



**UNIVERSITY SYSTEM  
OF GEORGIA**

**Board of Regents' September 14, 2020 - Committee meetings' Agenda**

- 9:00 AM      Track I Committee Meetings: Academic Affairs  
Regent Erin Hames
- Track I Committee Meetings: Organization & Law  
Regent Don L. Waters
- 10:30 AM    Track II Committee Meetings: Personnel & Benefits  
Regent Neil L. Pruitt, Jr.
- Track II Committee Meetings: Real Estate & Facilities  
Regent Samuel D. Holmes

**AGENDA**  
**COMMITTEE ON ACADEMIC AFFAIRS**  
**SEPTEMBER 14, 2020**

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**1. Establishment of a Bachelor of Science in Mechanical Engineering Technology, South Georgia State College**

**Recommended:** That the Board approve the request of President Ingrid Thompson-Sellers that South Georgia State College be authorized to establish a Bachelor of Science degree in Mechanical Engineering Technology effective September 15, 2020.

**Need/Demand:** The South Georgia State College proposed degree program in Mechanical Engineering Technology is broad in scope to address employer needs for boosting the regional economy; and to draw on existing curriculum and faculty resources to create an additional baccalaureate degree focused on developing professionals with skills suitable for a variety of employment settings. The proposed program accentuates connections with regional employers to enhance student development of skilled knowledge with hands-on experience in high-demand career fields.

South Georgia State College comprises a thirteen (13) county region in which no other USG campus is located. National, state, and regional educational attainment data support the regional need for more bachelor's degree-prepared graduates in a state committed to that very educational attainment as vital to economic growth. According to the U. S. Census Bureau's 2019 report, 31.5% (almost 1 in 3) of the U. S. population aged 25 and older had earned a bachelor's degree (<https://census.gov/quickfacts/fact/table/US/EDU685217#EDU685217> ). In slight contrast, 2019 data from the U. S. Census Bureau reveals that 30.7% of Georgians aged 25 and older had earned a bachelor's degree (<https://census.gov/quickfacts/fact/table/US/EDU685217>), a figure very close to the national average. In sharp contrast, the same Census Bureau data source reports that Coffee County, home of SGSC's main campus and 47<sup>th</sup> most populous of Georgia's 159 counties, shows only a 13.2% rate of bachelor's degree attainment among the 25 and older age group—less than half the overall Georgia average.

**Program Summary:** The BS program in Mechanical Engineering Technology is a 120- credit hour undergraduate degree. The degree provides a broad theoretical and practice base of knowledge and skills to enable students to be employed at a variety of businesses in their region. The program is designed for either full time of part time study.

**Career Placement Outlook:**

- Total employment in Georgia for Mechanical Engineering Technologists and Technicians was 644 as of as of 2020Q1 (Jobs EQ).
- The annual average growth rate in this profession is 3%. (U.S. Bureau of Labor Statistics)
- Graduates are employed primarily in architectural, engineering and related services, employment services, motor vehicle parts manufacturing and corporate management.

**Salary:**

- The national median annual wage for mechanical engineering technicians in May 2018 was \$56,250, (September 4, 2019, U. S. Department of Labor Occupational Outlook Handbook).
- Median earnings one-year post graduation are \$51,150. Five years post graduation median earnings are \$65,460 (GOSA).

1. **Establishment of a Bachelor of Science in Mechanical Engineering Technology, South Georgia State College (Continued)**

- Five years post graduation earnings are \$18,587 higher than Georgia State wide median for a bachelor's degree (GOSA).

**Similar Degrees at USG Institutions**

Institution	AY 2017	AY 2018	AY 2019	3-Year Average
Kennesaw State University BS with a major in Mechanical Engineering Technology				
Enrollment	326	291	316	311
Graduation	53	53	51	
Savannah State University				
Enrollment	0	0	14	4.7
Graduation	0	0	0	

**Fiscal and Facilities:** There are sufficient numbers of faculty to develop and initiate the program. Existing faculty have expertise and qualifications to teach the initial courses in the program. Two new faculty are required as students progress through the program (year three). The program will eventually be sustained through tuition and state funds revenues once sufficient enrollments are achieved. Start-up funding is required in order to renovate and equip the needed lab space as well as to initially fund the two new faculty members. SGSC is currently in a major funding drive to secure donor gifting for these start-up costs and this funding will need to be secured before enrolling students into the program. SGSC administrators are working jointly with the USG Office of Real Estate and Facilities to determine renovation need for office and lab space. The program will be housed on the Douglas Campus.

**Assessment:** Student learning outcomes are to be assessed in specific courses over a student's progress through the curriculum. Student work will be assessed using rubrics for each outcome. The Student Learning outcomes will also be assessed through a completion of specific assignments, testing, projects and papers. Students will complete a senior capstone project. The program will submit a post approval review to the USG at year four and year seven to track enrollment and graduation rates.

## **2. Establishment of a Master of Science in International Affairs, Science, and Technology, Georgia Institute of Technology**

**Recommended:** That the Board approve the request of President Angel Cabrera that Georgia Institute of Technology be authorized to establish a Master of Science in International Affairs, Science, and Technology effective September 15, 2020.

**Need/Demand:** Graduates will gain ability to seek employment in public service, foreign service, think tanks, non-government organizations, private corporations, international institutions, the financial sector and other STEM related fields. The proposed program will be the first of its description in the Sam Nunn School allowing completion of a MS degree in one year. This program is designed for baccalaureate degree graduates, military fellows and other adult learners with schedules that limit their ability to complete a typical two year masters. Selected areas of study have demonstrated dramatic growth in numbers of graduates employed over the prior three years. Professional and Technical Services indicate an increase of over 7,000 positions filled nationally since 2016, an 8.6% increase (USBLS).

**Program Summary:** The MS in International Affairs, Science and Technology (IAST) is a 30-hour graduate degree program that can be completed in one year. This program supports the strategic initiative of the Sam Nunn School toward developing offerings that meet employer needs and will empower students to seek positions correlated to science, technology and international affairs. The program focus is to equip students with cutting edge technology tools, a global perspective and leadership skills through a theory and policy driven perspective. The design of curriculum will allow students the opportunity to recognize how politics and technology intersect as a means to create new and evolving solutions to the world's issues.

**Career Placement Outlook:** Using the North America Industry Classification System (NAICS) via the Bureau of Labor statistics, the following areas align most closely with the proposed program: Scientific Research and Development Service, Professional and Technical Services and National Security and international Affairs.

Average annual placements are between 2,282 for National Security and 96,474 for Professional and Technical Services.

### **Salary:**

- Salaries range from \$54,437 to \$137,074.

**Similar Degrees at USG Institutions:** The IAST degree program is composed of courses from many different Classification of Instructional Program (CIP) codes such as international business, Public Policy and Analysis, Sustainability, homeland security and more. There currently is no graduate program of this nature within the USG system or at any peer institution in the geographic region.

2. **Establishment of a Master of Science in International Affairs, Science, and Technology, Georgia Institute of Technology (Continued)**

**Enrollment and Graduation: MA degree program with similar focus**

Institution	AY 2017	AY 2018	AY 2019	AY 2020	3 Year Average (2018- 2020)
University of North Georgia					
Enrollment	41	34	32	-	35.7
Graduation	12	6	12	8	8.7
University of Georgia International Policy Political Science and International Affairs					
Enrollment	28	25	31	-	28.0
Graduation	8	8	4	13	8.3

**Fiscal and Facilities:** No additional faculty are needed for the proposed program. Existing faculty have expertise and qualifications to teach the courses in the program. No new courses are required for the program. The program will use existing space in Habersham Hall

**Assessment:** Student Learning will be assessed through examinations and written papers, application of theory to problem resolutions case studies, presentations, and in class discussions. The IAST program will be reviewed during the next Academic Program Review for the Sam Nunn School of international Affairs. The program will submit a post approval review to the USG at year four and year seven to track enrollment and graduation rates.

### **3. Establishment of a Master of Science with a major in Nutrition and Foods, Georgia Southern University**

**Recommended:** That the Board approve the request of President Kyle Marrero that Georgia Southern University be authorized to establish a Master of Science with a major in nutrition and foods effective September 15, 2020.

**Need/Demand:** Beginning in 2024, the entry-level registration eligibility requirements for dietitians, will be a minimum of a graduate degree. In accordance with this mandate, Georgia Southern University proposes a new Master of Science (MS) degree with a major in Nutrition and Foods with an immediate option of combining with the Dietetic Internship Certificate program for the 2021 entering cohort.

(<https://www.cdrnet.org/vault/2459/web/files/GraduateDegreeFAQJan2017.pdf>, retrieved December 12, 2019). The combined Georgia Southern Master of Science degree with a major in Nutrition and Foods and the Dietetic Internship Certificate program would be an all-inclusive and simpler option for students than completing an advance degree at another institution before entering the Dietetic Internship Certificate program.

