Bachelor of Science with a major in Psychology
 Georgia Southwestern State University, Bachelor of Arts with a major in Psychology
 Georgia Southwestern State University, Bachelor of Science with a major in Psychology
 Georgia State University, Bachelor of Arts with a major in Psychology
 Georgia State University, Bachelor of Science with a major in Psychology
 Kennesaw State University, Bachelor of Science with a major in Psychology
 Middle Georgia State University, Bachelor of Science with a major in Psychology
 University of Georgia, Bachelor of Science with a major in Psychology
 University of North Georgia, Bachelor of Science with a major in Psychology

Baccalaureate Sociology Programs in the USG

Albany State University, Bachelor of Arts with a major in Sociology
 Augusta University, Bachelor of Arts with a major in Sociology
 Clayton State University, Bachelor of Science with a major in Sociology
 Columbus State University, Bachelor of Science with a major in Sociology
 Georgia College & State University, Bachelor of Arts with a major in Sociology
 Georgia Southern University, Bachelor of Science with a major in Sociology
 Georgia Southwestern State University, Bachelor of Science with a major in Sociology
 Georgia State University, Bachelor of Arts with a major in Sociology
 Kennesaw State University, Bachelor of Science with a major in Sociology
 Savannah State University, Bachelor of Science with a major in sociology
 University of Georgia, Bachelor of Arts with a major in Sociology

University of North Georgia, Bachelor of Science with a major in Sociology
 University of West Georgia, Bachelor of Science with a major in Sociology
 Valdosta State University, Bachelor of Arts with a major in Sociology and Anthropology

University of West Georgia Projected New Program Enrollment:

	First Year	Second Year	Third Year	Fourth Year
Student Majors				
Shifted from other programs	25	10	10	0
New to the institution	0	10	20	30
Total Majors	25	20	30	30

Fiscal Summary: Resources for the program will come from faculty reassignments and the availability of existing full-time and part-time faculty members. Based on the projected budget and support from the Dean's Office in the College of Social Sciences, a program coordinator and a faculty line are projected as additional personnel needs to support the program.

Facilities Impact: The program will be delivered using existing space in the Pafford Building at the University of West Georgia. Classes will be taught in classrooms across the Carrollton campus, at the Newnan Center, and via online delivery methods.

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

9. Termination of Multiple Academic Degrees, 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 terminate multiple academic degrees, effective September 13, 2017.

Program Summary: Georgia Institute of Technology seeks approval to terminate multiple academic degrees. Georgia Tech has undertaken a comprehensive study of its academic programs based on institutional comprehensive program review assessments, reviews of low-producing programs, and consistent analysis and monitoring of program enrollments. Termination of these twenty-one (21) programs will enable the administration to revise records, reflect current program offerings, and overall align their academic program inventory given that several majors have an already existing stand-alone degree. Students are not enrolled in the programs listed below. Termination of the programs will not adversely impact faculty.

List of Recommended Programs for Termination:

- 1) Bachelor of Science in Applied Biology
- 2) Bachelor of Science in Management Science
- 3) Bachelor of Science in Science, Technology, and Culture
- 4) Doctor of Philosophy with a major in Polymer, Textile and Fiber Engineering
- 5) Master of Science with a major in Aerospace Engineering
- 6) Master of Science with a major in Architecture
- 7) Master of Science with a major in Chemical Engineering
- 8) Master of Science with a major in Chemistry
- 9) Mater of Science with a major in Civil Engineering
- 10) Master of Science with a major in Computer Science
- 11) Master of Science with a major in Economics
- 12) Master of Science with a major in Electrical and Computer Engineering
- 13) Master of Science with a major in Engineering Science and Mechanics
- 14) Master of Science with a major in Environmental Engineering
- 15) Master of Science with a major in Health Systems
- 16) Mater of Science with a major in Industrial Engineering
- 17) Master of Science with a major in Mathematics
- 18) Master of Science with a major in Nuclear and Radiological Engineering
- 19) Master of Science with a major in Physics
- 20) Master of Science with a major in Polymer, Textile and Fiber Engineering
- 21) Master of Science with a major in Psychology

10. Termination of Multiple Academic Degrees, Albany State University

Recommended: That the Board approve the request of President Arthur Dunning that Albany State University (“ALSU”) be authorized to terminate multiple academic degrees, effective September 13, 2017.

Program Summary: Albany State University seeks approval to terminate multiple academic degrees. Albany State University has undertaken a comprehensive study of its academic programs based on institutional deliberations during consolidation proceedings, reviews of low-producing programs, and analyses of programmatic outcomes. Termination of these fifteen (15) programs will enable the administration to revise records, reflect current program offerings, and overall align their academic program inventory in time for a SACS-COC review. Students are not enrolled in the programs listed further below. Termination of the programs will not adversely impact faculty.

List of Recommended Programs for Termination:

- 1) Associate of Applied Science in Psychiatric Technology
- 2) Associate of Science in Cancer Registry Management
- 3) Associate of Science in Cardiovascular Technology
- 4) Associate of Science in Human Services Technology
- 5) Associate of Science in Polysomnographic Technology
- 6) Bachelor of Arts with a major in Spanish Language and Literature
- 7) Bachelor of Arts with a major in Art
- 8) Bachelor of Arts with a major in Music
- 9) Bachelor of Music Education
- 10) Bachelor of Science with a major in Teaching Field – Health & Physical Education
- 11) Bachelor of Science with a major in Teaching Field – Science
- 12) Master of Education with a major in Teaching Field – Music
- 13) Master of Education with a major in Teaching Field – English
- 14) Master of Education with a major in Teaching Field – Mathematics
- 15) Master of Education with a major in Teaching Field – Health & Physical Education

11. **Revision to The Policy Manual, Section 3.4, Calendar of Academic Activities**

- a. **Revision to Subsection 3.4.1, Semester System**
- b. **Revision to Subsection 3.4.2, Uniform Academic Calendar**
- c. **Revision to Subsection 3.4.3, Religious Holiday Schedule**
- d. **Revision to Subsection 3.4.4, Exceptions**

Abstract: Policy changes provide additional clarification following the approval of the Section 3.4 revision during the October 2016 Board Meeting. In line with the goals of the Board of Regents' Policy Manual Review, the main purpose of these revisions is to simplify Policy language, to provide for consistency in Policy provisions, and to increase the efficiency of The Policy Manual.

CURRENT POLICY LANGUAGE:

3.4 Calendar of Academic Activities

3.4.1 Semester System

All USG institutions shall be on the semester system (BoR Minutes, Dec. 1995; Oct. 2016).

3.4.2 Uniform Academic Calendar

For the purposes of this policy, credit hours and weeks of instruction are defined within the code of federal regulations. A credit hour is defined as in 34 cfr 600.2; a week of instructional time is defined as in 34 cfr 668.3(b).

Institutions will have two (2) semesters, each with fifteen (15) instructional weeks. A course offered in fewer than fifteen (15) instructional weeks shall contain the same total hours (contact hours, preparation time, content, and requirements) as the same course offered in the standard 15-week semester.

All institutions, with the exception of Medical School at Augusta University and the College of Veterinary Medicine at the University of Georgia, shall begin and end classes during the prescribed periods. The prescribed dates for starting and ending classes can be found in the Academic Affairs Handbook.

Each institution will determine all other necessary dates for the semester, including the possibility of flexible scheduling within and between semesters. Each term must be separated by a minimum of one (1) day. (BoR Minutes, Oct. 2016)

3.4.3 Religious Holiday Schedule

Each institution should have a policy regarding special arrangements for students for religious holidays. (BoR Minutes, Oct. 2016)

3.4.4 Exceptions

Requests for exceptions to this policy must be submitted in writing to and approved in writing by the USG chief academic officer.

