BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
Middle Georgia State University – 100 University Parkway - Macon, Georgia 31206
Macon Campus, Professional Sciences Conference Center (PSC), 2nd floor

BOARD OF REGENTS MEETING AGENDA
Tuesday, October 10, 2017

Approx. Times	Tab	Agenda Item	Presenter
11:30 AM Teacher Edu. Bldg.	1	Lunch	Chairman C. Thomas Hopkins, Jr.
1:00 PM Room 227	2	Executive & Compensation Committee Meeting	Chairman C. Thomas Hopkins, Jr
1:30 PM PSC Banquet Hall	3	Call to Order	Chairman C. Thomas Hopkins, Jr
	4	Invocation/Pledge of Allegiance	Ms. Lizzie Mathias, SGA President Middle Georgia State University
	5	Safety Briefing	Chief of Police Shawn Douglas
1:35 PM	6	Approval of August 8th/September 13th Minutes	Assistant Board Secretary Kimberly Ballard-Washington
	7	Naming of Interim Board Secretary	Chairman C. Thomas Hopkins, Jr.
	8	Special Recognitions	Chancellor Steve Wrigley
	9	USG Momentum Year/ Complete College Georgia	Chancellor Steve Wrigley EVC Tristan Denley Chief Academic Officer
	10	President's Presentation and Campus Spotlight	Chairman C. Thomas Hopkins, Jr. President Christopher Blake Dr. John Girard, Peyton Anderson Endowed Chair & Professor of Info. Tech. Dr. Jonathan Yerby, Asst. Professor of Info. Tech. Students: Mr. Michael Koohang, Mr. Deep Patel, Mr. Jimmy Aleman Ms. Amanda Johnson

		Track I Committee Meetings	
3:00 PM Room 238 A/B	11	Academic Affairs	Regent E. Scott Smith
Room 238 A/B	12	Organization & Law	Regent Larry Walker

		Track II Committee Meetings	
3:00 PM PSC Banquet Hall	13	Finance & Business Operations	Regent Benjamin J. Tarbutton
PSC Banquet Hall	14	Personnel & Benefits	Regent Donald M. Leebern, Jr.
PSC Banquet Hall	15	Real Estate & Facilities	Regent Richard L. Tucker
PSC Banquet Hall	16	Internal Audit, Risk, and Compliance	Regent Don L. Waters

BOARD OF REGENTS MEETING AGENDA
Wednesday, October 11, 2017

Approx. Times	**Tab**	**Agenda Item**	**Presenter**
8:30 AM Room 227	17	Intercollegiate Athletics Committee	Regent Benjamin J. Tarbutton
9:00 AM PSC Banquet Hall	18	Call to Order	Chairman C. Thomas Hopkins, Jr.
	19	Invocation/Pledge of Allegiance	Ms. Lizzie Mathias, SGA President Middle Georgia State University
	20	Safety Briefing	Chief of Police Shawn Douglas
	21	Uniform Weapons Policy Discussion	Chancellor Steve Wrigley Assistant Vice Chancellor for Legal Affairs, Christopher A. McGraw
	22	Georgia Film Academy Update	Executive Director Jeff Stepakoff
	23	Comprehensive Administrative Review Update	President Kyle Marrero Vice Chancellor John Fuchko
	24	Chancellor's Report	Chancellor Steve Wrigley
	25	Committee Reports:	
		A. Executive & Compensation	Chairman C. Thomas Hopkins, Jr.
		B. Academic Affairs	Regent E. Scott Smith
		C. Finance & Business	Regent Benjamin J. Tarbutton
		D. Internal Audit, Risk, and Compliance	Regent Don L. Waters
		E. Intercollegiate Athletics	Regent Benjamin J. Tarbutton
		F. Organization & Law	Regent Larry Walker
		G. Personnel & Benefits	Regent Neil L. Pruitt, Jr.
		H. Real Estate & Facilities	Regent Kessel D. Stelling, Jr.
	26	Regents' Nominating Committee	Chairman C. Thomas Hopkins, Jr.
	27	Unfinished Business	Chairman C. Thomas Hopkins, Jr.
	28	New Business *2018 Gala Update*	Chairman C. Thomas Hopkins, Jr. Regent Philip A. Wilheit
	29	Petitions and Communications	Interim Board Secretary Kimberly Ballard-Washington
10:35 AM Room 227	30	Executive Session	Chairman C. Thomas Hopkins, Jr.
	31	Adjourn	Chairman C. Thomas Hopkins, Jr.

AGENDA

EXECUTIVE AND COMPENSATION COMMITTEE

October 10, 2017

Agenda Item   **Page No.**

APPROVAL ITEM

1. **<u>Executive Session</u>:**

   The Committee will discuss personnel matters in Executive Session.

AGENDA

COMMITTEE ON ACADEMIC AFFAIRS

October 10, 2017

CONSENT ITEMS:

III.   Named/Endowed Faculty Positions:

University of Georgia
- Dr. Matthew Auer, Arch Professor of Public and International Affairs
- Dr. Asen Kirin, The Parker Curator of Russian Art Chair

IV. <u>INFORMATION ITEMS:</u>

1.   <u>**Revised Institutional Mission Statement, Georgia College & State University**</u>

<u>**Recommended:**</u> 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 October 11, 2017.

<u>**Abstract:**</u> 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 October 11, 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.

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.

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.

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Enrollments and Degrees Conferred Institutions and Academic Programs	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Homeland Security Programs						
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.   **a. 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 October 11, 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: 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*). Hospitality and tourism resources add value to the student experience and can be found at 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 show a projected growth of eight percent per year. Likewise, the employment of meeting, event, and convention planners has a projected 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
Hospitality and Related Programs						
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
Master's Program						
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.