Currently three institutions within the University System of Georgia offer a combined advanced degree and dietetic internship option. Students are required to enroll in the advanced degree program to be eligible for the dietetic internship portion of the program. Due to the nature of the degree, each program caps admission. The three institutions provide a total of 42 dietetic training positions. Last year, a reported 133 applicants sought these 42 positions. There is no combined masters and dietetic internship program located in the eastern and southern portion of the state of Georgia. Georgia Southern University is the only dietetic internship program in this area and currently does not have a combined advance degree option.

**Program Summary:** The Master of Science with a major in nutrition and foods program prepares students to become successful entry-level registered dietitians. The program will provides two learning options. Option 1 combines a non-thesis MS with the existing Dietetic Internship Certificate program. Option 2 will be a thesis option. The program is a 45 credit masters. Georgia Southern is seeking a waiver for the number of credit hours.

Multiple courses include a community-based project for students to directly apply their knowledge. In addition, students complete two semesters of supervised practice experiences with preceptors at clinical, food service management, and community nutrition outreach sites. Many of these sites serve the low-income, food insecure, culturally diverse populations in the southeast area of Georgia.

**Waiver to Degree-Credit Hour:** A waiver is sought because the total credit hours exceed 30 credit hours. Students conduct full-time supervised practice experience in clinical and community settings during the last two semesters of the combined program. The 19 credit hours for NTFS 7790 practicum experience and NTFS 7613 dietetic internship orientation fulfill the supervised practice experience component for dietitian credentialing. The 26 credit hours in graduate study coursework prepares the student in advance concept and theory in nutrition and foods.

### **3. Establishment of a Master of Science with a major in Nutrition and Foods, Georgia Southern University (Continued)**

#### **Career Placement Outlook:**

- Registered Dietitians (RD) pursue careers in a wide variety of settings, including health care, business and industry, community/public health, education, research, government agencies and private practice (Academy of Nutrition and Dietetics).
- Positions for RDs are anticipated to increase by 11% over the next 10 years (U.S. Bureau of Labor Statistics).
- The state of Georgia employs approximately 2,200 dietitians with an estimated additional 150 jobs positions annually (U.S. Bureau of Labor Statistics).
- The program is required by the *Accreditation Council for Education in Nutrition and Dietetics* to collect and analyze career placement data on their graduates through graduate surveys.

#### **Salary Outlook (Average 5-year Salary post-graduation):**

- Over the past 4 years, 96% (n=43/45) of Georgia Southern University Dietetic Internship Certificate program graduates who sought employment in dietetics were employed within 12 months of graduation.
- In May 2019, published median annual wage for dietitians, nutritionists and RDs was \$61,270 nationally and \$50,580 in Georgia (U.S. Bureau of Labor Statistics).

#### **Similar Degrees at USG Institutions**

Currently three institutions within the University System of Georgia offer a combined advanced degree and dietetic internship option. The three institutions provide a total of 42 dietetic training positions. Last year, a reported 133 applicants sought these 42 positions. The University of Georgia enrolls 6 students annually for combined advanced degree (MS or PhD)/dietetic internship program. Augusta University can accept up to 16 students annually in their combined MS/dietetic internship program. Georgia State University takes a maximum of 20 students in their coordinated master and dietetic internship program. There is no combined masters and dietetic internship program located in the eastern and southern portion of the state of Georgia. Georgia Southern University is the only dietetic internship program in this area and currently does not have a combined advance degree option.

#### **Fiscal and Facilities**

No additional faculty are needed for the proposed program. Existing faculty have expertise and qualifications to teach the courses in the program. No new courses are required for the program. The program will use existing space in the Hollis or Hanner Building.



**3. Establishment of a Master of Science with a major in Nutrition and Foods, Georgia Southern University (Continued)**

**Assessment:** Student learning will be assessed through the institutions established annual academic assessment process. Assessment reports are submitted each fall semester to the office of institutional Effectiveness. Assessments will include GPA ( students must maintain a 3.0 throughout the program), comprehensive examinations, and supervised practice experience assessments. The Dietetic Internship Certificate Program is accredited by the Accreditation Council of Education in Nutrition and Dietetics (ACEND). ACEND does not have curriculum requirements for the advance degree. When the program receives approval by the Board of Regents and United States Department of Education, the director will file a formal substantial change request to the ACEND along with a self-study for the proposed addition of graduate degree.

The program will submit a post approval review to the USG at year four and year seven to track enrollment and graduation rates.

## **II: Board Policy Revision**

### **4. 2.8 Institutional Mission**

**Recommended:** That the Board approve the request of Dr. Tristan Denley, Executive Vice Chancellor for Academic Affairs to revise Board policy 2.8, Institutional Mission, effective September 15, 2020.

**Abstract:** Revise Policy 2.8 Institutional Mission to ensure continued alignment between BOR policy and SACSCOC requirements for regular review of institutional mission.

*"The recommended policy change is the addition of one sentence. It is the second sentence in the second paragraph of the policy. This information is provided to facilitate your review of the following three editions of the policy."*

### **Current Policy**

#### **2.8 Institutional Mission**

The mission of the University System of Georgia (USG) is achieved through the collective missions of our state's public colleges and universities, which drive economic development and produce more educated individuals to contribute to the quality of life in the State. USG institutions are responsible for producing graduates with the requisite skills and knowledge to ensure Georgia's strong future in the knowledge-based and global economy. The individual mission and function of the institutions within the USG must be aligned with the overall USG mission in order to strategically meet the higher education needs of the State.

The function and mission of each USG institution is determined by the Board of Regents and any change in institutional function and mission must be approved by the Board. Institutional function determines the scope of activity of the institution over a considerable period of time and covers the following aspects:

1. The level at which the institution will operate;
2. The types of educational degree programs to be offered;
3. The cost of attending the institution (student tuition and fees);
4. The admissions selectivity of the institution and the extent to which the institution serves as a primary point of access to higher education for under-represented students in a geographic region of Georgia; and,
5. The extent to which the institution engages in teaching, research, and service

Specific functions and missions for individual institutions and the procedures to request a change in functional sector, functional sector category, and institutional mission can be found in the Academic & Student Affairs Handbook. USG institutions are classified according to the following functional sectors:

## II. Board Policy Revision (Continued)

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

<b>Institution</b>	<b>Primary Section/Function</b>	<b>Secondary Sections/Function</b>	<b>Secondary Sections/Function</b>
Georgia Institute of Technology	Research University	n/a	Georgia's technological research institution
Georgia State University	Research University	State College	
University of Georgia	Research University	n/a	Georgia's land-grant institution and Agricultural experiment station
Augusta University	Research University	n/a	State's dedicated health/sciences/medical college

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

## II. Board Policy Revision (Continued)

	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Institution			
Georgia Southern University	Comprehensive University	n/a	Approved for doctoral programs
Valdosta State University	Comprehensive University	n/a	Approved for doctoral programs
Kennesaw State University	Comprehensive University	n/a	Approved for doctoral programs
University of West Georgia	Comprehensive University	n/a	Approved for doctoral programs

**State Universities**, which offer a number of undergraduate and master's-level programs, but very few doctoral programs. Associate-level degrees can be offered at these universities, but they are also typically limited. The Nexus degree can be offered at state universities. While teaching is a core focus at all USG institutions, the emphasis on research activity at these state universities includes some basic research, but is typically more focused on institutional or applied research.

## **II. Board Policy Revision (Continued)**

<b>Institution</b>	<b>Primary Section/Function</b>	<b>Secondary Sections/Function</b>	<b>Secondary Sections/Function</b>
Albany State University	State University	State College	n/a
Clayton State University	State University	n/a	n/a
Columbus State University	State University	n/a	Approved for doctoral programs
Fort Valley State University	State University	n/a	State's 1890 land grant institution
Georgia College & State University	State University	n/a	State's public liberal arts institution; approved for doctoral programs
Georgia Southwestern State University	State University	n/a	n/a
Middle Georgia State University	State University	State College	n/a
Savannah State University	State University	n/a	n/a
University of North Georgia	State University	n/a	State's military college; approved for doctoral programs

### **State Colleges**

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

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

#### **Associate Dominant-Select Bachelor's State Colleges**

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

## II. Board Policy Revision (Continued)

<b>Institution</b>	<b>Primary Section/Function</b>	<b>Secondary Sections/Function</b>	<b>Secondary Sections/Function</b>
Abraham Baldwin Agricultural College	State College - Balanced Bachelor's & Associate Degrees	n/a	State's agricultural state college
Atlanta Metropolitan State College	State College - Balanced Bachelor's & Associate Degrees	n/a	n/a
College of Coastal Georgia	State College - Balanced Bachelor's & Associate Degrees	n/a	n/a
Dalton State College	State College - Balanced Bachelor's & Associate Degrees	n/a	n/a
Georgia Gwinnett College	State College - Balanced Bachelor's & Associate Degrees	n/a	n/a
Gordon State College	State College - Balanced Bachelor's & Associate Degrees	n/a	n/a
East Georgia State College	State College - Associate  Dominant, Select Bachelor's	n/a	n/a
Georgia Highlands College	State College - Associate Dominant, Select Bachelor's	n/a	n/a
South Georgia State College	State College - Associate Dominant, Select Bachelor's	n/a	n/a

## **II. Board Policy Revision (Continued)**

### **Institutions with a Blended Function**

At times a USG institution may be approved by the Board to advance aspects of a mission from different functional sectors. When this occurs, an institution will have a blended institutional function with a primary sector function and a secondary function sector. While the institution will follow the function of their primary sector, it will also be authorized to function in accordance with aspects of the secondary sector function.