EDITED POLICY LANGUAGE:

3.4 **Academic** Calendar ~~of Academic Activities~~

3.4.1 Semester System

All **University System of Georgia (“USG”)** institutions shall be **operate** on the semester system (~~BoR Minutes, Dec. 1995; Oct. 2016~~).

3.4.2 Uniform Academic Calendar

~~For the purposes of this policy, credit hours and weeks of instruction are defined within the code of federal regulations. A credit hour is defined as in 34 cfr 600.2; a week of instructional time is defined as in 34 cfr 668.3(b).~~

The academic calendar for each USG I institutions will have shall consist of two (2) semesters, each with at least fifteen (15) instructional weeks of instructional time, as defined by federal regulations issued by the United States Department of Education. The 15 weeks of instructional time shall not include registration or final examinations, unless requested by the President of an institution and approved by the Chief Academic Officer. A course offered in fewer than fifteen (15) instructional weeks shall contain the same total hours (contact hours, preparation time, content, and requirements) as the same course offered in the standard 15 week semester.

All **USG** institutions, with the exception of **Medical School and Dental School** at Augusta University and the **College of Veterinary Medicine and School of Law** at the University of Georgia, shall begin and end classes **for fall semester and spring semester during within** the prescribed periods. ~~The prescribed dates for starting and ending classes can be found~~ **set forth** in the **Academic & Student** Affairs Handbook.

Each institution will determine all other necessary dates for the semester, including the possibility of flexible scheduling within and between semesters. Each term must be separated by a minimum of one (1) day. (~~BoR Minutes, Oct. 2016~~)

3.4.3 Religious Holidays Schedule

Each USG institution should have a shall establish a policy process for evaluating requests regarding special arrangements for students for leave to observe religious holidays. (BoR Minutes, Oct. 2016)

3.4.4 Exceptions Instructional Time

~~Requests for exceptions to this policy must be submitted in writing to and approved in writing by the USG chief academic officer.~~ A minimum of 750 minutes of instruction or equivalent is required for each semester credit hour. A course offered in fewer than 15 instructional weeks shall contain the same total hours (contact hours, preparation time, content, and requirements) as the same course offered in the standard 15-week semester.

PROPOSED NEW POLICY LANGUAGE:

3.4 Academic Calendar

3.4.1 Semester System

All University System of Georgia (“USG”) institutions shall operate on the semester system.

3.4.2 Uniform Academic Calendar

The academic calendar for each USG institution shall consist of two semesters, each with at least 15 weeks of instructional time, as defined by federal regulations issued by the United States Department of Education. The 15 weeks of instructional time for each semester shall not include registration or final examinations, unless requested by the President of an institution and approved by the Chief Academic Officer.

All USG institutions, with the exception of Medical School and Dental School at Augusta University and the College of Veterinary Medicine and School of Law at the University of Georgia, shall begin and end classes for fall semester and spring semester within the prescribed periods set forth in the Academic & Student Affairs Handbook.

Each institution will determine all other necessary dates for the semester, including the possibility of flexible scheduling within and between semesters. Each term must be separated by a minimum of one day.

3.4.3 Religious Holidays

Each USG institution shall establish a process for evaluating requests for leave to observe religious holidays.

3.4.4 Instructional Time

A minimum of 750 minutes of instruction or equivalent is required for each semester credit hour. A course offered in fewer than 15 instructional weeks shall contain the same total hours (contact hours, preparation time, content, and requirements) as the same course offered in the standard 15-week semester.

12. Revision to The Policy Manual, Section 4.1, General Policy
a. Revision to Subsection 4.1.1, Institutional Responsibility
b. Revision to Subsection 4.1.4, Fraternities and Sororities

Abstract: In line with the goals of the Board of Regents' Policy Manual Review, the main purpose of these revisions is to simplify Policy language, to provide for consistency in Policy provisions, and to increase the efficiency of The Policy Manual.

4.1 General Policy

4.1.1 Institutional Responsibility

(Last Modified on June 29, 2009)

Admission, discipline, promotion, graduation, and formulation of all rules and regulations pertaining to students of USG institutions are matters to be handled by the institutions within the framework of regulations of the Board of Regents. Students violating rules and regulations of an institution may be punished, suspended, excluded, or expelled as may be determined by the institution.

EDITED POLICY LANGUAGE:

4.1 General Policy **on Student Affairs**

4.1.1 Institutional Responsibility

(Last Modified on June 29, 2009)

Admission, discipline, promotion, graduation, and formulation of all rules and regulations pertaining to students of USG **University System of Georgia** institutions ~~are matters to be handled~~ **should be addressed** by the institutions within the framework of **policies and** regulations ~~of issued by~~ the Board of Regents. Students ~~violating~~ **failing to comply with Board of Regents' or institution rules,** and regulations, ~~or directives of an institution may be punished, suspended, excluded, or expelled as may be determined by the institution~~ **face disciplinary actions.**

PROPOSED NEW POLICY LANGUAGE:

4.1 General Policy on Student Affairs

4.1.1 Institutional Responsibility

Admission, discipline, promotion, graduation, and formulation of all rules and regulations pertaining to students of University System of Georgia institutions are matters to be handled by the institutions within the framework of policies and regulations issued by the Board of Regents. Students failing to comply with Board of Regents' or institution rules, regulations, or directives may face disciplinary actions.

CURRENT POLICY LANGUAGE:

4.1.4 Fraternities and Sororities

(Last Modified on June 29, 2009)

Each USG institution shall be authorized to decide for itself whether social fraternities and/or sororities shall be established and whether they shall be local only or affiliated with national groups. Each institution also shall be authorized to promulgate rules and regulations concerning the establishment, organization, governance, and discipline of social fraternities and sororities (BoR Minutes, 1964-65, p. 651).

EDITED POLICY LANGUAGE:

4.1.4 Fraternities and Sororities

(Last Modified on June 29, 2009)

Each USG **University System of Georgia** institution shall be authorized to decide ~~for itself~~ whether social fraternities and/or sororities shall be established and whether ~~they~~ **each social fraternity or sorority** shall be local only or affiliated with national groups. Each institution ~~also~~ shall be authorized to promulgate rules and regulations concerning the establishment, organization, governance, and discipline of social fraternities and sororities (~~BoR Minutes, 1964-65, p. 651~~).

PROPOSED NEW POLICY LANGUAGE:

4.1.4 Fraternities and Sororities

Each University System of Georgia institution shall be authorized to decide whether social fraternities and/or sororities shall be established and whether each social fraternity or sorority shall be local only or affiliated with national groups. Each institution shall be authorized to promulgate rules and regulations concerning the establishment, organization, governance, and discipline of social fraternities and sororities.

13. Revision to The Policy Manual, Section 8.3.5.4, Post-tenure Review

Abstract: In line with the goals of the Board of Regents' Policy Manual Review, the main purpose of these revisions is to simplify Policy language, to provide for consistency in Policy provisions, and to increase the efficiency of The Policy Manual.

CURRENT POLICY LANGUAGE

8.3.5.4 Post-Tenure Review for Tenured Faculty and Administrators

Each institution shall conduct post-tenure reviews of all tenured faculty members. Each faculty member is to be reviewed five (5) years after the most recent promotion or personnel action, and reviews shall continue at five-year intervals unless interrupted by a further review for promotion.

Administrators who have tenure and who also have some teaching responsibilities will not be subject to post-tenure review as long as a majority of their duties are administrative in nature. At such time as an administrator may return full-time to the faculty, she/he will be placed into the post-tenure review cycle and will be evaluated under those guidelines as a faculty member in the fifth year following the return to the faculty and at subsequent five year intervals (BoR Minutes, August 2007).