3.   b. Establishment of a Bachelor of Science with a major in Environmental Science, 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 Environmental Science, effective October 11, 2017.

Program Summary: The College of Coastal Georgia seeks approval to establish a Bachelor of Science with a major in Environmental Science. The program will be housed within the Department of Natural Sciences and Department of Social Sciences. Population and economic growth activities have heightened the monitoring of environmental pressures and sustainability. This is especially prevalent along the Georgia coast where unspoiled beaches, barrier islands, salt marshes, and waterways attract both tourists and residents. According to the *Georgia Coast 2030* report, the coastal Georgia population is expected to reach more than 840,000 people by 2030, an increase of 51% from the 2000 population numbers. The tourism, fishing, and shrimping industries constitute major economic resources that depend on a healthy environment. In addition, enrichments of heavy minerals in the coastal zone support a surface mining industry that requires expertise for environmental reclamation and water resource protection.

Need and Demand: The interdisciplinary Environmental Science major will be well positioned to contribute to the responsible management of Georgia's coast, balancing natural resources with quality of life measures and economic prosperity. The College has established community partnerships with a range of governmental agencies, the Nature Conservancy and similar groups, as well as fellow academic institutions that support service-learning, internships, and student-faculty research. The proposed degree will provide a marketable pathway for students pursuing a variety of careers inclusive of natural resource management, public policy, and private consulting. According to the *Bureau of Labor Statistics Occupational Outlook Handbook*, employment of environmental scientists and specialists is projected to grow nationwide by 11% (above average) between years 2014 and 2024. The Federal Law Enforcement Training Centers, the Georgia Department of Natural Resources, the University of Georgia Marine Extension, Georgia Sea Grant, Keep Golden Isles Beautiful, and the Glynn Environmental Coalition are supportive of this degree.

List of Similar Existing USG Programs and Productivity: Environmental Science programs exist within University System of Georgia institutions. 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
Georgia College & State University Bachelor of Science with a major in Environmental Science (Enrollment)	116	119	113	112	116	125
Georgia College & State University Bachelor of Science with a major in Environmental Science (Degrees Conferred)	21	14	16	21	19	23

Georgia Gwinnett College Bachelor of Science with a major in Environmental Science (Enrollment; No Degrees Conferred)	Board approved program as of April 2015.						64
Kennesaw State University Bachelor of Science in Environmental Science (Enrollment)	Program approved under the former Southern Polytechnic State U as of May 2013.			9	18		25
Kennesaw State University Bachelor of Science in Environmental Science (Degrees Conferred)				0	0		0
University of Georgia Bachelor of Science in Environmental Sciences with a major in Environmental Resource Science (Enrollment)	9	10	8	4	3		7
University of Georgia Bachelor of Science in Environmental Sciences with a major in Environmental Resource Science (Degrees Conferred)	3	4	5	1	2		1

College of Coastal Georgia Projected New Program Enrollment:

	First Year	Second Year	Third Year	Fourth Year
Student Majors				
Shifted from other programs	0	0	0	0
New to the institution each year	20	20	25	30
Total Majors (Adding to the class of majors each year with some attrition)	***20***	***40***	***55***	***70***

Fiscal Summary: No additional resources are required. The current full-time and part-time faculty members can support the launch of this degree. CCGA projects that one new faculty member will be added during the first year of implementation and a second new faculty member will be recruited during the program's fourth year. 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.

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 October 11, 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.

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 "interdisciplinary studies" institutional programs.

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 Interdisciplinary Studies (Enrollment and Degrees Conferred)	Board approved new program as of November 2014; zero enrollments and degrees conferred at this time.					
College of Coastal Georgia Bachelor of Science with a major in Interdisciplinary Studies (Enrollment)	Board approved new program as of March 2015. As of FY 2016, 64 enrollments and 4 degrees conferred.					
Dalton State College Bachelor of Arts with a major in Interdisciplinary Studies (Enrollment)	Board approved new program as of May 2013.			19	44	57
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)	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)	28	43	42	3	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	Board approved new program as of May					

Bachelor of Interdisciplinary Studies (Enrollment and Degrees Conferred)	2014; Enrollments of 16 and 34 students in FY2015 and FY2016 and degrees conferred of 2 and 10 graduates, respectively.					
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 Bachelor of Science with a major in Interdisciplinary Studies (Enrollment)	2	4	6	3	7	5
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 review.

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 October 11, 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 businesses 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 October 11, 2017.

Program Summary: Middle Georgia State University seeks approval to establish a Bachelor of Arts with a major in Contemporary Musicianship. 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. Statistics from Project Central 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.

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
Music						
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
Music Technology and Management						
Georgia Institute of Technology Bachelor of Science in Music Technology (Enrollment and Degrees Conferred)	Program approved by the Board in January 2016.					
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

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 October 11, 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. 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 Sutcher, 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 with 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.

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 Bachelor of Science in Education with a major in Middle Grades Education (Enrollment)	203	192	171	116	83	56

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 October 11, 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. 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.