No institution may operate as an institution with a blended function unless approved by the Board of Regents. When the Board approves an institution as having a blended function, the Board will also approve the institution's primary functional sector. The guidelines for obtaining Board approval to operate as an institution with a blended function and a list of institutions currently approved for a blended function can be found in the Academic & Student Affairs Handbook.

The Chancellor may, from time to time, direct institutions with a blended function on whether and to what extent the institution will implement primary functional sector requirements or secondary functional sector requirements.

## Edited Policy

### 2.8 Institutional Mission

The mission of the University System of Georgia (USG) is achieved through the collective missions of our state's public colleges and universities, which drive economic development and produce more educated individuals to contribute to the quality of life in the State. USG institutions are responsible for producing graduates with the requisite skills and knowledge to ensure Georgia's strong future in the knowledge-based and global economy. The individual mission and function of the institutions within the USG must be aligned with the overall USG mission in order to strategically meet the higher education needs of the State.

The function and mission of each USG institution is determined by the Board of Regents and any change in institutional function and mission must be approved by the Board. **Institutional mission statements shall be evaluated by the Board as part of the regular cycle of accreditation and reaffirmation for the institution.** Institutional function determines the scope of activity of the institution over a considerable period of time and covers the following aspects:

1. The level at which the institution will operate;
2. The types of educational degree programs to be offered;
3. The cost of attending the institution (student tuition and fees);
4. The admissions selectivity of the institution and the extent to which the institution serves as a primary point of access to higher education for under-represented students in a geographic region of Georgia; and,
5. The extent to which the institution engages in teaching, research, and service

Specific functions and missions for individual institutions and the procedures to request a change in functional sector, functional sector category, and institutional mission can be found in the Academic & Student Affairs Handbook. USG institutions are classified according to the following functional sectors:

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



## Edited Policy (Continued)

<b>Institution</b>	<b>Primary Section/Function</b>	<b>Secondary Sections/Function</b>	<b>Secondary Sections/Function</b>
Georgia Institute of Technology	Research University	n/a	Georgia's technological research institution
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**Comprehensive Universities**, which offer a number of undergraduate and master's-level programs with some doctoral programs. Typically, associate-level degrees are not offered at comprehensive universities. The Nexus degree can be offered at research universities. Master programs at comprehensive universities are characterized as master's-dominant. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is heavier at comprehensive universities than state universities or state colleges, but not emphasized as heavily as research universities. It is expected that institutions within this sector will be committed to being world-class academic institutions.

<b>Institution</b>	<b>Primary Section/Function</b>	<b>Secondary Sections/Function</b>	<b>Secondary Sections/Function</b>
Georgia Southern University	Comprehensive University	n/a	Approved for doctoral programs
Valdosta State University	Comprehensive University	n/a	Approved for doctoral programs
Kennesaw State University	Comprehensive University	n/a	Approved for doctoral programs
University of West Georgia	Comprehensive University	n/a	Approved for doctoral programs

## Edited Policy (Continued)

**State Universities**, which offer a number of undergraduate and master's-level programs, but very few doctoral programs. Associate-level degrees can be offered at these universities, but they are also typically limited. The Nexus degree can be offered at state universities. While teaching is a core focus at all USG institutions, the emphasis on research activity at these state universities includes some basic research, but is typically more focused on institutional or applied research.

<b>Institution</b>	<b>Primary Section/Function</b>	<b>Secondary Sections/Function</b>	<b>Secondary Sections/Function</b>
Albany State University	State University	State College	n/a
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Middle Georgia State University	State University	State College	n/a
Savannah State University	State University	n/a	n/a
University of North Georgia	State University	n/a	State's military college; approved for doctoral programs

## State Colleges

### Balanced Bachelor's and Associate State Colleges

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

## Edited Policy (Continued)

### Associate Dominant-Select Bachelor's State Colleges

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

<b>Institution</b>	<b>Primary Section/Function</b>	<b>Secondary Sections/Function</b>	<b>Secondary Sections/Function</b>
Abraham Baldwin Agricultural College	State College - Balanced Bachelor's & Associate Degrees	n/a	State's agricultural state college
Atlanta Metropolitan State College	State College - Balanced Bachelor's & Associate Degrees	n/a	n/a
College of Coastal Georgia	State College - Balanced Bachelor's & Associate Degrees	n/a	n/a
Dalton State College	State College - Balanced Bachelor's & Associate Degrees	n/a	n/a
Georgia Gwinnett College	State College - Balanced Bachelor's & Associate Degrees	n/a	n/a
Gordon State College	State College - Balanced Bachelor's & Associate Degrees	n/a	n/a
East Georgia State College	State College - Associate Dominant, Select Bachelor's	n/a	n/a
Georgia Highlands College	State College - Associate Dominant, Select Bachelor's	n/a	n/a
South Georgia State College	State College - Associate Dominant, Select Bachelor's	n/a	n/a

### **Institutions with a Blended Function**

At times a USG institution may be approved by the Board to advance aspects of a mission from different functional sectors. When this occurs, an institution will have a blended institutional function with a primary sector function and a secondary function sector. While the institution will follow the function of their primary sector, it will also be authorized to function in accordance with aspects of the secondary sector function.

No institution may operate as an institution with a blended function unless approved by the Board of Regents. When the Board approves an institution as having a blended function, the Board will also approve the institution's primary functional sector. The guidelines for obtaining Board approval to operate as an institution with a blended function and a list of institutions currently approved for a blended function can be found in the Academic & Student Affairs Handbook.

The Chancellor may, from time to time, direct institutions with a blended function on whether and to what extent the institution will implement primary functional sector requirements or secondary functional sector requirements.

## **Proposed New Policy**

### **2.8 Institutional Mission**

The mission of the University System of Georgia (USG) is achieved through the collective missions of our state's public colleges and universities, which drive economic development and produce more educated individuals to contribute to the quality of life in the State. USG institutions are responsible for producing graduates with the requisite skills and knowledge to ensure Georgia's strong future in the knowledge-based and global economy. The individual mission and function of the institutions within the USG must be aligned with the overall USG mission in order to strategically meet the higher education needs of the State.

The function and mission of each USG institution is determined by the Board of Regents and any change in institutional function and mission must be approved by the Board. Institutional mission statements shall be evaluated by the Board as part of the regular cycle of accreditation and reaffirmation for the institution. Institutional function determines the scope of activity of the institution over a considerable period of time and covers the following aspects:

1. The level at which the institution will operate;
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4. The admissions selectivity of the institution and the extent to which the institution serves as a primary point of access to higher education for under-represented students in a geographic region of Georgia; and,
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Specific functions and missions for individual institutions and the procedures to request a change in functional sector, functional sector category, and institutional mission can be found in the Academic & Student Affairs Handbook. USG institutions are classified according to the following functional sectors:

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

**Proposed New Policy (Continued)**

<b>Institution</b>	<b>Primary Section/Function</b>	<b>Secondary Sections/Function</b>	<b>Secondary Sections/Function</b>
Georgia Institute of Technology	Research University	n/a	Georgia's technological research institution
Georgia State University	Research University	State College	
University of Georgia	Research University	n/a	Georgia's land-grant institution and Agricultural experiment station
Augusta University	Research University	n/a	State's dedicated health/sciences/medical college

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

<b>Institution</b>	<b>Primary Section/Function</b>	<b>Secondary Sections/Function</b>	<b>Secondary Sections/Function</b>
Georgia Southern University	Comprehensive University	n/a	Approved for doctoral programs
Valdosta State University	Comprehensive University	n/a	Approved for doctoral programs
Kennesaw State University	Comprehensive University	n/a	Approved for doctoral programs
University of West Georgia	Comprehensive University	n/a	Approved for doctoral programs

## Proposed New Policy (Continued)

**State Universities**, which offer a number of undergraduate and master's-level programs, but very few doctoral programs. Associate-level degrees can be offered at these universities, but they are also typically limited. The Nexus degree can be offered at state universities. While teaching is a core focus at all USG institutions, the emphasis on research activity at these state universities includes some basic research, but is typically more focused on institutional or applied research.