The institution president shall review and approve institutional post-tenure review policies, as well as any subsequent revisions. These institutional policies must conform to the institution's mission and to USG procedures for post-tenure review. Institutional policies also shall address cases in which a tenured faculty member's performance is deemed unsatisfactory (BoR Minutes, April 1996, p. 39-47; May 1996, p. 52; February 2007).

EDITED POLICY LANGUAGE

Each institution shall conduct post-tenure reviews of all tenured faculty members. ~~Each faculty member is to be reviewed~~ five (5)-years after the most recent promotion or personnel action ~~for the faculty member, and r.~~ **for the faculty member**, and r. Reviews shall continue at five-year intervals unless interrupted by a further review for promotion.

~~An~~ **An** administrators who has ~~ve~~ **ve** tenure and who also have some teaching responsibilities will not be subject to post-tenure review, ~~as long as a majority of their~~ **as long as a majority of the individual's** duties are administrative in nature. ~~At such time as~~ **If and when** an administrator ~~may returns~~ **returns** ~~full-time to the faculty~~ **full-time**, she/he ~~the individual~~ **the individual** will be placed into the post-tenure review cycle ~~and will be evaluated under those guidelines as a~~ **for** faculty member in the fifth year following the return to the faculty and at subsequent five year intervals (BoR Minutes, August 2007). ~~described above.~~ **described above.**

The institution's ~~p~~ **p**President shall review and approve institutional post-tenure review policies, as well as any subsequent revisions. ~~These institutional policies must conform to the institution's mission and to USG procedures for post-tenure review. Institutional policies also shall address~~

~~cases in which a tenured faculty member's performance is deemed unsatisfactory (BoR Minutes, April 1996, p. 39-47; May 1996, p. 52; February 2007).~~

PROPOSED NEW POLICY LANGUAGE

Each institution shall conduct post-tenure reviews of all tenured faculty members five years after the most recent promotion or personnel action for the faculty member. Reviews shall continue at five-year intervals unless interrupted by a further review for promotion.

An administrator who has tenure and who also have some teaching responsibilities will not be subject to post-tenure review, as long as a majority of the individual's duties are administrative in nature. If and when an administrator returns to the faculty full-time, the individual will be placed into the post-tenure review cycle for faculty described above.

The institution's President shall review and approve institutional post-tenure review policies, as well as any subsequent revisions.

14. Establishment of the Parker Curator of Russian Art Chair, 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 Parker Curator of Russian Art Chair, effective September 13, 2017.

Abstract: The University of Georgia seeks approval to establish the Parker Curator of Russian Art Chair at the Georgia Museum of Art. As established by the gift agreement, the individual appointed to the position must be sufficiently qualified in Russian Art to carry out the obligations of the agreement, be recommended by the Director of the Georgia Museum of Art, and the appointee must be reviewed every five years and a recommendation made by the Director of the Georgia Museum of Art to the Provost for the appointee to occupy the position. A transformative gift has been provided to the Georgia Museum of Art in the amount of \$265,420 dollars.

Biosketch: Mr. William A. Parker, III (Bill) is a collector of Russian art and is deeply invested in sharing his collection to educate the public about the history of Russia through its material culture. The Parker Collection, which is on extended loan to the Georgia Museum of Art with a gift, is supported by the Parker Collection Support Endowment. The endowment supports the Parker Curator of Russian Art special, endowed position. The Parker family has a long record of service and philanthropy. Mr. Parker, a retired investment banker, currently resides in Clarkesville, Georgia. Mr. Parker, his father William A. Parker, Jr., and his sister Mrs. Ibbey Mills all sit on the board of the Fraser-Parker Foundation. Mr. William A. Parker, Jr. was elected to the board of Genuine Parts Company in the 1960s and has since been a director of several corporations including the Georgia Power Company and Atlantic Investment Company. Bill’s mother, Nancy, was a leader among the High Museum of Art’s many volunteers and donors. Mrs. Parker, Jr. joined the High Members Guild in 1969 and focused her efforts on its decorative arts program, then still in its infancy and later established the Friends of the Decorative Arts at the High in the role of director. The University of Georgia seeks Board approval for this philanthropic gift to establish the curator position.

15. Establishment of the Sikorsky, A Lockheed Martin Company, Professorship, 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 Sikorsky, A Lockheed Martin Company, Professorship, effective September 13, 2017.

Abstract: Georgia Institute of Technology seeks approval to establish the Sikorsky, A Lockheed Martin Company, Professorship in the Daniel Guggenheim School of Aerospace Engineering within the College of Engineering. Establishment of the endowed position is supported by funds totaling approximately \$839,990 dollars as of the fund balance statement dated June 30, 2017. The Professorship is supported by the generosity of Sikorsky, A Lockheed Martin Company. The donor agreement stipulates that the Chair of the School of Aerospace Engineering be afforded flexibility in determining the deployment of distributions from the fund to support any combination of faculty positions as most appropriately meet the needs of the academic unit.

Biosketch: Headquartered in Bethesda, Maryland, Lockheed Martin is a global security and aerospace company that employs approximately 97,000 people worldwide and is principally engaged in the research, design, development, manufacture, integration and sustainment of advanced technology systems, products, and services. The company has over 590 facilities in fifty states throughout the United States and business locations in over seventy nations and territories. As a global security, innovation, and aerospace company, the majority of Lockheed Martin’s business is with the U.S. Department of Defense and U.S. federal government agencies. In addition, Sikorsky (a Lockheed Martin Company) provides military and rotary-wing aircraft to all five branches of the U.S. armed forces along with military services and commercial operators in forty nations. The remaining portion of Lockheed Martin’s business is comprised of international government and commercial sales of products, services, and platforms.

16. Faculty Appointments

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

Institution: University of Georgia

Faculty Name: Dr. Matthew Auer

Chair/Professorship/Appointment Title: Arch Professor of Public and International Affairs

Institution: University of Georgia

Faculty Name: Dr. Asen Kirin

Chair/Professorship/Appointment Title: Parker Curator of Russian Art

Institution: Georgia Institute of Technology

Faculty Name: Dr. Lakshmi Sankar

Chair/Professorship/Appointment Title: Sikorsky, A Lockheed Martin Company, Professorship (currently serves as a Regents' Professor in the Guggenheim School of Aerospace Engineering)

Regents' Professor**Institution: Georgia Institute of Technology**

Faculty Name: Dr. Marilyn Brown

Chair/Professorship/Appointment Title: Regents' Professor, Ivan Allen College of Liberal Arts, School of Public Policy

Regents' Professor**Institution: Georgia Institute of Technology**

Faculty Name: Dr. Suresh Sitaraman

Chair/Professorship/Appointment Title: Regents' Professor, College of Engineering, The George W. Woodruff School of Mechanical Engineering

Regents' Professor**Institution: Georgia Institute of Technology**

Faculty Name: Dr. Prasad Tetali

Chair/Professorship/Appointment Title: Regents' Professor, College of Sciences, School of Mathematics and College of Computing, School of Computer Science

Renewal of Regents' Professor**Institution: Georgia Institute of Technology**

Faculty Name: Dr. Mark Hay

Chair/Professorship/Appointment Title: Regents' Professor (renewal), College of Sciences, School of Biological Sciences

16. Faculty Appointments (Continued)

Renewal of Regents' Professor

Institution: Georgia Institute of Technology

Faculty Name: Dr. Dimitri Mavris

Chair/Professorship/Appointment Title: Regents' Professor (renewal), College of Engineering, School of Aerospace Engineering

Renewal of Regents' Researcher

Institution: Georgia Institute of Technology

Faculty Name: Dr. Helena Mitchell

Chair/Professorship/Appointment Title: Regents' Researcher (renewal), Ivan Allen College of Liberal Arts, School of Public Policy, Center for Advanced Communications Policy

Renewal of Regents' Researcher

Institution: Georgia Institute of Technology

Faculty Name: Dr. Lora Weiss

Chair/Professorship/Appointment Title: Regents' Researcher (renewal), Georgia Tech Research Institute, Institute for Robotics and Intelligent Machines

17. Information Item: Momentum Year, Complete College Georgia Follow-up

Abstract: Dr. Tristan Denley, Executive Vice Chancellor for Academic Affairs, will provide follow-up remarks to his presentation “Momentum Year”/Complete College Georgia to the full Board.