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 October 11, 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:

    i.   Bachelor of Science in Applied Biology
    ii.   Bachelor of Science in Management Science
    iii.   Bachelor of Science in Science, Technology, and Culture
    iv.   Doctor of Philosophy with a major in Polymer, Textile and Fiber Engineering
    v.   Master of Science with a major in Aerospace Engineering
    vi.   Master of Science with a major in Architecture
    vii.   Master of Science with a major in Chemical Engineering
    viii.   Master of Science with a major in Chemistry
    ix.   Mater of Science with a major in Civil Engineering
    x.   Master of Science with a major in Computer Science
    xi.   Master of Science with a major in Economics
    xii.   Master of Science with a major in Electrical and Computer Engineering
    xiii.   Master of Science with a major in Engineering Science and Mechanics
    xiv.   Master of Science with a major in Environmental Engineering
    xv.   Master of Science with a major in Health Systems
    xvi.   Mater of Science with a major in Industrial Engineering
    xvii.   Master of Science with a major in Mathematics
    xviii.   Master of Science with a major in Nuclear and Radiological Engineering
    xix.   Master of Science with a major in Physics
    xx.   Master of Science with a major in Polymer, Textile and Fiber Engineering
    xxi.   Master of Science with a major in Psychology

10.   <u>Termination of Multiple Academic Degrees, Albany State University</u>

<u>**Recommended:**</u> That the Board approve the request of President Arthur Dunning that Albany State University ("ALSU") be authorized to terminate multiple academic degrees, effective October 11, 2017.

<u>**Program Summary:**</u> 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.

<u>**List of Recommended Programs for Termination:**</u>

   i.   Associate of Applied Science in Psychiatric Technology
   ii. Associate of Science in Cancer Registry Management
   iii. Associate of Science in Cardiovascular Technology
   iv. Associate of Science in Human Services Technology
   v.   Associate of Science in Polysomnographic Technology
   vi. Bachelor of Arts with a major in Spanish Language and Literature
   vii. Bachelor of Arts with a major in Art
   viii. Bachelor of Arts with a major in Music
   ix. Bachelor of Music Education
   x.   Bachelor of Science with a major in Teaching Field – Health & Physical Education
   xi. Bachelor of Science with a major in Teaching Field – Science
   xii. Master of Education with a major in Teaching Field – Music
   xiii. Master of Education with a major in Teaching Field – English
   xiv. Master of Education with a major in Teaching Field – Mathematics
   xv. Master of Education with a major in Teaching Feld – Health & Physical Education

11.   Termination of Four Associate-level Academic Programs, Dalton State College

Recommended: That the Board approve the request of President Margaret Venable that Dalton State College ("DSC") be authorized to terminate four associate-level academic programs, effective October 11, 2017.

Program Summary: Dalton State College seeks approval to terminate four associate-level academic programs because the institution no longer offers the degrees and majors listed further below. Dalton State College has undertaken a comprehensive study of its academic programs based on institutional comprehensive program review assessments and analyses of low-producing and deactivated programs. The termination of four (4) associate-level programs is requested because students are not enrolled in the areas of study recommended for Board action. Termination of the programs will not adversely impact faculty.

List of Recommended Programs for Termination:

   1) Associate of Applied Science in Business in Medical Assisting
   2) Associate of Applied Science in Business in Supervision
   3) Associate of Applied Science in Technology in Industrial and Electronic Technology
   4) Associate of Applied Science in Technology in Digital Design

12. **Establishment of the State Farm Park Center Campus – Georgia State University Instructional Site, Georgia State University**

Recommended: That the Board approve the request of President Mark Becker that Georgia State University ("GSU") be authorized to establish a new instructional site to be named the State Farm, Park Center, effective October 11, 2017.

Abstract: Georgia State University seeks approval to establish a new instructional site named the State Farm Park Center. Operated through the Perimeter College Division, the location of the facility is at Park Center and is owned and operated by State Farm. Georgia State University proposes to offer their Associate of Arts and Associate of Science core degrees at the site. Core courses will be delivered on the premises by Georgia State University Perimeter College faculty. At this time, less than 50%t of the respective degrees will be offered onsite. The 585,000 square foot office building and parking structure have a direct connection with public transit. The facilities will be managed, maintained, and provided by State Farm. Course offerings are intended to provide workforce development to State Farm, a major employer in the region. Academic instruction in intended to enable State Farm employees to begin pursuit of an associate's degree and then transition to bachelor's level programs. A full array of academic and student support services will be available to State Farm employees/students at the institution's Dunwoody Campus, and if required, at the Park Center site. State Farm has identified approximately 4,500 potentially eligible employees for the corporation's tuition assistance program within metropolitan Atlanta. State Farm will pay full tuition and fees for admitted students and courses will be offered at convenient times to meet company work schedules. Because it is difficult to determine the applicability of 4,500 employees, it is anticipated that the initial pilot for academic year 2017 – 2018 will have approximately 20 students enrolled.

13.   **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~~institution~~s 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. ~~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)~~.

The President of a USG institution or his or her designee has the authority to set the Academic Calendar for the institution within the parameters of this policy. Requests for exceptions to this policy must be submitted in writing by the President of the institution and approved in writing by the USG ~~c~~Chief ~~a~~Academic ~~o~~Officer.

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~~ <mark>**Instructional Time**</mark>

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

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 shall not include registration or final examinations.

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.

The President of a USG institution or his or her designee has the authority to set the Academic Calendar for the institution within the parameters of this policy. Requests for exceptions to this policy must be submitted in writing by the President of the institution and approved in writing by the USG Chief Academic Officer.

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.

14.   a Revision to The Policy Manual, Section 4.1, General Policy
**   Revision to Subsection 4.1.1, Institutional Responsibility**

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:

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.

15.   a. 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:

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 for the faculty member, and r. Reviews shall continue at five-year intervals unless interrupted by a further review for promotion or personnel action.

An administrators who hasve tenure and who also have some teaching responsibilities will not be subject to post-tenure review, as long as a majority of their the individual's duties are administrative in nature. At such time as If and when an administrator may returns full-time to the faculty full-time, she/he the individual 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). described above.

The iInstitution presidents shall review and approve their institution'sal post-tenure review policies,

as well as any subsequent revisions, both of which. These institutional policies must conform to the institution's mission and to USG University System of Georgia procedures for post-tenure review. Institutional policies also shall should 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:

8.3.5.4 Post-Tenure Review

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 or personnel action.