<b>Institution</b>	<b>Primary Section/Function</b>	<b>Secondary Sections/Function</b>	<b>Secondary Sections/Function</b>
Albany State University	State University	State College	n/a
Clayton State University	State University	n/a	n/a
Columbus State University	State University	n/a	Approved for doctoral programs
Fort Valley State University	State University	n/a	State's 1890 land grant institution
Georgia College & State University	State University	n/a	State's public liberal arts institution; approved for doctoral programs
Georgia Southwestern State University	State University	n/a	n/a
Middle Georgia State University	State University	State College	n/a
Savannah State University	State University	n/a	n/a
University of North Georgia	State University	n/a	State's military college; approved for doctoral programs

## State Colleges

### Balanced Bachelor's and Associate State Colleges

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

## Proposed New Policy (Continued)

### Associate Dominant-Select Bachelor's State Colleges

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

<b>Institution</b>	<b>Primary Section/Function</b>	<b>Secondary Sections/Function</b>	<b>Secondary Sections/Function</b>
Abraham Baldwin Agricultural College	State College - Balanced Bachelor's & Associate Degrees	n/a	State's agricultural state college
Atlanta Metropolitan State College	State College - Balanced Bachelor's & Associate Degrees	n/a	n/a
College of Coastal Georgia	State College - Balanced Bachelor's & Associate Degrees	n/a	n/a
Dalton State College	State College - Balanced Bachelor's & Associate Degrees	n/a	n/a
Georgia Gwinnett College	State College - Balanced Bachelor's & Associate Degrees	n/a	n/a
Gordon State College	State College - Balanced Bachelor's & Associate Degrees	n/a	n/a
East Georgia State College	State College - Associate Dominant, Select Bachelor's	n/a	n/a
Georgia Highlands College	State College - Associate Dominant, Select Bachelor's	n/a	n/a
South Georgia State College	State College - Associate Dominant, Select Bachelor's	n/a	n/a



## **Proposed New Policy (Continued)**

### **Institutions with a Blended Function**

At times a USG institution may be approved by the Board to advance aspects of a mission from different functional sectors. When this occurs, an institution will have a blended institutional function with a primary sector function and a secondary function sector. While the institution will follow the function of their primary sector, it will also be authorized to function in accordance with aspects of the secondary sector function.

No institution may operate as an institution with a blended function unless approved by the Board of Regents. When the Board approves an institution as having a blended function, the Board will also approve the institution's primary functional sector. The guidelines for obtaining Board approval to operate as an institution with a blended function and a list of institutions currently approved for a blended function can be found in the Academic & Student Affairs Handbook.

The Chancellor may, from time to time, direct institutions with a blended function on whether and to what extent the institution will implement primary functional sector requirements or secondary functional sector requirements.

## **Establishment of Endowed Position(s):**

### **5. Establishment of the Charles S. Ackerman Professorship in Anthropology**

**Recommended:** That the Board of Regents approve the request of President Mark P. Becker that Georgia State University (“GSU”) be authorized to establish the Charles S. Ackerman Professorship in Anthropology effective September 15, 2020.

**Abstract:** Georgia State University has verified funding of \$250,000 sufficient to establish this position as required by Board of Regents Policy 8.3.2.2. The Ackerman Professorship will allow Georgia State University to attract and retain renowned scholars who will promote innovative research in the field of Anthropology, strengthen the existing graduate curriculum and encourage top candidates to this graduate program.

6. **Renaming of Endowed Position, University of Georgia**

**Recommended:** That the Board of Regents approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to rename the John H. “Johnny Isakson” Chair for Parkinson’s Research to the John H. “Johnny Isakson” Chair for Parkinson’s Research and GRA Eminent Scholar, effective September 15, 2020.

**Abstract:** The Georgia Research Alliance is providing \$500,000 toward the permanent endowment. In addition, GRA will help furnish state of the art laboratory space for the candidate. GRA will provide 1 million dollars over two years to ensure that the Isakson Scholar has exceptional research tools and instrumentation.

**7. Named Faculty Position(s)**

Names regarding institutional requests to appoint faculty with the appropriate qualifications into named faculty positions are listed below:

**University Faculty's Name:** Michael Pfarrer, Ph.D.

**Named Position:** C. Herman and Mary Virginia Terry Distinguished Chair #1

**Institution Name:** University of Georgia

**University Faculty's Name:** Elena Karahanna, Ph.D.

**Named Position:** C. Herman and Mary Virginia Terry Distinguished Chair #2

**Institution Name:** University of Georgia

## **AGENDA**

### **COMMITTEE ON ORGANIZATION & LAW**

**September 14, 2020**

<b>Agenda Item</b>	<b>Page No.</b>
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#### **APPROVAL ITEMS**

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| 1. | Revisions to the Policy Manual: Sections 6.7 – Sexual Misconduct Policy and 4.6.5 – Standards for Institutional Student Conduct Investigation and Disciplinary Proceedings | 1 |
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#### **EXECUTIVE SESSION**

- |    |                   |    |
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| 2. | Executive Session | 13 |
|----|-------------------|----|

**1. Revisions to the Policy Manual – Sections 6.7 and 4.6.5****Revisions to Board of Regents' Policy 6.7**

Board of Regents' Policy 6.7, the University System of Georgia Sexual Misconduct Policy, prohibits specific forms of sexual misconduct by University System of Georgia students, faculty, or staff or persons involved in college or university activities, as required by various federal laws, including Title IX of the Education Amendments of 1972.

The proposed updates to this policy add cross references to the Human Resources Administrative Practices Manual for guidance related to employee investigations and hearings; update additional cross references and numbering throughout the policy; and clarify defined terms.

**CURRENT POLICY LANGUAGE:****6.7 Sexual Misconduct Policy****6.7.1 Definitions and Prohibited Conduct**

Sexual Harassment (Student on Student): Unwelcome verbal, nonverbal, or physical conduct based on sex (including gender stereotypes), determined by a Reasonable Person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to participate in or to benefit from an institutional education program or activity in violation of Title IX.

**6.7.3 (E) Advisors**

Both the Complainant and the Respondent, as parties to the matter, shall have the opportunity to use an advisor (who may or may not be an attorney) of the party's choosing at the party's own expense. The advisor may accompany the party to all meetings and may provide advice and counsel to their respective party throughout the Sexual Misconduct process, including providing questions, suggestions and guidance to the party, but may not actively participate in the process except as outlined in BOR 6.7.4 (D). All communication during the Sexual Misconduct process will be between the institution and the party and not the advisor. With the party's permission, the advisor may be copied on all communications.

**6.7.4 Responding to Reports of Sexual Harassment Pursuant to Title IX****6.7.4 (C) Formal Complaints**

A Formal Complaint is a written document filed by the Complainant or signed by the Coordinator alleging sexual harassment, as defined by Title IX and its implementing regulations, against a Respondent and requesting that the institution open an investigation. In order to file a

Formal Complaint, the Complainant must be participating in or attempting to participate in the education program or activity of the institution occurring within the United States at the time of the filing.

#### 6.7.4 (C) Informal Resolution

Formal Complaints may be resolved informally, except in the instance of an allegation by a student against an institution employee. The following must be met in order to proceed with the informal resolution process:

1. The parties have received written notice of the allegations
2. The parties have received written explanation of the informal process to include, but not limited to:
  - a. Written agreement of the parties to initiate the informal resolution process;
  - b. Written notice that the parties may withdraw from the process at any time prior to the agreement of the terms of the resolution;
  - c. Written notice that the final resolution precludes any further institutional actions on the allegations
3. The institution has agreed to engage in the informal resolution process.

#### 6.7.4 (D) Advisors

Both the Complainant and the Respondent, as parties to the matter, shall have the opportunity to use an advisor (who may or may not be an attorney) of the party's choosing. The advisor may accompany the party to all meetings and may provide advice and counsel to their respective party throughout the Sexual Misconduct process but may not actively participate in the process except to conduct cross-examination at the hearing. If a party chooses not to use an advisor during the investigation, the institution will provide an advisor for the purpose of conducting cross-examination on behalf of the relevant party.

All communication during the Sexual Misconduct process will be between the institution and the party and not the advisor. The institution will copy the party's advisor prior to the finalization of the investigation report when the institution provides the parties the right to inspect and review directly related information gathered during the investigation. With the party's permission, the advisor may be copied on all communications.