18. Information Item: New Academic Program Proposal Submissions

Abstract: Dr. Tristan Denley, Executive Vice Chancellor for Academic Affairs, will provide remarks concerning revisions to new academic program proposal submissions and resultant modifications to the One-Step Academic Program Proposal form.

AGENDA

COMMITTEE ON ORGANIZATION & LAW

September 13, 2017

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APPROVAL ITEM

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| 1. Request for Honorary Degree from Columbus State University | 1 |
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INFORMATION ITEM

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| 2. Executive Session | 2 |
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1. Honorary Degree for Mr. D. L. Jordan

Columbus State University has requested approval to award an Honorary Degree upon Mr. D. L. Jordan, to be conferred on him during commencement exercises in December 2017.



August 21, 2017

Dr. Steve Wrigley, Chancellor
University System of Georgia
270 Washington St. SW
Atlanta, GA 30334

Dear Dr. Wrigley:

On behalf of Columbus State University (CSU), I am writing to request approval to award an honorary degree to Mr. D.L. Jordan in December 2017. This request has been approved through CSU's internal process for nominating individuals for honorary degrees. The process includes review and recommendation from an institutional committee comprised of a faculty member from each college in addition to endorsement of the appropriate dean, the provost, and the president.

Mr. Jordan is a graduate of Columbus High School. He became his family's breadwinner at the age of 16 when his father, Cecil, was diagnosed with colon cancer. He took over his father's struggling hardware business and started a fence company. By 18, he had earned enough money to build his parents a new house. He expanded the D.L. Jordan Company into painting, roofing, remodeling, and general contracting. He now develops and invests in real estate.

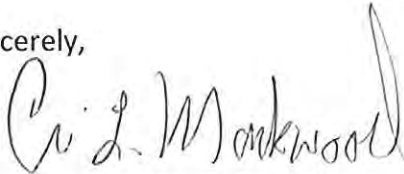
Beginning at age 14, Jordan has carved time out of his successful vocation to express his love of literature through his avocation as a novelist and story writer. At 21, Jordan used the pen name Leroy Donald when he wrote his first novel, a Western called "Trail to Lometa," published by Thomas Bouregy & Co. In 2011, Jordan's "The Creation: A Letter" was published by Outskirts Press, which described the book as "a primer of the simple human virtues we would want to pass on to our children and grandchildren." In 2013, Outskirts Press also published Jordan's novel titled "Happy Lightning," about a man who must change his life's dreams because his wife's death makes him a single father. Jordan believes in writing about things he knows and loves. He believes in doing good with his writing rather than just entertaining the readers and he beautifully and empathetically portrays the human experience drawing the reader into the place where they discuss what is happening.

The \$3 million gift that Mr. Jordan made to Columbus State University exponentially expands the scope and influence of his pen by helping put pens in the hands of our students and other gifted writers who will continue to write the stories that captivate the heart, motivate the soul, and encourage the spirit. Specifically, 1) The Donald L. Jordan Prize in Traditional American Writing will award annual prizes for the entries that best represent the traditional American values of responsibility, gratitude, generosity, faith and love. The panel of judges will include at least one eminent American writer. Columbus State University Press will publish the winner's work and distribute it nationally. 2) The Donald L. Jordan Endowed Professorship in Creative Writing will supplement a CSU Department of English Faculty member's salary. The Faculty member will teach courses

and oversee the Donald L. Jordan Prize in Traditional American Writing as well as a writing conference every two to three years on campus to publicize writing that honors traditional American values. 3) The Donald L. Jordan Study Abroad Service Learning Program will enable as many as 10 students and 2 faculty members to participate in a humanitarian project in a developing country. Program participants will engage in life-changing work and, following the experience, will write about their servant learning experience.

We would be happy to provide additional information as needed. Thank you for your consideration of this request.

Sincerely,

A handwritten signature in cursive script that reads "Chris Markwood". The signature is written in black ink and is positioned above the typed name.

Dr. Chris Markwood, President
Columbus State University

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 PERSONNEL AND BENEFITS

September 13, 2017

Agenda Item

Page No.

INFORMATION ITEM

1. Revision to Board Policy 8.2.19 Tuition Assistance Program

1

1. **Information Item: Revision to Board Policy 8.2.19 Tuition Assistance Program**

Ms. Marion Fedrick, Vice Chancellor of Human Resources, will present on a revision to Board Policy 8.2.19 Tuition Assistance Program.

Background

The Tuition Assistance Program (TAP) was established by the Board to encourage and support full-time faculty and staff in professional development. Professional development is important because it is a means by which employees maintain and enhance their knowledge and skills related to their professional lives. Eligible employees, who are approved by their institution, receive a waiver of tuition and certain fees for TAP eligible programs.

There are two proposed revisions to the policy. The first revision would allow employees to receive a full waiver of Board approved tuition regardless of the mode of delivery (i.e. face-to-face, online or a hybrid) for all TAP eligible programs. Currently, some institutions charge employees a tuition differential for online courses and certain programs.

The second revision expands TAP eligible programs to include all graduate programs and only excludes executive total cost programs, dental, medical, pharmacy, veterinary, and law programs. Currently, many other graduate programs are excluded under the policy.

At the Board's October 2017 meeting, it will be recommended that Board Policy Manual, Section 8.2.19 Tuition Assistance Program be amended as noted on the following pages.

Current Policy

8.2.19 Tuition Assistance Program

(Last Modified on January 21, 2011)

The USG and its institutions will encourage full-time faculty, staff, and administrators to participate in development activities and study by remitting tuition for those activities that have been authorized by the employee's institution. Participation in the Tuition Assistance Program shall be available to full-time, benefits-eligible employees who have successfully completed at least six (6) months of employment in a benefits-eligible position as of the date of the Tuition Assistance Program application deadline for the desired academic semester.

Full-time employees (who meet the applicable admissions standards and who have received appropriate prior authorization from their institution) may enroll in up to nine (9) academic semester credit hours (BoR Minutes, August 2010) for each of the three (3) designated semester periods: fall semester, spring semester, and summer semester.

Student status will be secondary to employee status in all considerations, including student fee waivers. Tuition assistance is the waiver of tuition and the waiver of certain fees. Tuition Assistance Program participation will be granted on a space-available basis. For limited-slot enrollment programs, approval must be granted by the teaching institution. An employee must receive a grade of C or better in each approved Tuition Assistance Program academic course.

Employees may not enroll in the following professional schools:

1. Dental
2. Medical
3. Pharmacy
4. Veterinary
5. Law
6. Executive/premiere or comparable graduate programs

(BoR Minutes, September 2004)

Proposed Policy**8.2.19 Tuition Assistance Program**

(Last Modified on January 21, 2011)

The USG and its institutions will encourage full-time faculty, staff, and administrators to participate in development activities and study by remitting tuition for those activities that have been authorized by the employee's institution. Participation in the Tuition Assistance Program shall be available to full-time, benefits-eligible employees who have successfully completed at least six (6) months of employment in a benefits-eligible position as of the date of the Tuition Assistance Program application deadline for the desired academic semester.