An administrator who has tenure 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 described above.

Institution presidents shall review and approve their institution's post-tenure review policies, as well as any subsequent revisions, both of which must conform to University System of Georgia procedures for post-tenure review and should address cases in which a tenured faculty member's performance is deemed unsatisfactory.

16.   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 October 11, 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 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. Ibby 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.

17. **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 October 11, 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.

18.   Establishment of the Ingo Swann Research Fellowship, 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 the Ingo Swann Research Fellowship, effective October 11, 2017.

Abstract: The University of West Georgia seeks approval to establish the Ingo Swann Research Fellowship to be housed within Ingram Library. The donor, Ms. Murleen Ryder, has provided a gift of fifty thousand dollars ($50,000) to establish the Fellowship. The fund will be used to advance scholarship in the field of parapsychology and utilize materials on the life, works, and collections of Ingo Swann. The Ingo Swann Research Fellowship will be appointed every other year by the Head of Ingram Library's Special Collections or her/his designee.

19.   <u>**Faculty Appointments**</u>

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

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)

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

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

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

Institution: Georgia Institute of Technology
Faculty Name: Dr. Mark Hay
Chair/Professorship/Appointment Title: Regents' Professor (renewal), College of Sciences, School of Biological Sciences

Institution: Georgia Institute of Technology
Faculty Name: Dr. Dimitri Mavris
Chair/Professorship/Appointment Title: Regents' Professor (renewal), College of Engineering, School of Aerospace Engineering

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

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

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 Chair

20.   Information Items: Executive Vice-Chancellor Remarks

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.

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

October 10, 2017

Agenda Item   **Page No.**

APPROVAL ITEMS

INFORMATION ITEM

1. **<u>Honorary Degree Request</u>**

    President Chris Markwood of Columbus State University seeks the Board's approval to award an honorary degree to Mr. D. L. Jordan.

2. **<u>Mutual Aid Agreements: Valdosta State University</u>**

Valdosta State University seeks the Board of Regents' permission to enter into a mutually beneficial emergency management services arrangement with the City of Valdosta Police Department and the Lowndes County Sheriff's Office.

3. **<u>Executive Session</u>**

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 FINANCE AND BUSINESS OPERATIONS

October 10, 2017

Agenda Item   **Page No.**

INFORMATION ITEM

APPROVAL ITEM

AGENDA

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

October 10, 2017

1.   <u>**Information Item: Fiscal Year 2017 Financial Update**</u>

The Associate Vice Chancellor for Accounting & Reporting, Claire Arnold, will present information on the Fiscal Year 2017 Budget to Actuals for the University System of Georgia.

2.   Revisions to *Board of Regents Policy Manual*, Sections 7.3.1.6 Tuition for "Move on When Ready Program" and 7.3.4.4 Waiver of Fees for "Move on When Ready" Program

Recommended: That the Board approve the proposed revisions to the Board of Regents Policy Manual, Sections 7.3.1.6 Tuition for "Move on When Ready Program" and 7.3.4.4 Waiver of Fees for "Move on When Ready" Program.

Background: On April 30, 2015, Governor Deal signed Senate Bill (SB) 132 into law with an effective date of July 1, 2015. SB 132, also known as the 'Move on When Ready Act', streamlined the existing dual enrollment programs (Accel, HOPE Grant for dual enrollment, and Move on When Ready) into one program with one funding source. The program provides high school students the opportunity to earn postsecondary credit hours and simultaneously meet their high school graduation or home study completion requirements.

On August 3, 2017, Governor Deal issued a letter stating that the State changed the program name from "Move on When Ready" to "Dual Enrollment." Although participation in Georgia's dual enrollment program has grown over the years, many families did not understand how to utilize the program. The name change is an effort to make it clear to parents and students the opportunities this program affords. The change to Board policy is being recommended to ensure consistency with the State's renamed program.

The Governor's letter also stated that it is not necessary to discontinue the use of promotional or explanatory materials that still reference the "Move of When Ready" program. However, institutions should incorporate the new name as new materials are purchased and developed.

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

7.3.1.6 Tuition for ~~"Move on When Ready Program"~~ Georgia's "Dual Enrollment" Program

Tuition for high school students participating in Georgia's ~~"Move On When Ready" (MOWR) dual enrollment~~ "Dual Enrollment" program shall be charged on a per-credit-hour basis at all institutions. Institutions are to accept the amount reimbursed by the Georgia Student Finance Authority (GSFA) for ~~MOWR~~ Dual Enrollment tuition charges as full payment. Any tuition amount for ~~MOWR~~ Dual Enrollment not covered by the GSFA reimbursement shall be waived. (BoR minutes, July 2015)

2.   Revisions to *Board of Regents Policy Manual*, Sections 7.3.1.6 Tuition for "Move on When Ready Program" and 7.3.4.4 Waiver of Fees for "Move on When Ready" Program (continued)

7.3.4.4 Waiver of Fees for ~~"Move on When Ready"~~ Georgia's "Dual Enrollment" Program

Institutions of the University System of Georgia shall waive any fee defined by the Board as a mandatory fee not covered by the per student state funds amount reimbursed by the Department of Education for high-school students participating in Georgia's ~~"Move on When Ready" dual enrollment~~ "Dual Enrollment" program.