#### 6.7.5 Investigations

All Sexual Misconduct investigations involving a student Respondent shall follow the investigation process set forth in [Section 4.6.5, Standards for Institutional Student Conduct Investigation and Disciplinary Proceedings](#).

All Sexual Misconduct investigations involving an employee Respondent, shall be addressed utilizing Board and institutional employment policies and procedures.

### **6.7.6 Hearings, Possible Sanctions and Appeals**

All Sexual Misconduct hearings, sanctions, and appeals involving a student Respondent shall follow the investigation hearing and resolution process set forth in this Policy and [Section 4.6.5, Standards for Institutional Student Conduct Investigation and Disciplinary Proceedings](#).

All Sexual Misconduct adjudication involving an employee Respondent, shall be addressed utilizing the Board and institutional institution's employment policies and procedures.

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### **EDITED POLICY LANGUAGE:**

## **6.7 Sexual Misconduct Policy**

### **6.7.1 Definitions and Prohibited Conduct**

Sexual Harassment (Student on Student): Unwelcome verbal, nonverbal, or physical conduct based on sex (including gender stereotypes), determined by a Reasonable Person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to participate in or to benefit from an institutional education program or activity ~~in violation of Title IX~~.

### **6.7.3 (E) Advisors**

Both the Complainant and the Respondent, as parties to the matter, shall have the opportunity to use an advisor (who may or may not be an attorney) of the party's choosing at the party's own expense. The advisor may accompany the party to all meetings and may provide advice and counsel to their respective party throughout the Sexual Misconduct process, including providing questions, suggestions and guidance to the party, but may not actively participate in the process except as outlined in BOR 6.7.4 (D **E**). All communication during the Sexual Misconduct process will be between the institution and the party and not the advisor. With the party's permission, the advisor may be copied on all communications.

### **6.7.4 Responding to Reports of Sexual Harassment Pursuant to Title IX**

#### **6.7.4 (C) Formal Complaints**

A Formal Complaint is a written document filed by the Complainant or signed by the Coordinator alleging sexual harassment, as defined by Title IX and its implementing regulations, against a Respondent and requesting that the institution open an investigation. In order to file a Formal Complaint, the Complainant must be participating in or attempting to participate in the education program or activity of the institution occurring within the United States at the time of the filing.



#### 6.7.4 (€ **D**) Informal Resolution

Formal Complaints may be resolved informally, except in the instance of an allegation by a student against an institution employee. The following must be met in order to proceed with the informal resolution process:

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  - c. Written notice that the final resolution precludes any further institutional actions on the allegations
3. The institution has agreed to engage in the informal resolution process.

#### 6.7.4 (Ð **E**) Advisors

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All communication during the Sexual Misconduct process will be between the institution and the party and not the advisor. The institution will copy the party's advisor prior to the finalization of the investigation report when the institution provides the parties the right to inspect and review directly related information gathered during the investigation. With the party's permission, the advisor may be copied on all communications.

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All Sexual Misconduct investigations involving a student Respondent shall follow the investigation process set forth in [Section 4.6.5, Standards for Institutional Student Conduct Investigation and Disciplinary Proceedings](#).

All Sexual Misconduct investigations involving an employee Respondent, shall be addressed utilizing Board and institutional employment policies and procedures **including [Human Resources Administrative Practice Manual, Prohibit Discrimination & Harassment](#)**.

### **6.7.6 Hearings, Possible Sanctions and Appeals**

All Sexual Misconduct hearings, sanctions, and appeals involving a student Respondent shall follow the investigation hearing and resolution process set forth in this Policy and [Section 4.6.5, Standards for Institutional Student Conduct Investigation and Disciplinary Proceedings](#).

All Sexual Misconduct adjudication involving an employee Respondent, shall be addressed utilizing the Board and institutional institution's employment policies and procedures **including [Human Resources Administrative Practice Manual, Prohibit Discrimination & Harassment](#)**.

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## **PROPOSED NEW POLICY LANGUAGE:**

### **6.7 Sexual Misconduct Policy**

#### **6.7.1 Definitions and Prohibited Conduct**

Sexual Harassment (Student on Student): Unwelcome verbal, nonverbal, or physical conduct based on sex (including gender stereotypes), determined by a Reasonable Person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to participate in or to benefit from an institutional education program or activity.

#### **6.7.3 (E) Advisors**

Both the Complainant and the Respondent, as parties to the matter, shall have the opportunity to use an advisor (who may or may not be an attorney) of the party's choosing at the party's own expense. The advisor may accompany the party to all meetings and may provide advice and counsel to their respective party throughout the Sexual Misconduct process, including providing questions, suggestions and guidance to the party, but may not actively participate in the process except as outlined in BOR 6.7.4 (E). All communication during the Sexual Misconduct process will be between the institution and the party and not the advisor. With the party's permission, the advisor may be copied on all communications.

#### **6.7.4 Responding to Reports of Sexual Harassment Pursuant to Title IX**

##### **6.7.4 (C) Formal Complaints**

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education program or activity of the institution occurring within the United States at the time of the filing.

#### 6.7.4 (D) Informal Resolution

Formal Complaints may be resolved informally, except in the instance of an allegation by a student against an institution employee. The following must be met in order to proceed with the informal resolution process:

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  - c. Written notice that the final resolution precludes any further institutional actions on the allegations
3. The institution has agreed to engage in the informal resolution process.

#### 6.7.4 (E) Advisors

Both the Complainant and the Respondent, as parties to the matter, shall have the opportunity to use an advisor (who may or may not be an attorney) of the party's choosing. The advisor may accompany the party to all meetings and may provide advice and counsel to their respective party throughout the Sexual Misconduct process but may not actively participate in the process except to conduct cross-examination at the hearing. If a party chooses not to use an advisor during the investigation, the institution will provide an advisor for the purpose of conducting cross-examination on behalf of the relevant party.

All communication during the Sexual Misconduct process will be between the institution and the party and not the advisor. The institution will copy the party's advisor prior to the finalization of the investigation report when the institution provides the parties the right to inspect and review directly related information gathered during the investigation. With the party's permission, the advisor may be copied on all communication.

#### 6.7.5 Investigations

All Sexual Misconduct investigations involving a student Respondent shall follow the investigation process set forth in [Section 4.6.5, Standards for Institutional Student Conduct Investigation and Disciplinary Proceedings](#).

All Sexual Misconduct investigations involving an employee Respondent, shall be addressed utilizing Board and institutional employment policies and procedures including [Human Resources Administrative Practice Manual, Prohibit Discrimination & Harassment](#).

### **6.7.6 Hearings, Possible Sanctions and Appeals**

All Sexual Misconduct hearings, sanctions, and appeals involving a student Respondent shall follow the investigation hearing and resolution process set forth in this Policy and [Section 4.6.5, Standards for Institutional Student Conduct Investigation and Disciplinary Proceedings](#).

All Sexual Misconduct adjudication involving an employee Respondent, shall be addressed utilizing the Board and institutional institution's employment policies and procedures including [Human Resources Administrative Practice Manual, Prohibit Discrimination & Harassment](#).

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### **Revisions to Board of Regents' Policy 4.6.5**

Board of Regents' Policy 4.6.5, Standards for Institutional Student Conduct Investigation and Disciplinary Proceedings, establishes the minimum procedures that University System of Georgia institutions must follow when investigating and resolving student disciplinary matters, including alleged violations of the Sexual Misconduct Policy.

The proposed updates revise institutional and board level appeal opportunities in connection with direction from the Department of Education's Final Rule on Title IX and contain minor grammatical edits, which do not change the meaning of the policy.

### **CURRENT POLICY LANGUAGE:**

#### **4.6.5 Standards for Institutional Student Conduct Investigation and Disciplinary Proceedings**

##### **4.6.5.2 Process for Investigating and Resolving Disputed Reports**

##### **Investigation**

Throughout any investigation and resolution proceedings, a party shall receive written notice of the alleged misconduct, shall be provided an opportunity to respond, and shall be allowed to remain silent or otherwise not participate in or during the investigation and resolution process without an adverse inference resulting. If a party chooses to remain silent or otherwise not participate in an investigation, the investigation may still proceed and policy charges may still result and be resolved. Timely and equal access to information that will be used during the investigation will be provided to the Complainant (where applicable), Respondent.

#### **4.6.5.6 Appeals**

Appeals may be made in any cases where sanctions are issued, even when such sanctions are held “in abeyance,” such as probationary or expulsion. Where the sanction imposed includes a suspension or expulsion (even for one held in abeyance), the following appellate procedures must be provided.