Full-time employees (who meet the applicable admissions standards and who have received appropriate prior authorization from their institution) may enroll in up to nine (9) academic semester credit hours (BoR Minutes, August 2010) for each of the three (3) designated semester periods: fall semester, spring semester, and summer semester.

Student status will be secondary to employee status in all considerations, including student fee waivers. Tuition assistance is the waiver of tuition and the waiver of certain fees. Tuition waivers for Tuition Assistance Program participating employees will be applied as follows effective January 1, 2018:

The Board approved applicable face-to-face or online tuition rate will be waived for all undergraduate and graduate Tuition Assistance Program eligible programs and classes.

Tuition Assistance Program participation will be granted on a space-available basis. For limited-slot enrollment programs, approval must be granted by the teaching institution. An employee must receive a grade of C or better in each approved Tuition Assistance Program academic course.

~~Employees may not enroll in the following professional schools~~ The following programs are not eligible for the Tuition Assistance Program waiver:

1. Dental
2. Medical
3. Pharmacy
4. Veterinary
5. Law
6. ~~Executive/premiere or comparable graduate programs~~ Executive total cost programs

(BoR Minutes, September 2004)

AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

September 13, 2017

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CONSENT ITEMS

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APPROVAL ITEMS

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AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

September 13, 2017

1. **Appointment of Design Professional Firm, Project No. J-310, Carlton Library Renovation & Fine Arts Building, Abraham Baldwin Agricultural College**

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

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

Project No. J-310, Carlton Library Renovation & Fine Arts Building, Abraham Baldwin Agricultural College

Project Description: This project was authorized by the Board in September 2016. The project involves the renovation of approximately 61,000 square feet (“SF”) within the Carlton Center. In addition to the Library, student services including Student Learning, Academic Support, Academic Assistance, Testing, Student Development, Financial Aid, Student Financial Services, Counseling, Media Services, Registration, and the Veterans Center functions will all be housed within the newly renovated Carlton Center. While the existing building is structurally sound, its mechanical, electrical, plumbing, and information technology/audio-visual systems all need to be upgraded or replaced.

The project scope also includes construction of a new Fine Arts Building that will encompass approximately 24,000 SF. Situated along Sweetheart Circle, the design of this new structure would be compatible with the buildings on Historic Front Campus. Construction of this new building would provide additional space for Fine Arts programming and allow for its units, many of which are spread across campus, to consolidate under one roof.

The project will be funded with \$1,600,000 in Fiscal Year (“FY”) 2018 State General Obligation (“G.O.”) Bonds, plus \$17,700,000 and \$2,100,000 in anticipated FY 2019 and FY 2020 State G.O. Bond funds, respectively.

Total Project Cost:	\$21,400,000
Construction Cost (Stated Cost Limitation):	\$15,550,000

1. **Appointment of Design Professional Firm, Project No. J-310, Carlton Library Renovation & Fine Arts Building, Abraham Baldwin Agricultural College (continued)**

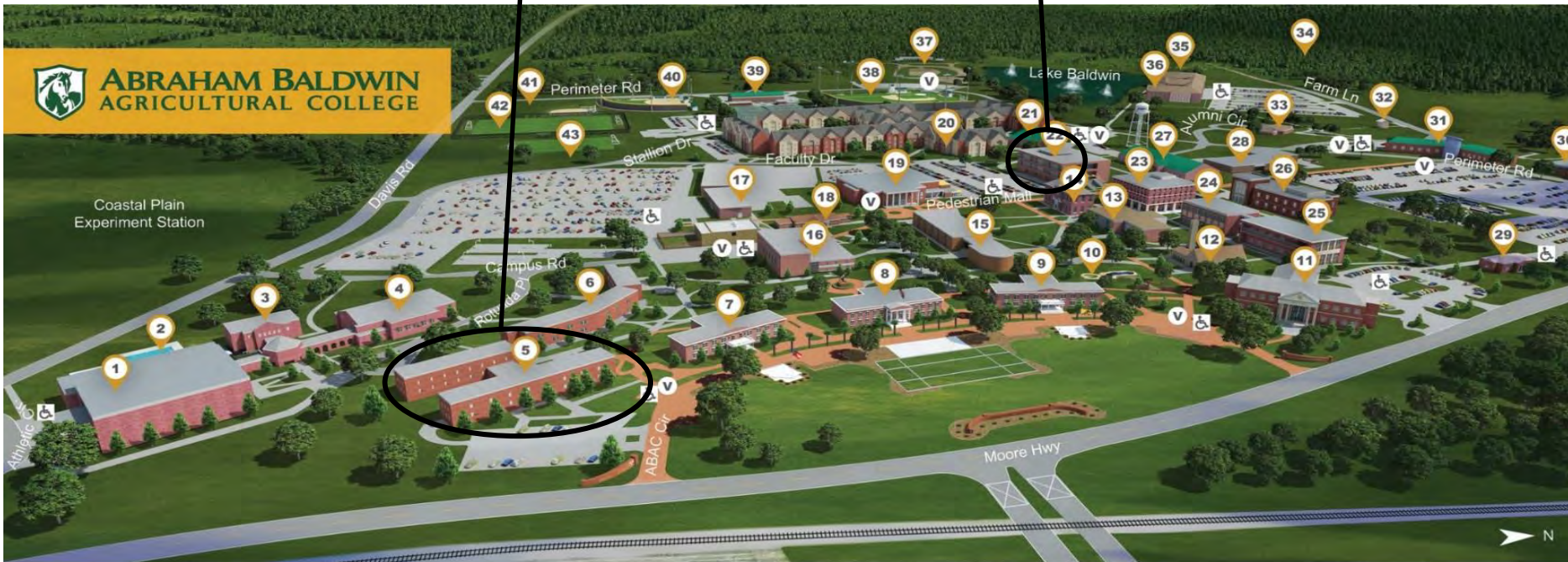
Number of firms that applied for this commission: 22

Recommended firms in rank order:

- 1)
- 2)
- 3)

New Fine Arts Building

Carlton Library Renovation



2. **Appointment of Design Professional Firm, Project No. J-311, College of Science and Math Building & Campus Infrastructure, Augusta University**

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

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

Project No. J-311, College of Science and Math Building & Campus Infrastructure, Augusta University

Project Description: This project was authorized by the Board in September 2016. Totalling approximately 155,000 square feet, this new building will consist of science teaching labs, bio-medical related research labs and support areas, faculty offices, classrooms, and individual and small group student study/collaboration spaces.

The project scope also includes plans to expand the existing South Campus Infrastructure to provide additional capacity and extensive hardscape reconfiguration around the project site.

The project will be funded with \$10,000,000 in Private/Philanthropic funds, \$4,500,000 in Fiscal Year (“FY”) 2018 State General Obligation (“G.O.”) Bonds, plus \$49,400,000 and \$6,100,000 in anticipated FY 2019 and FY 2020 State G.O. Bond funds, respectively.