Additionally, institutions shall waive all fees defined by the Georgia Student Finance Commission as mandatory fees or noncourse related fees. The amount for student fees reimbursed to institutions by the Georgia Student Finance Authority under the ~~MOWR~~ Dual Enrollment program shall be accepted as full payment of the waived fees. As such, students are to be provided full access to the services supported by the waived fees. ~~MOWR~~ Dual Enrollment students participating in this program are specifically exempted and shall not be charged for health fees and mandatory commuter food service fees. As such, providing these Dual Enrollment ~~MOWR~~ students access to these services is not required. Institutions are required to provide Dual Enrollment student participants ~~MOWR students~~ with all required books for the courses in which they are enrolled. Any fee associated with providing required textbooks shall be waived by the institution. (BoR minutes, July 2015)

AGENDA

COMMITTEE ON PERSONNEL AND BENEFITS

October 10, 2017

Agenda Item   **Page No.**

INFORMATION ITEM

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

   Ms. Marion Fedrick, Vice Chancellor of Human Resources, will present 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 increasing their productivity and contribution to the University System of Georgia. Eligible employees, who are approved to attend classes, 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 waiver of the full 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 a tuition differential for online courses.

   The second revision expands TAP-eligible programs to include all graduate programs, with the exception of executive total cost programs, dental, medical, pharmacy, veterinary, and law programs. Currently, all executive and premiere graduate programs are excluded under the policy.

   At the Board's November 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 employees participating in the Tuition Assistance Program will be applied as follows effective January 1, 2018:

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

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

October 10, 2017

AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

October 10, 2017

1. **Chancellor's Actions**

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

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

   Number of firms that applied for this commission: 22.

   Recommended firms in rank order:

   1) Praxis3, LLC, Atlanta
   2) Collins Cooper Carusi Architects, Inc., Atlanta
   3) Studio 8 Design, LLC, Valdosta
   4) LS3P Associates, Ltd., Savannah

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

   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) The S/L/A/M Collaborative, Inc., Atlanta
   2) Lord Aeck & Sargent Inc., Atlanta
   3) EYP Architecture & Engineering/Stanley Beaman & Sears, Inc., Atlanta
   4) HDR Architecture, Inc., Atlanta

1.   **Chancellor's Actions (continued)**

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

        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)   Stevens & Wilkinson GA, Inc., Atlanta
            2)   Lord Aeck & Sargent, Inc., Atlanta
            3)   Cooper Carry, Inc., Atlanta
            4)   LS3P Associates, Ltd., Savannah
            5)   BSA LifeStructures Inc., Atlanta

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

        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)   Hellmuth, Obata & Kassabaum, Inc., Atlanta
            2)   EYP Architecture & Engineering/Stanley Beaman & Sears Inc., Atlanta
            3)   Flad & Associates, Inc., Atlanta
            4)   Cooper Carry, Inc., Atlanta

    e) **Naming of Dundee Community Association Mule Barn Café, Griffin Campus, University of Georgia**

2.   **Environmental and Occupational Safety Report**

In conformance with Board of Regents policy 9.12.4, Environmental and Occupational Safety, Assistant Vice Chancellor Alan Travis will update the Board on environmental and occupational safety activities for Fiscal Year 2017.

3.   Authorization of Project No. BR-30-1707, Renovation of Instructional Space (Howey Physics Building), Georgia Institute of Technology

Recommended: That the Board authorize Project No. BR-30-1707, Renovation of Instructional Space (Howey Physics Building), Georgia Institute of Technology ("GIT") with a total project budget of $8,339,000, to be funded from institutional funds**.**

Understandings: This project would involve the renovation of approximately 15,300 square feet of existing space on the first floor of the Howey Physics Building, which was constructed in 1967. The scope of work for this project includes the renovation of five lecture halls, the installation of new audio-visual technology, upgrades of the mechanical, electrical, and plumbing systems, removal of asbestos and lead paint, and updates to furnishings and finishes. Existing concrete tiers in the lecture halls would necessitate a review for code compliance and development of accessible design solutions. The design of the associated lobby would improve circulation and provide additional space for students to study and interact between classes. The restrooms would also be updated to provide efficient fixtures in accessible space.

This renovation project would create improved learning spaces for students. It would also allow GIT to address the critical need for flexible instructional space for its growing student population. The project is consistent with GIT's master plan. The estimated construction cost for this project is $6,261,000.

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

Renovation of Instructional Space (Howey Physics Building)