The Respondent (and in cases involving sexual misconduct or other forms of discrimination and/or harassment, the Complainant) shall have the right to appeal the outcome on any of the following grounds: (1) to consider new information, sufficient to alter the decision, or other relevant facts not brought out in the original hearing (or appeal), because such information was not known or knowable to the person appealing during the time of the hearing (or appeal); (2) to allege a procedural error within the hearing process that may have substantially impacted the fairness of the hearing (or appeal), including but not limited to whether any hearing questions were improperly excluded or whether the decision was tainted by a conflict of interest or bias by the Title IX Coordinator, Conduct Officer, investigator(s), decision makers(s); or (3) to allege that the finding was inconsistent with the weight of the information.

The appeal must be made in writing, and must set forth one or more of the bases outlined above, and must be submitted within five business days of the date of the final written decision. The appeal should be made to the institution’s Vice President for Student Affairs or their designee.

The appeal shall be a review of the record only, and no new meeting with the Respondent or any Complainant is required. The Vice President, or their designee, may affirm the original finding and sanction, affirm the original finding but issue a new sanction of greater or lesser severity, remand the case back to the decision-maker to correct a procedural or factual defect, or reverse or dismiss the case if there was a procedural or factual defect that cannot be remedied by remand. The Vice President or his or her their designee shall then issue a decision in writing to the respondent within a reasonable time period.

The decision of the Vice President or his or her designee may be appealed in writing within five business days (as determined by the date of the decision letter) to the President of the institution solely on the three grounds set forth above.

The President may affirm the original finding and sanction, affirm the original finding but issue a new sanction of greater or lesser severity, remand the case back to any lower decision maker to correct a procedural or factual defect, or reverse or dismiss the case if there was a procedural or factual defect that cannot be remedied by remand. The President decision shall be simultaneously issued in writing to the parties within a reasonable time period. The President’s decision shall be the final decision of the institution.

Should the Respondent or Complainant (where applicable) wish to appeal the President's decision, they may request review by the Board of Regents in accordance with the Board of Regents' Policy on Discretionary Review.

Appeals received after the designated deadlines above will not be considered unless the institution or Board of Regents has granted an extension prior to the deadline. If an appeal is not received by the deadline the last decision on the matter will become final.

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### **EDITED POLICY LANGUAGE:**

#### **4.6.5 Standards for Institutional Student Conduct Investigation and Disciplinary Proceedings**

##### **4.6.5.2 Process for Investigating and Resolving Disputed Reports**

###### **Investigation**

Throughout any investigation and resolution proceedings, a party shall receive written notice of the alleged misconduct, shall be provided an opportunity to respond, and shall be allowed to remain silent or otherwise not participate in or during the investigation and resolution process without an adverse inference resulting. If a party chooses to remain silent or otherwise not participate in an investigation, the investigation may still proceed and policy charges may still result and be resolved. Timely and equal access to information that will be used during the investigation will be provided to the Complainant (where applicable), and Respondent.

###### **4.6.5.6 Appeals**

Appeals may be made in any cases where sanctions are issued, even when such sanctions are held "in abeyance," such as probationary or expulsion. Where the sanction imposed includes a suspension or expulsion (even for one held in abeyance), the following appellate procedures must be provided.

The Respondent (and in cases involving sexual misconduct or other forms of discrimination and/or harassment, the Complainant) shall have the right to appeal the outcome on any of the following grounds: (1) to consider new information, sufficient to alter the decision, or other relevant facts not brought out in the original hearing (or appeal), because such information was not known or knowable to the person appealing during the time of the hearing (or appeal); (2) to allege a procedural error within the hearing process that may have substantially impacted the fairness of the hearing(or appeal), including but not limited to whether any hearing questions were improperly excluded or whether the decision was tainted by a conflict of interest or bias by

the Title IX Coordinator, Conduct Officer, investigator(s), decision makers(s); or (3) to allege that the finding was inconsistent with the weight of the information.

The appeal must be made in writing, ~~and~~ must set forth one or more of the bases outlined above, and must be submitted within five business days of the date of the final written decision. The appeal should be made to the institution's ~~Vice President for Student Affairs~~ **President** or their designee.

The appeal shall be a review of the record only, and no new meeting with the Respondent or any Complainant is required. ~~The Vice President, or their designee, may affirm the original finding and sanction, affirm the original finding but issue a new sanction of greater or lesser severity, remand the case back to the decision-maker to correct a procedural or factual defect, or reverse or dismiss the case if there was a procedural or factual defect that cannot be remedied by remand. The Vice President or his or her their designee shall then issue a decision in writing to the respondent within a reasonable time period.~~

~~The decision of the Vice President or his or her designee may be appealed in writing within five business days (as determined by the date of the decision letter) to the President of the institution solely on the three grounds set forth above.~~

The President **or their designee** may affirm the original finding and sanction, affirm the original finding but issue a new sanction of greater or lesser severity, remand the case back to any lower decision maker to correct a procedural or factual defect, or reverse or dismiss the case if there was a procedural or factual defect that cannot be remedied by remand. The President **or their designee's** decision shall be simultaneously issued in writing to the parties within a reasonable time period. The President **or their designee's** decision shall be the final decision of the institution.

Should the Respondent or Complainant (where applicable) wish to appeal the President's **final institutional** decision, they may request review by the Board of Regents in accordance with the Board of Regents' Policy on Discretionary Review.

Appeals received after the designated deadlines above will not be considered unless the institution or Board of Regents has granted an extension prior to the deadline. If an appeal is not received by the deadline the last decision on the matter will become final.

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#### **PROPOSED NEW POLICY LANGUAGE:**

#### **4.6.5 Standards for Institutional Student Conduct Investigation and Disciplinary Proceedings**

**4.6.5.2 Process for Investigating and Resolving Disputed Reports****Investigation**

Throughout any investigation and resolution proceedings, a party shall receive written notice of the alleged misconduct, shall be provided an opportunity to respond, and shall be allowed to remain silent or otherwise not participate in or during the investigation and resolution process without an adverse inference resulting. If a party chooses to remain silent or otherwise not participate in an investigation, the investigation may still proceed and policy charges may still result and be resolved. Timely and equal access to information that will be used during the investigation will be provided to the Complainant (where applicable) and Respondent.

**4.6.5.6 Appeals**

Appeals may be made in any cases where sanctions are issued, even when such sanctions are held “in abeyance,” such as probationary or expulsion. Where the sanction imposed includes a suspension or expulsion (even for one held in abeyance), the following appellate procedures must be provided.

The Respondent (and in cases involving sexual misconduct or other forms of discrimination and/or harassment, the Complainant) shall have the right to appeal the outcome on any of the following grounds: (1) to consider new information, sufficient to alter the decision, or other relevant facts not brought out in the original hearing (or appeal), because such information was not known or knowable to the person appealing during the time of the hearing (or appeal); (2) to allege a procedural error within the hearing process that may have substantially impacted the fairness of the hearing(or appeal), including but not limited to whether any hearing questions were improperly excluded or whether the decision was tainted by a conflict of interest or bias by the Title IX Coordinator, Conduct Officer, investigator(s), decision makers(s); or (3) to allege that the finding was inconsistent with the weight of the information.

The appeal must be made in writing, must set forth one or more of the bases outlined above, and must be submitted within five business days of the date of the final written decision. The appeal should be made to the institution’s President or their designee.

The appeal shall be a review of the record only, and no new meeting with the Respondent or any Complainant is required. The President or their designee may affirm the original finding and sanction, affirm the original finding but issue a new sanction of greater or lesser severity, remand the case back to any lower decision maker to correct a procedural or factual defect, or reverse or dismiss the case if there was a procedural or factual defect that cannot be remedied by remand. The President or their designee’s decision shall be simultaneously issued in writing to the parties within a reasonable time period. The President or their designee’s decision shall be the final decision of the institution.

Should the Respondent or Complainant (where applicable) wish to appeal the final institutional decision, they may request review by the Board of Regents in accordance with the Board of Regents’ Policy on Discretionary Review.



Appeals received after the designated deadlines above will not be considered unless the institution or Board of Regents has granted an extension prior to the deadline. If an appeal is not received by the deadline the last decision on the matter will become final.

**2. Executive Session**

The Committee will enter executive session to discuss pending applications for review. These are made to the Board of Regents Office of Legal Affairs pursuant to Policy 6.26. Applications for Discretionary Review and are typically personnel matters and issues of academic status.

**AGENDA**

**PERSONNEL AND BENEFITS**

**September 14, 2020**

**Agenda Item**

**Page No.**

**INFORMATION ITEM**

1. Retirement Waiver Approval Report

1

## **AGENDA**

### **PERSONNEL AND BENEFITS**

**September 14, 2020**

**1. Information Item: Retirement Waiver Approval Report**

Vice Chancellor for Human Resources, Dr. Juanita Hicks, will present the Retirement Waiver Approval Report.