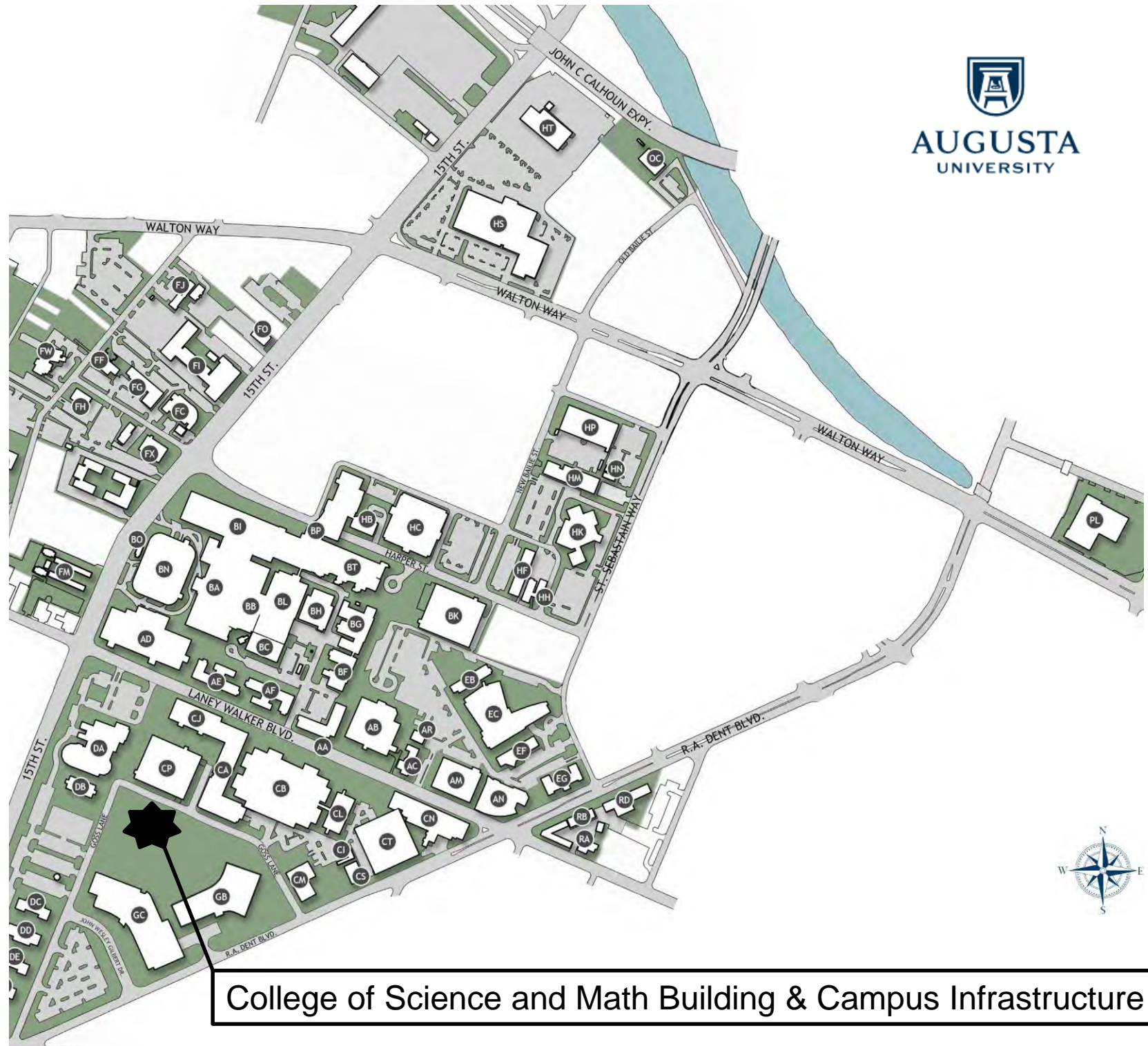
Total Project Cost:	\$70,000,000
Construction Cost (Stated Cost Limitation):	\$52,500,000

Number of firms that applied for this commission: 21

Recommended firms in rank order:

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

- AA Administration, G. Lombard Kelly Building
- AB Robert B. Greenblatt, MD Library
- AC Sickie Cell Center
Hulsman Laboratory
- AD Professional Building AE
- Pavilion I
- AF Pavilion II
- AM Cancer Clinic Parking Deck
- AN Cancer Clinic
- AR Clinical Cancer Research
- BA Medical Center (Talmadge)
- BB Medical Center (East Wing)
- BC Lansing B. Lee Sr. Auditoria Center
- BF Murphey Building
- BG Dugas Building
- BH Central Energy Plant
- BI Medical Center (Sydenstricker)
- BK Harper Street Deck
- BL Central Distribution Building, Warehouse
- BN Medical Center Parking Deck
- BO Medical Center Security Office
- BP Medical Office Building, Critical Care Center
- BT Children's Medical Center
- CA Interdisciplinary Research Center
- CB Sanders R & E Building
- CI Environmental Health & Safety
- CJ Pavilion III
- CL Hamilton Wing
- CM South Energy Plant
- CN Cancer Research Center
- CP Goss Lane Deck
- CS Material Safety Facility
- CT Dent Blvd. Deck
- DA Student Center
- DB Residence IV
- DC Village Apartments A DD
- Village Apartments B DE
- Village Apartments C DF
- Village Apartments D EB
- Jennings Building
- EC Health Sciences Building
- EF Walter L. Shepard Building
- EG Stoney Building
- FC Sports Medicine
- FF Clinical Investigative Services
- FG Human Resources
- FH Dermatology Offices
- FI Alumni Center
- FJ Reproductive Lab
- FM Residence VI
- FO Pediatric Primary Care Associates
- FW Cardiovascular Center
- GB J. Harold Harrison, M.D. Education Commons
- GC College of Dental Medicine
- HB Faculty Office Building
- HC Medical Office Building Deck
- HF Pediatric Building
- HH Community Medicine Offices HK
- Ga. Radiation Therapy Center HM 914 New Ballie Street
- HN UGA Pharmacy
- HP Physical Plant Shops
- HS Annex I
- HT Annex II
- OC Child Care Center
- RA Physical Plant Offices
- RB Physical Plant Grounds
- RD Physical Plant Warehouse



College of Science and Math Building & Campus Infrastructure

3. **Appointment of Design Professional Firm, Project No. J-313, Center for Engineering & Research, Georgia Southern University**

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

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

Project No. J-313, Center for Engineering & Research, Georgia Southern University

Project Description: This project was authorized by the Board in September 2016. Totalling approximately 157,000 square feet, this facility will serve the Manufacturing Engineering Program and support other engineering disciplines within the College of Engineering and Information Technology. The building will contain research and computer labs, classrooms, seminar rooms, and faculty offices.

This project will be funded from Fiscal Year 2018 State General Obligation Bonds.