NORTH

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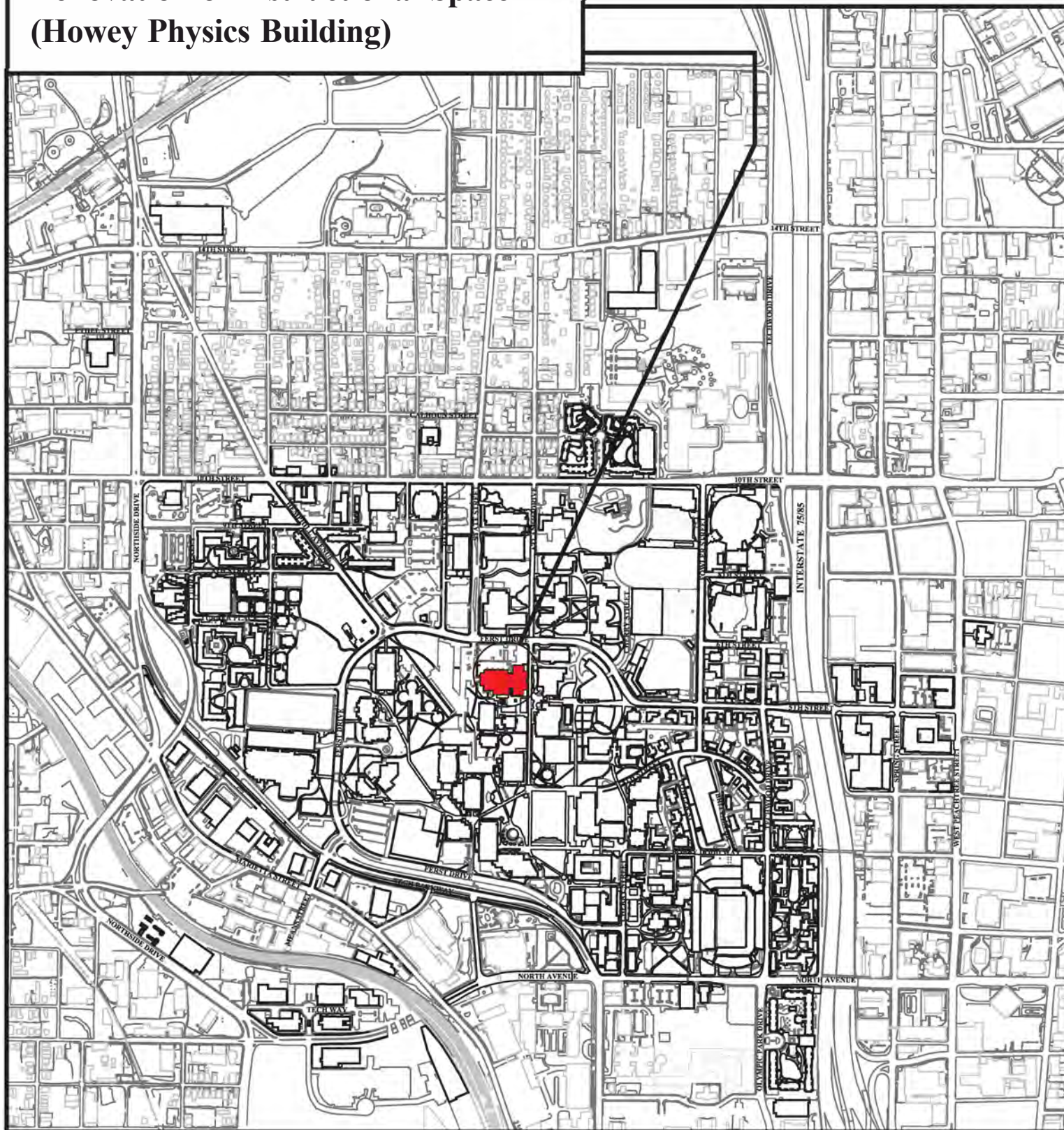
4.   **Authorization of Project and Approval of Rental Agreement, Project No. PPV-30-1703, Lockheed South Campus, Marietta, Georgia Institute of Technology**

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 ba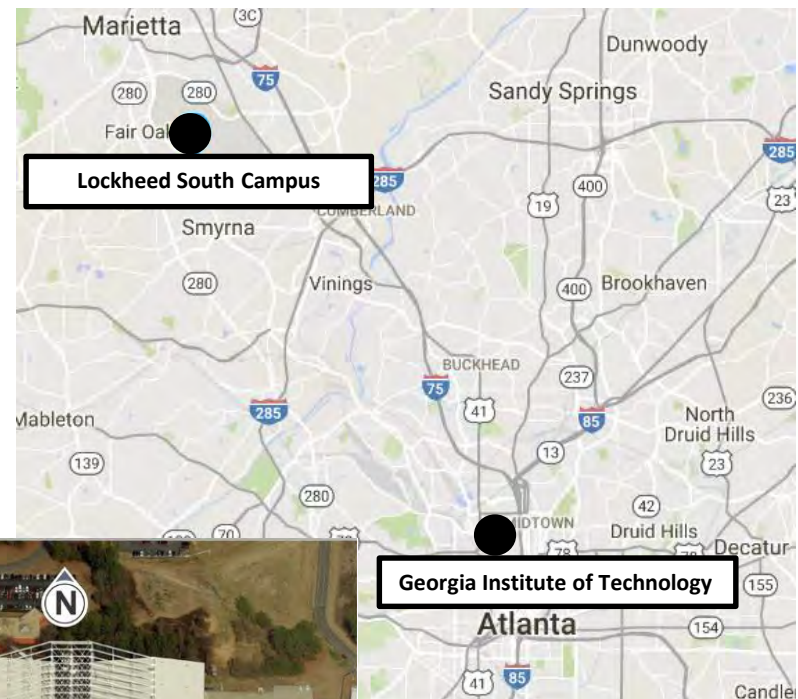y, and warehouse space in four buildings and associated roadways and parking lots adjacent to Dobbins Air Force Base and the existing Georgia Tech Research Institute ("GTRI") Cobb County campus (the "Premises"), for the period commencing on the first day of the month after the LLC obtains a certificate 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.

Georgia Tech Research Institute

Lockheed South Campus

Georgia Institute of Technology

L-59

L-22

L-12

L-31

Subject Property

20 +/- acres

N

Georgia Tech

Lockheed Martin - South Campus

5.   Naming of Streets, Fort Valley State University

Recommended: That the Board approve the naming of John Wesley Davison Court, Otis S. O'Neal Drive, Austin Thomas Walden Gateway, Austin Thomas Walden Drive, Jo Ann Robinson Drive, Horace E. Tate Lane, Catherine Hardy Lavender Way, and William Alexander Way on the Fort Valley State University ("FVSU") campus to honor and highlight notable alumni for their significant impact on FVSU's history.

Understandings: President Paul Jones confirms that these namings conform to the FVSU naming guidelines and with the Board of Regents naming policy.

FVSU's street naming plan is part of a broader initiative to elevate the campus look and feel. In addition to increasing awareness of FVSU's history, identifying these previously unnamed streets would enhance wayfinding and enable emergency personnel to locate specific areas of campus more quickly.