UNIVERSITY SYSTEM OF GEORGIA

# Retirement Waiver Approval Report

Dr. Juanita Hicks  
Vice Chancellor for Human Resources  
September 14, 2020

# Retirement Waiver Approval Report

- Eligibility for USG health and life benefits in retirement.
- Board policy 8.2.8.2 allows Vice Chancellor for Human Resources to approve to waive the requirements regarding continuous service toward meeting the eligibility criteria for retirement from USG.
- The policy requires the Vice Chancellor to notify the Committee on Personnel & Benefits of any waivers granted under the policy.



# Retirement Waiver Approval Report

- Employees must be eligible to retire under Teachers Retirement System, Employees Retirement System, or Optional Retirement Plan guidelines to apply.
- This policy allows a waiver to continuous service requirement for USG.



# Retirement Waiver Approval Report

- Since the last report, we received two applications for consideration.
- One was approved.





# Questions?



## **AGENDA**

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

**September 14, 2020**

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## AGENDA

### COMMITTEE ON REAL ESTATE AND FACILITIES

September 14, 2020

#### 1. Real Estate Actions Taken within Delegated Authority

The following are the real estate actions taken within the authority delegated by the Board to the Vice Chancellor for Real Estate and Facilities for the period beginning April 1, 2020 and ending August 31, 2020:

##### Acquisitions

<u>Institution</u>	<u>Location</u>	<u>Description</u>	<u>Purchase Price</u>
Georgia Gwinnett College	Lawrenceville, Georgia	Vacant property University Center Lane 0.580 acres	\$462,000
Georgia Highlands College	Dallas, Georgia	Vacant property Adj. to Winn Building 0.150 acres	Gift

##### Lease as Tenant

<u>Institution</u>	<u>Location</u>	<u>Square Feet/Rent</u>	<u>Use</u>
Augusta University	Athens, Georgia	23,925 sf retail \$24,365.83/month	College of Nursing Lease Renewal
Columbus State University	Columbus, Georgia	3,400 sf office \$2,205/month	Administrative Space Lease Extension
Columbus State University	Columbus, Georgia	3,277 sf office 10,600 sf warehouse \$5,000/month	CSU Film School Lease Renewal and Expansion
Georgia College & State University	Milledgeville, Georgia	60 parking spaces \$1,300/month	Parking Lease Renewal
Georgia Gwinnett College	Lawrenceville, Georgia	430 parking spaces \$5,500/month	Parking Lease Extension and Expansion
Georgia Highlands College	Dallas, Georgia	2,042 sf office \$750/month	Paulding Campus Library and Computer Room Lease Renewal

**1. Real Estate Actions Taken within Delegated Authority (continued)**

<i><u>Institution</u></i>	<i><u>Location</u></i>	<i><u>Square Feet/Rent</u></i>	<i><u>Use</u></i>
Georgia Institute of Technology	Atlanta, Georgia	2,326 sf office \$6,590.33/month	Office of Industry Collaboration/GIT Executive VP for Research Lease Extension
Georgia Institute of Technology	Aberdeen Proving Ground, Maryland	2,093 sf office \$6,867.11/month	GT Research Institute Lease Extension
Georgia Southern University	Savannah, Georgia	6.785 acres \$1,425.26/annual	Herty Advanced Development Center Reduction in Land Area and Reduction of Term Length
Georgia Southern University	Statesboro, Georgia	60 beds \$24,997.50/month	Residential Apartments New Sublease Agreement
Georgia Southern University	Wexford, Ireland	4,000 sf office \$9,500/quarter	Irish Studies Program New Sublease Agreement
Kennesaw State University	Atlanta, Georgia	9,563 sf office \$23,907.50/month	College of Professional Ed. Revision of Terms
University of Georgia	Oxford, England	989 sf apartment \$2,316/month	Study Abroad Program Apartment for Faculty Lease Renewal
University of Georgia	Athens, Georgia	37,650 sf office and office/warehouse \$6,275/month	Library Repository Lease Renewal
University of Georgia	Athens, Georgia	10,900 sf office \$19,560/month	Center for Family Research Lease Renewal
University of Georgia	Athens, Georgia	10,658 sf office \$10,210.81/month	Small Business Development Center Lease Renewal
University of Georgia	Eatonton, Georgia	3.030 acres with improvements \$0/month	College of Agriculture Historic Structures Lease Renewal
University of North Georgia	Gainesville, Georgia	3,266 sf retail \$3,130/month	Testing Center Sublease Renewal

**1. Real Estate Actions Taken within Delegated Authority (continued)**

<u>Institution</u>	<u>Location</u>	<u>Square Feet/Rent</u>	<u>Use</u>
University of North Georgia	Dahlonega, Georgia	4,284 sf office and parking \$5,666.50/month	Transportation Office and Center for Entrepreneurship & Innovation (eLab) Lease Expansion
University of North Georgia	Dahlonega, Georgia	3,500 sf office and office/warehouse \$3,283.50/month	Criminal Justice Lab and Faculty Offices Lease Renewal
University of West Georgia	Douglasville, Georgia	460 sf meeting space \$75/day	Douglasville Class Space New Lease

**Lease as Landlord**

<u>Institution</u>	<u>Location</u>	<u>Square Feet/Rent</u>	<u>Use</u>
University of North Georgia	Dahlonega, Georgia	57,600 sf medical \$8,333.33/month	Hospital Operations Lease Extension

**Easements**

<u>Institution</u>	<u>Grantee</u>	<u>Purpose</u>
University of North Georgia	City of Dahlonega	Monument Sign for Cottrell Park

**2. Non-Exclusive Easement, J. Phil Campbell Sr. Research and Education Center, Watkinsville, Oconee County, University of Georgia**

Recommended: That the Board declare approximately 1.605 acres of unimproved real property located along the north side of Hog Mountain Road from Daniells Bridge Road to Welbrook Road in Oconee County (the “Easement Area”) to be no longer advantageously useful to the University of Georgia (“UGA”) or other units of the University System of Georgia (“USG”), but only to the extent and for the purpose of allowing this land to be used by Atlanta Gas Light Company (“AGL”) for the construction, operation and maintenance of a natural gas line as part of a system-wide upgrade and renewal process.

Recommended further: That the Board authorize the execution of a non-exclusive easement with AGL (the “Easement”) that would allow for the construction, operation and maintenance of a natural gas line, in, on, over and under, upon, across, or through the Easement Area.

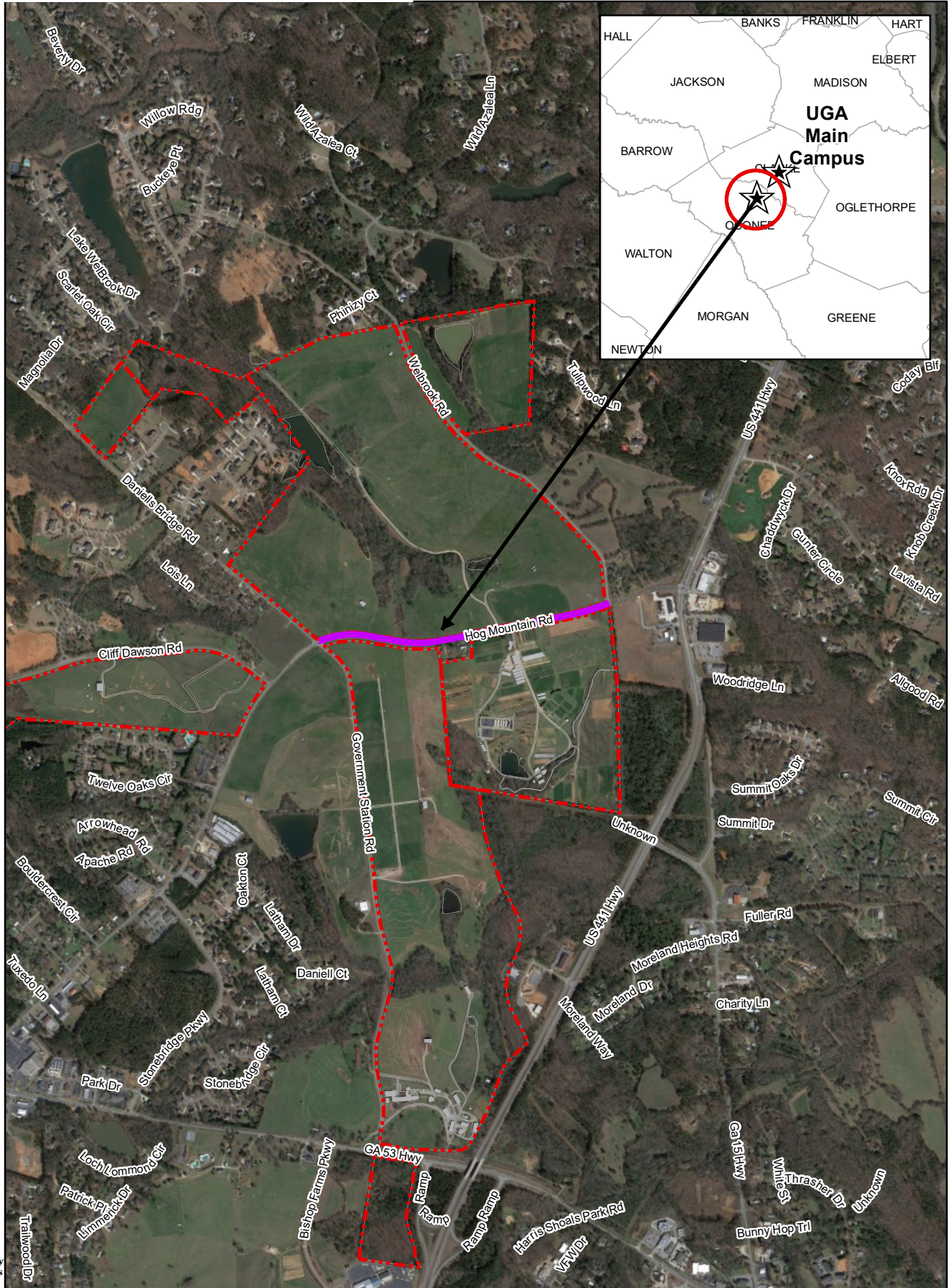
Understandings: In September 2013, the United States Department of Agriculture (“USDA”) gifted approximately 1,055 acres of improved real property currently known as the J. Phil Campbell Sr. Research and Education Center (the “Property”) to the USG for the benefit of UGA. The USDA retains a reversionary interest that requires continued use of the Property for agricultural or natural resources research during the 25-year period from the date of conveyance. USDA has confirmed that a grant of the Easement would not activate its reversionary rights.