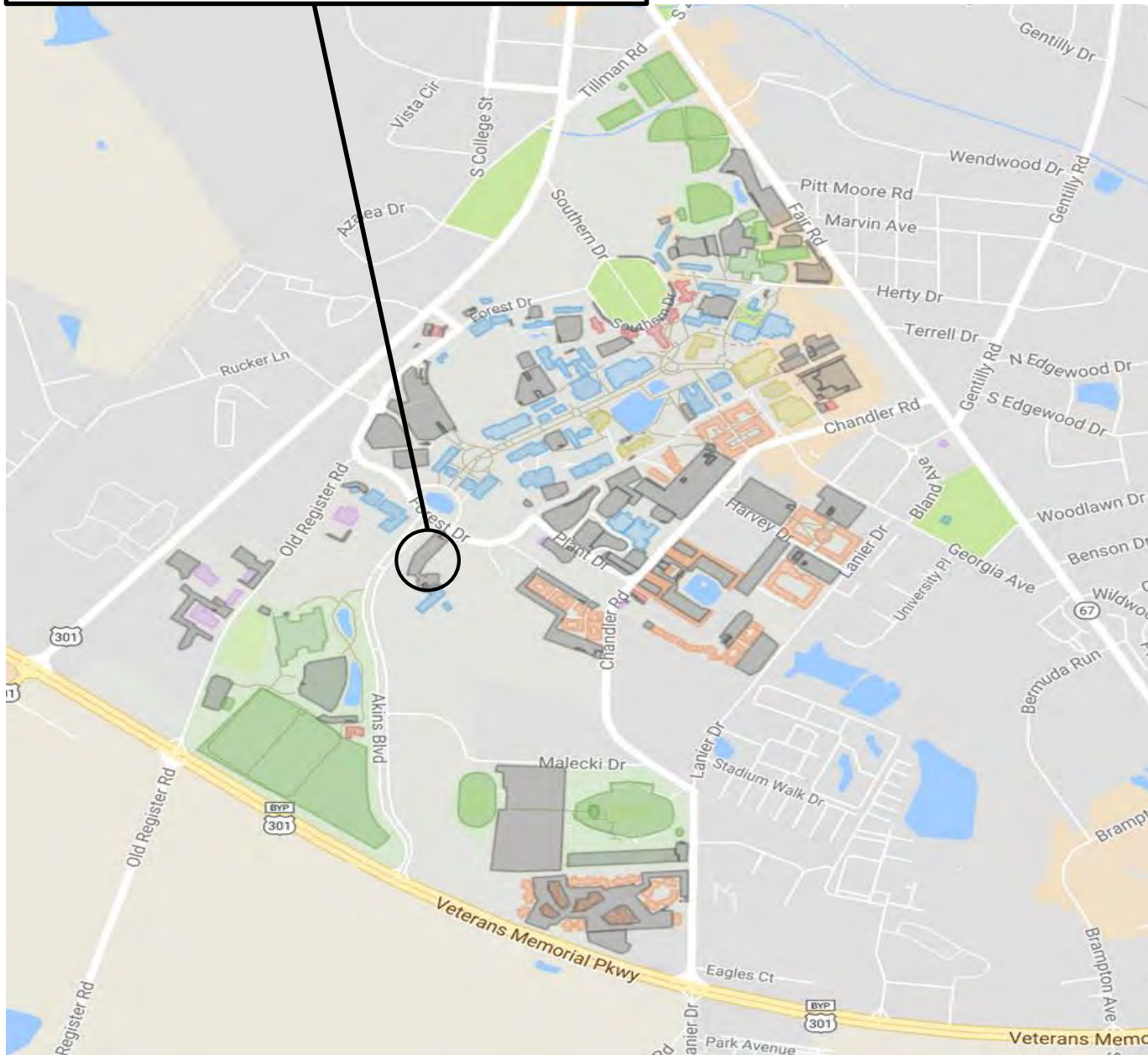
Total Project Cost:	\$60,000,000
Construction Cost (Stated Cost Limitation):	\$46,000,000

Number of firms that applied for this commission: 20

Recommended firms in rank order:

- 1)
- 2)
- 3)

Center for Engineering & Research



4. Appointment of Design Professional Firm, Project No. J-314, Interdisciplinary STEM Research Building, University of Georgia

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

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

Project No. J-314, Interdisciplinary STEM Research Building, University of Georgia

Project Description: This project was authorized by the Board in September 2016. Encompassing approximately 100,000 square feet, the new Interdisciplinary STEM Research Building will provide modern space that is critical to support the University of Georgia’s (“UGA”) robust and expanding lab intensive interdisciplinary research activities. STEM undergraduates and graduate students will have opportunities to engage in exciting projects including those with direct, real-world relevance.

Situated in the south precinct of UGA’s Athens campus, the concept and vision for the project site includes the possibility of adding a second building for STEM research in the future. Both facilities would optimize collaborative interactions and innovation amongst students and researchers in engineering, chemistry, and other STEM sciences. The buildings would offer flexible open lab spaces that maximize space utilization and enable innovative and translational interdisciplinary research. In order to ensure a comprehensive design for the overall site, the design professional will also develop a master plan concept for the two STEM research buildings and a 350 to 400 vehicle parking deck. This plan will demonstrate how these structures will integrate into the surrounding sites and precinct.

The project will be funded with \$4,600,000 in Fiscal Year (“FY”) 2018 State General Obligation (“G.O.”) Bonds, \$34,800,000 and \$5,600,000 in anticipated FY 2019 and FY 2020 State G.O. Bond funds, respectively; and \$20,000,000 in UGA Institution & Private Philanthropy funding.

Total Project Cost:	\$65,000,000
Construction Cost (Stated Cost Limitation):	\$50,050,000

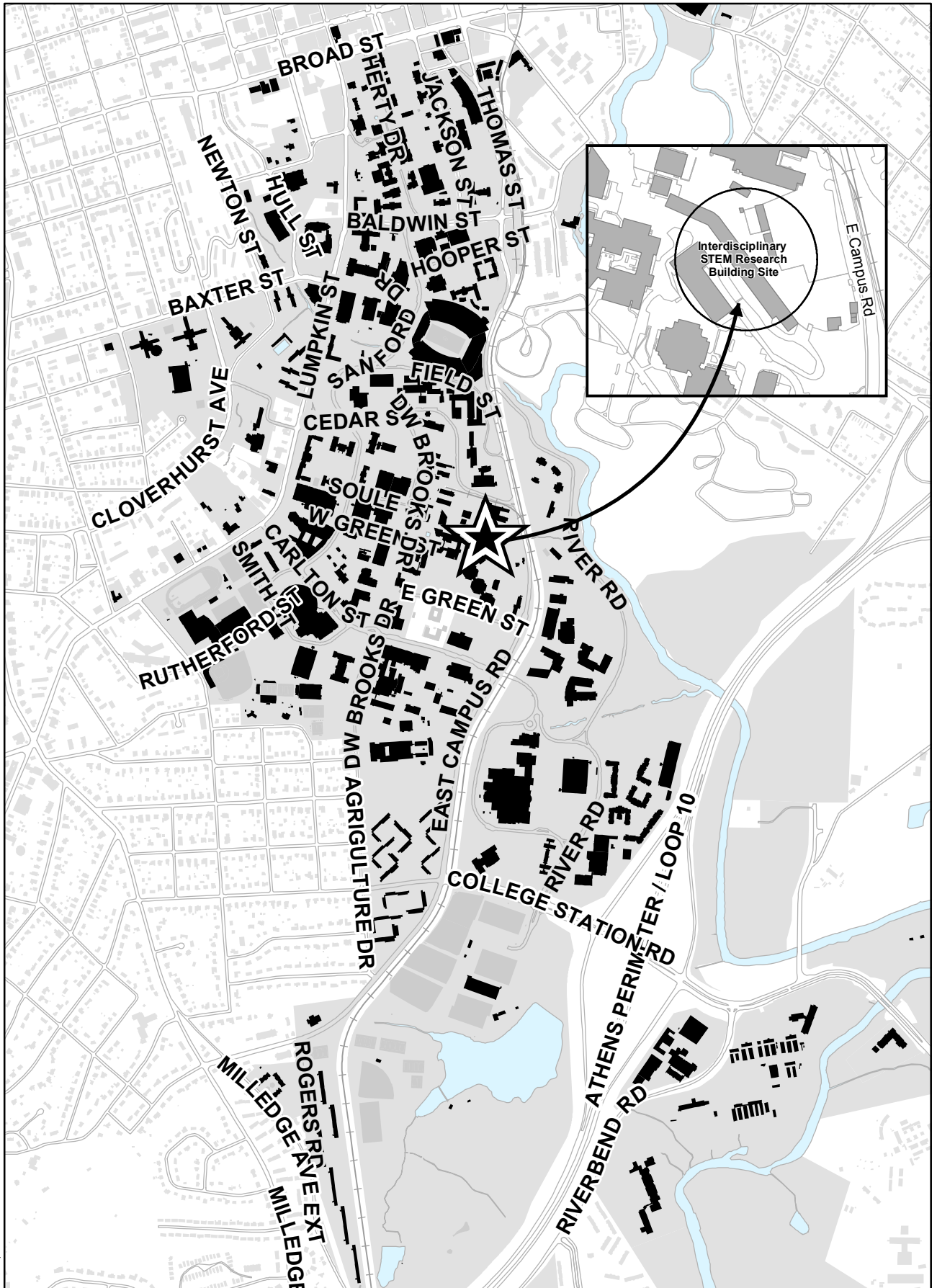
Number of firms that applied for this commission: 14