The streets are all located within the boundaries of FVSU's campus and are not considered to be public rights of way. If approved by the Board, the streets would be named as follows:

Proposed Street Name	Justification
John Wesley Davison Court	A former slave, John Wesley Davison (1865-1922) was the lead founder and first principal of Fort Valley High and Industrial School.
Otis S. O'Neal Drive	As the Negro County Agent for Houston and Peach County, Otis S. O'Neal (1884-1957; Class of 1908) brought international recognition to FVSU and Georgia through the creation of the first annual "Ham and Egg Show" in 1916. The Ham and Egg Show drew thousands, initially to view displays of agricultural excellence in meat production and cultivation and later to participate in agricultural education and other activities. O'Neal became a professor at Fort Valley State College and received the Superior Service Award for Distinguished Service in Agriculture from the U.S. Secretary of Agriculture in 1949. He is a member of the National 4H Hall of Fame.
Austin Thomas Walden Gateway Austin Thomas Walden Drive	Austin Thomas Walden (1885-1965) was the first known graduate from Fort Valley High and Industrial School in 1902, and the first African-American judge in Georgia after reconstruction.

5.   Naming of Streets, Fort Valley State University (continued)

Proposed Street Name   Justification

Jo Ann Robinson Drive   Jo Ann Robinson (1912-1992; Class of 1934) was the president of the Women's Political Council in Montgomery, Alabama and the first civil rights leader to conceive of the boycott to force desegregation of city buses. She served as a board member of the Montgomery Improvement Association led by Dr. Martin Luther King, Jr.

Horace E. Tate Lane   Dr. Horace E. Tate (1922-2002; Class of 1943) was the first African-American to earn a Ph.D. at the University of Kentucky, and was instrumental in desegregating schools in Georgia. Recognized as the first African American to run for mayor of Atlanta in a general election, Dr. Tate served as Georgia State Senator from 1974 to 1992 and was the first African-American Executive Director of the Georgia Association of Educators. In 1979, he was inducted into the Fort Valley Alumni Association Hall of Fame.

Catherine Hardy Lavender Way   Catherine Hardy Lavender (1930-2017; Class of 1952) is FVSU's only known Olympic gold medalist. She set the American record in the 50-yard dash in 1951, and anchored the world record-setting women's 4x100 meter relay team at the 1952 Olympics. In 1999, she was inducted into the Georgia Sports Hall of Fame.

William Alexander Way   The Honorable William Alexander (1931-2003; Class of 1951) was a Fulton County Superior Court judge, state legislator, and civil rights attorney. The lawsuit he courageously led to desegregate the restaurant owned by former governor Lester Maddox is widely regarded as a milestone in Georgia's civil rights history. He was inducted into the Fort Valley Alumni Association Hall of Fame in 1979.

Campus Map – Proposed Street Names

FORT VALLEY STATE UNIVERSITY
A State and Land-Grant Institution • University System of Georgia

1005 State University Drive
Fort Valley, Ga. 31030-4313

Admissions: (877) GO-2-FVSU
Information: (478) 825-6211

← to Highway 341 N/S

William Alexander Way

Catherine Hardy Lavender Way

Ira Hicks Boulevard

Jo Ann Robinson Drive

Agriculture Drive

Carver Drive

Rayfield Wright Street

Memorial Drive

State University Drive

Horace E. Tate Lane

Austin Thomas Walden Gateway
Austin Thomas Walden Drive

Otis S. O'Neal Drive

Jo Ann Robinson Drive

John Wesley Davison Court

Downtown Fort Valley

NORTH

20. Founders Hall
21. Gano Annex
22. Gano Building
23. Greenhouse Complex
24. Gymnasium (Woodward) (E-4)
25. Health & Physical Education (F-4)
26. Home Management House (E-3)
27. Hubbard Education
28. Hunt Infirmary (E-3)
29. Hunt Memorial Grove
30. Hunt Memorial Library
31. Huntington Hall (C-2)
32. Jeanes Hall East Dormitory
33. Jeanes Hall West Dormitory
34. Josie Hall Dormitory (D-3)
35. Lyons Student Center (D-3)
36. Meat Processing Center
37. Miller Science Building (C-3)
38. Moore Hall Dormitory (D-3)
39. Myers Home Economics Building
40. O'Neal Veterinary Science Bldg (B-4)
41. O'Neal Veterinary Science Bldg (B-4)
42. Ohio Hall (C-3)
43. Patton Hall (C-2)
44. Peabody Building (C-3)

1. Academic Classroom & Lab Bldg. (F-3)
2. Agriculture Equipment Storage (C-5)
3. Anderson House Museum and Welcome Center (B-2)
4. Athletic Field House (E-5)
5. Bishop Hall (C-2)
6. Blanchet Computer Technology & Mathematics Building (CTM) (G-3)
7. Bond Building (Horace Mann) (E-4)
8. Boyd Hall Dormitory (D-4)
9. Bywaters Building (B-3)
10. Campus Student & Guest Housing (G-3)
11. Carnegie Hall (B-2)
12. Central Stores (C-4)
13. Dairy Goat Complex (B-5)
14. Dixon Hall Dormitory (D-2)
15. Dobbs Agricultural Mechanics Bldg. (D-4)
16. Education Communications Center (D-2)
17. Family Housing (A-1)
18. Food Service Center (C-3)
19. Football Practice Fields (D-4/5)