Operated by UGA’s College of Agricultural and Environmental Sciences, the Property currently supports research in areas including forage production and utilization by beef cattle, alfalfa breeding and production, fescue breeding, clover breeding, corn production strategies, and cotton variety trials. As the Easement Area is located along the right of way of Hog Mountain Road, grant of the Easement would not impact operations of the Property. AGL has agreed to compensate UGA \$12,040 for the Easement, a value that is supported by an independent appraisal. UGA plans to utilize the proceeds to support its academic mission.





## Atlanta Gas Light Easement



**3. Naming of Edwards Hall, Abraham Baldwin Agricultural College**

Recommended: That the Board approve the naming of the new Fine Arts Building on the campus of Abraham Baldwin Agricultural College (“ABAC”) as “Edwards Hall” in memory of Dr. Ernest Aaron Edwards, Jr., for his impact on ABAC and the Tifton community.

Understandings: President David C. Bridges confirms that this naming conforms to the ABAC naming guidelines and with the Board of Regents naming policy.

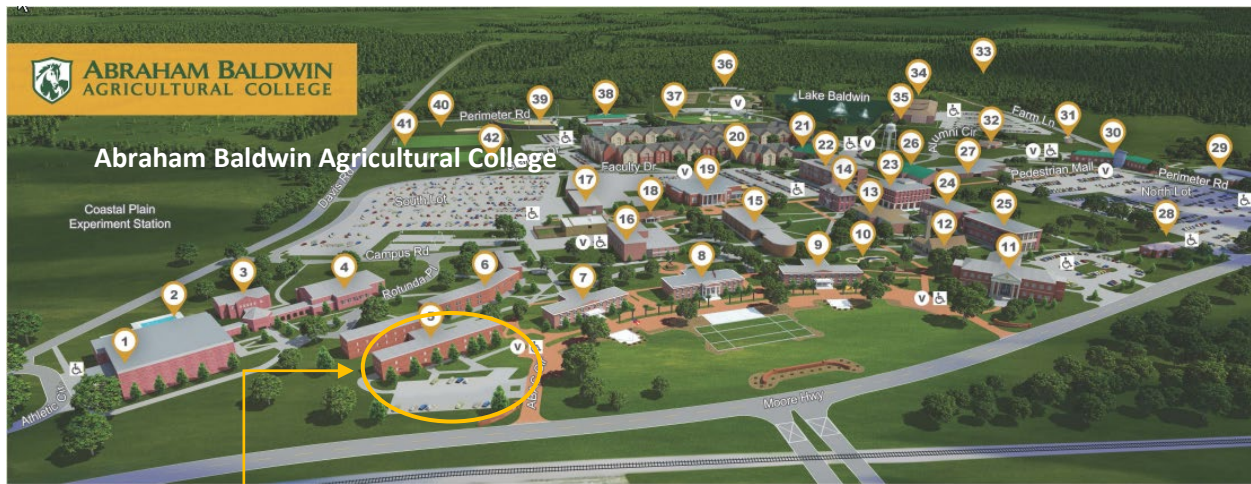
Dr. Ernest A. Edwards was an accomplished pianist and organist who delighted in introducing students to the world of music. He unselfishly served the college, the community, and the state for more than five decades.

After graduating from Covington High School, Edwards and his family moved to Tifton. In 1945, he enrolled at ABAC and became a member of the Boys Glee Club. After completing his degree in 1947, Edwards later received a Bachelor of Fine Arts degree in Music/English (1953) and a Master of Fine Arts degree in Music (1958) from the University of Georgia. In 1971, he completed a doctorate degree in interdepartmental humanities from Florida State University.

While serving as the Glee Club instructor and piano teacher at Tifton High School, Edwards returned to his alma mater as a part-time teacher. In 1957, he assumed a full-time position at ABAC, where he taught English, Humanities, Acting, and Music until retiring in 1989. During his 35-year tenure, Edwards served as Acting Chair of the Division of Humanities on two different occasions. In 1965, he became the first recipient of the Distinguished Faculty Member Award at ABAC. Upon retirement, Edwards was named Professor Emeritus.

Named to Who’s Who in Music International in 1962, Edwards was a soloist with the University of Georgia Symphony, the Atlanta Pops Orchestra, and the Atlanta Chamber Orchestra. He also served as President of the Tifton Concert Association and was the organist for Tifton’s First Baptist Church for over 50 years.





#### MAP KEY

1. Gressette Gym – Athletics & Physical Education (0010)
2. Swimming Pool
3. Thrash Gym (0000)
4. Howard Auditorium (0040)
5. Weltner Hall (0050)
6. Comer Hall (0060)
7. Herring Hall – Admissions, Business Office, Human Resources, Procurement (0070)
8. Tift Hall – President's Office, Academic Affairs, Public Relations, History Room (0080)
9. Lewis Hall – Stafford School of Business (0090)
10. Baldwin Memorial Gardens
11. Health Sciences Building – Nursing, Student Health Center (0270)
12. Chapel (0290)
13. Music Building (0200)
14. King Hall – Liberal Arts (0180)
15. Bowen Hall – Human Sciences, Police Academy (0100)

16. Branch Student Center – Bookstore, Campus Newspaper, Dean of Students, Enterprise Data Services, Post Office, Registrar, Student Financial Services, Student Government Office (0110)
17. Plant Operations Warehouse
18. Evans Hall – ABAC Police (0130)
19. Donaldson Dining Hall (0150)
20. ABAC Place – Student Housing
21. John Hunt Town Center
22. Carlton Center – Academic Achievement Center, Academic Support Counselors, Arts Connection, Baldwin Library, Information Technology, Student Development Center, TV Studio (0170)
23. Conger Hall – Multicultural Education (CAMP and HEP), Computer Labs (0190)
24. Britt Hall – Science & Mathematics (0220)
25. Gray Hall – Science & Mathematics (0210)
26. Environmental Horticulture Building (0815)
27. Chambliss Building – A&T, Ag. Education Office (0210)
28. Gaines Hall (0270)
29. Yow Forestry-Wildlife Building (0340)

30. Agricultural Sciences Building (0440)
31. Torbett-Dobrosky Golf Facility (0420)
32. Office of External Affairs & Alumni (0400)
33. Woodroof Farm
34. Rowan Pavilion (0601)
35. ABAC Lakeside – Student Housing
36. Rodeo Arena & Stables
37. Stallion Baseball Field
38. Tennis Courts & Red Hill Athletic Center (0340)
39. Fillies Softball Field
40. Intramural Field & Track
41. Intercollegiate Soccer Field
42. Athletics Field

- Handicapped Parking  
 Visitor's Parking  
 (0000) Building Codes



Location of  
New Fine Arts Center



Fine Arts Center