Recommended firms in rank order:

- 1)
- 2)
- 3)



LOCATION MAP: Interdisciplinary STEM Research Building



5. Naming of Dundee Community Association Mule Barn Café, Griffin Campus, University of Georgia

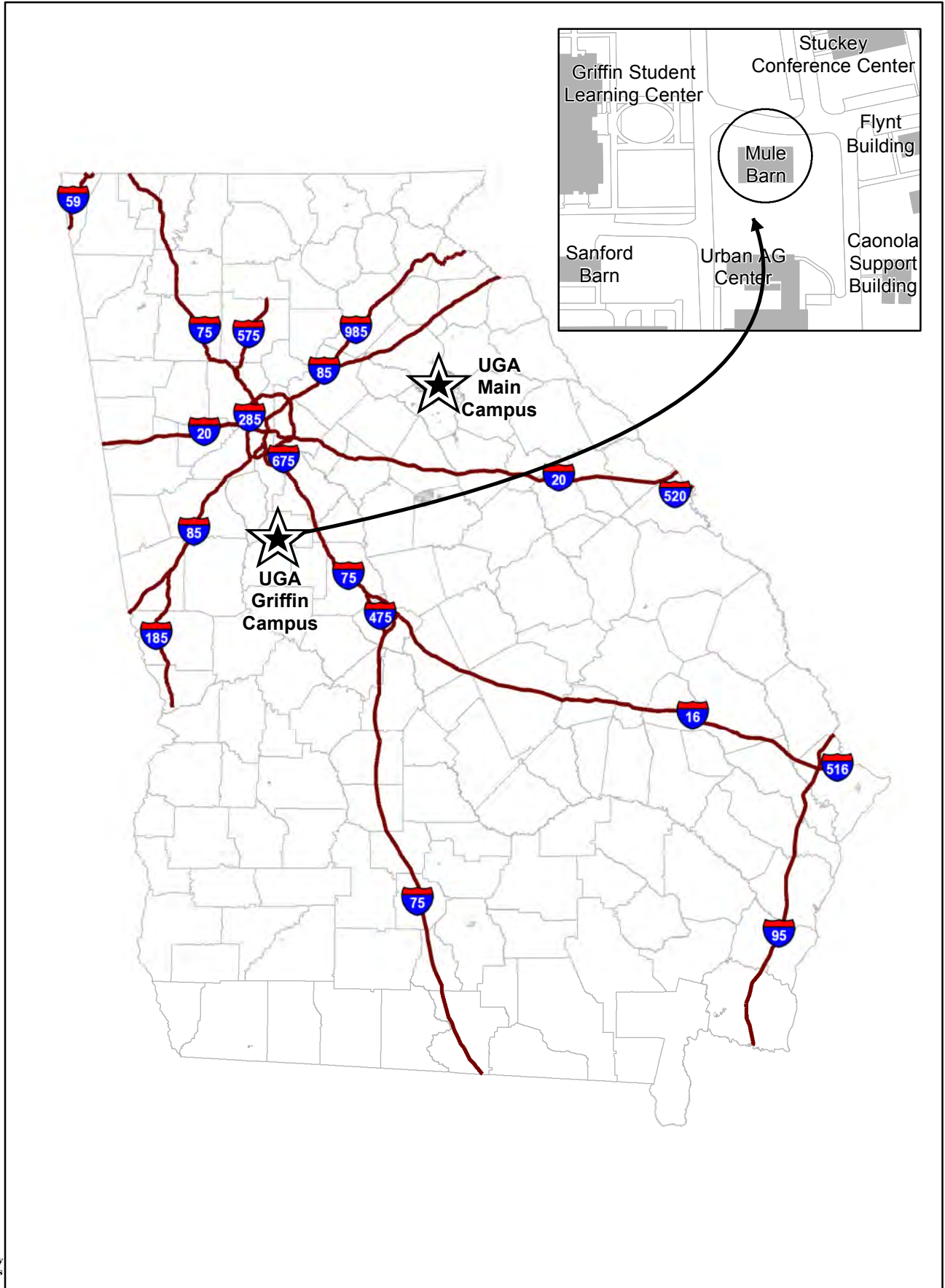
Recommended: That the Board approve the naming of the existing historic mule barn on the University of Georgia's ("UGA") Griffin Campus as the "Dundee Community Association Mule Barn Café" in recognition of the generosity of the Dundee Community Association ("the Association").

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

Dundee Mills, a textile manufacturer founded in 1888, established the Association in the 1940s to provide benefit to charitable and educational organizations that serve the City of Griffin and the surrounding communities. The \$1,000,000 gift pledged by the Association in support of this naming would allow UGA to repurpose the 1920s-era mule barn into a café that would offer the first food options on the Griffin Campus.



Proposed Naming: Dundee Community Association Mule Barn Café



6. Authorization of Project and Approval of Rental Agreement, Project No. PPV-30-1703, Lockheed South Campus, Marietta, Georgia Institute of Technology

Recommended: That the Board authorize Project No. PPV-30-1703, Lockheed South Campus, Georgia Institute of Technology (“GIT”), as a Public Private Venture (“PPV”) with a total project budget of \$62,800,000.

Recommended further: That the Board authorize the execution of a rental agreement between Georgia Tech Cobb Research Campus, LLC (the “LLC”), a wholly-owned subsidiary of Georgia Advanced Technology Ventures (“GATV”), as Landlord, and the Board of Regents, as Tenant, for approximately 32 acres of property improved with 755,000 square feet of office, high bay, and warehouse space in four buildings and associated roadways and parking lots adjacent to Dobbins Air Force Base and the existing Georgia Tech Research Institute (“GTRI”) Cobb County campus (the “Premises”), for the period commencing on the first day of the month after the LLC obtains a certificate of occupancy for the Premises and ending the following June 30 at a base rent not to exceed \$4,500,000 per year, along with an option to renew annually for up to thirty (30) consecutive, one-year periods.

Understandings: In August 2017, the Board was informed of GATV’s intent to purchase and renovate the Premises with a total project budget of approximately \$62,800,000 in revenue bond financing. It is anticipated that the Premises will be renovated in phases with this total project budget constituting the first phase. The project scope includes partial renovation and remodeling of these buildings to support GTRI’s near and mid-term research space requirements. Site work and separation of utilities from the remaining Lockheed-owned property is also a major component of the scope.

An adjacent 20 acres of undeveloped land to the south of the Premises would be acquired and retained by GATV under a separate transaction, and will not be included in the rental agreement. This ownership structure will allow flexibility for future development, such as opportunities for industry partnerships and investment. Over the long term, development of the entire 52-acre campus is expected to accelerate GTRI’s and GIT’s research growth in national security, homeland defense, and commercial advanced technology initiatives.

The Board will be informed of the final rental amount following the LLC’s financing. The anticipated schedule is for the LLC to secure financing in November and acquire the property in December 2017, with project renovation immediately thereafter. Renovation of the Premises is expected to be completed no later than June 2019.

At the end of the term of the rental agreement and/or upon termination of financial obligations, the Premises (or portions thereof) and all associated improvements and accumulated capital reserves will be offered as a gift to the Board for the continued benefit of GIT.