45. Peabody Farm & Community Life Center (F-3)
46. Plant Science Station (Wilson-Roberts)
47. Poultry Research Complex (B-4/5)
48. Quad (C-3)
49A. Research Field Plots (B-4/5)
     B. Research Field Plots (C-5)
50. Softball Field (G-5)
51. Stallworth Agriculture Building (C/D-4)
52. State Animal Facility for Emergency (SAFE) Center (B/C-4)
53. Student Activity Center (E-4)
54. Tabor Agriculture Building (C-4)
55. The Betty Jean Myers Camellia Garden (F-3)
56. Tennis Courts (E-4)
57. Troup Administration Building (E-3)
58. Watson Hall Dormitory (D/E-3)
59. Wildcat Commons Residential Village
    WC1 (G-4)   WC5 (G-4)
    WC2 (H-4)   WC6 (F-4)
    WC3 (H-4)   WC7 (F-4)
    WC4 (G-4)   Clubhouse (G-4)
60. Wildcat Stadium (E-4)
61. Valley Behavioral Health Center (E-3)

★ -Main Entrances   ✦ -Security   ▣ -Residential Buildings
Ⓟ♿ -Public Parking   -ATM (B-2)

Marketing and Communications

JULY2010

AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK AND COMPLIANCE

October 10, 2017

AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK AND COMPLIANCE

October 10, 2017

1.   <u>**Information Item: Audit Reports - Trend Analysis**</u>

Internal Audit will provide a presentation of the trends identified using audit reports issued from July 1, 2016 to June 30, 2017.

AGENDA

COMMITTEE ON INTERCOLLEGIATE ATHLETICS

October 11, 2017

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INFORMATION ITEM

AGENDA

COMMITTEE ON INTERCOLLEGIATE ATHLETICS

October 11, 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 institutional 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.

AGENDA

October 11, 2017

1. **APPROVAL ITEM: Uniform Weapons Policy 9.13**

    The Board will convene to review a proposal for a comprehensive weapons policy. Such policy would allow for consistency of policies across all USG institutions.

9.13   Weapons

The University System of Georgia (USG) prohibits all weapons on property owned or leased by the USG and its institutions, except as specifically provided herein or as provided in federal or state law.

9.13.1 Exceptions

Prohibited weapons do not include sporting equipment possessed for legitimate use in formal or informal athletic or exercise activities.

Law enforcement officers, active military personnel, and other similar personnel may possess weapons as authorized by federal or state law to do so.

Any person who is 18 years of age or older or currently enrolled in classes in a USG institution may possess an electroshock weapon on the campus(es) of that institution but may only make use of such electroshock weapon in defense or self or others.

Weapons carry license holders may possess weapons while under the license holder's physical control in a motor vehicle, in a locked compartment in a motor vehicle, in a locked container in a motor vehicle, or in a locked firearms rack in a motor vehicle.

A weapons carry license holder may carry a handgun in any building or on any real property owned or leased by the USG and its institutions; provided, however, that such exception shall:

(i) Not apply to buildings or property used for athletic sporting events or student housing, including, but not limited to, fraternity and sorority houses;

(ii) Not apply to any preschool or childcare space located within such buildings or real property;

(iii) Not apply to any room or space being used for classes related to a college and career academy or other specialized school as provided for under Georgia Code Section 20-4-37;

(iv) Not apply to any room or space being used for classes in which high school students are enrolled through a dual enrollment program, including, but not limited to, classes related to the "Move on When Ready Act" as provided for under Georgia Code Section 20-2-161.3;

(v) Not apply to faculty, staff, or administrative offices or rooms where disciplinary proceedings are conducted;

(vi) Only apply to the carrying of handguns which a licensee is licensed to carry pursuant to subsection (e) of Georgia Code Section 16-11-126 and pursuant to Georgia Code Section 16-11-129; and

(vii) Only apply to the carrying of handguns which are concealed.

9.13.2 Definitions

The terms listed below are defined for purposes of this Policy as follows:

"Weapon" means and includes any pistol, revolver, or any instrument designed or intended to propel a missile of any kind, or any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at

least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any instrument of like kind, and any stun gun or taser as defined in subsection (a) of Georgia Code Section 16-11-106. This paragraph excludes any of these instruments used for classroom work authorized by the faculty member.

"Handgun" means a firearm of any description, loaded or unloaded, from which any shot, bullet, or other missile can be discharged by an action of an explosive where the length of the barrel, not including any revolving, detachable, or magazine breech, does not exceed 12 inches; provided, however, that the term "handgun" shall not include a gun which discharges a single shot of .46 centimeters or less in diameter.

"Electroshock weapon" means a stun gun or taser or similar commercially available device that is powered by electrical charging units and designed exclusively to be capable of incapacitating a person by electrical charge.

"Concealed" means carried in such a fashion that does not actively solicit the attention of others and is not prominently, openly, and intentionally displayed except for purposes of defense of self or others. Such term shall include, but not be limited to, carrying on one's person while such handgun is substantially, but not necessarily completely, covered by an article of clothing which is worn by such person, carrying within a bag of a nondescript nature which is being carried about by such person, or carrying in any other fashion as to not be clearly discernible by the passive observation of others.

"Preschool or childcare space" means any room or continuous collection of rooms or any enclosed outdoor facilities which are separated from other spaces by an electronic mechanism or human-staffed point of controlled access and designated for the

provision of preschool or childcare services, including, but not limited to, preschool or childcare services licensed or regulated under Article 1 of Chapter 1 of Title 20 of the Georgia Code.

AGENDA

COMPREHENSIVE ADMINISTRATIVE REVIEW

October 11, 2017

1.   **Information Item: Comprehensive Administrative Review**

At this meeting, University of West Georgia President and Steering Committee Chair Dr. Kyle Marrero and Vice Chancellor for Organizational Effectiveness John Fuchko, III will present an update regarding the Comprehensive Administrative Review initiative.

AGENDA

COMPREHENSIVE ADMINISTRATIVE REVIEW

October 11, 2017

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INFORMATION ITEM