



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

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October 18, 2016

Presidents
University System of Georgia
sent via email

Dear Presidents:

The Board of Regents (BOR) of the University System of Georgia (USG) met on October 12, 2016 in Atlanta, Georgia. During this meeting, changes were made to the following BOR policy sections:

Academic Affairs

- **Board Policy 2.10 Institutional Mission**
- **Board Policy 8.3.6 Criteria for Promotion**
- **Board Policy 8.3.7.3 Criteria for Tenure**
- **Board Policy 8.3.4.2 Non-tenured Faculty with Academic Rank of Instructor, Assistant Professor, Associate Professor, and Professor**
- **Board Policy 8.3.4.3 Lecturers and Senior Lecturers**
- **Board Policy 3.4 Academic Calendar**
- **Board Policy 4.2.1.6 International Baccalaureate (IB) Policy**

Personnel

- **Board Policy 8.2.9.1 Group Health Insurance**
- **Board Policy 8.2.9.2 Group Life Insurance**

Attached as an exhibit is a document which shows the language added / deleted from each policy and also provides the effective date and helpful information regarding these policy changes.

Please share widely with the appropriate offices on your campus to include academic affairs, human resources, business affairs, legal affairs, and internal audit. Questions about changes to policies regarding Academic Affairs policies should be directed to Dr. Martha Venn, Deputy Vice Chancellor for Academic Affairs at (404) 962-3097 or martha.venn@usg.edu. Questions regarding changes to Personnel policies should be directed to Associate Vice Chancellor Karin Elliott at (404) 962-3248 or karin.elliott@usg.edu.

Sincerely,

Henry M. Huckaby
Chancellor

Enclosure

cc: Dr. Steve Wrigley, Executive Vice Chancellor for Administration
Dr. Michael Crafton, Interim Executive Vice Chancellor and Chief Academic Officer
Sam Burch, Vice Chancellor for Legal Affairs and Secretary to the Board
Marion Fedrick, Vice Chancellor for Human Resources
John Fuchko, III, Vice Chancellor for Internal Audit & Compliance / Chief Audit Officer
Jim James, Vice Chancellor for Facilities
Dr. Joyce Jones, Vice Chancellor for Student Affairs
Shelley Nickel, Vice Chancellor of Fiscal Affairs and Planning
Charlie Sutlive, Vice Chancellor for Communications
Dr. Martha Venn, Deputy Vice Chancellor for Academic Affairs
Kimberly Ballard-Washington, Associate Vice Chancellor for Legal Affairs
Wesley Horne, Director of Ethics and Compliance

Exhibit
BOARD OF REGENTS POLICY MANUAL
Revised Policies and Background Information
Meeting of October 12, 2016

Academic Affairs

- **Board Policy 2.10 Institutional Mission**
- **Board Policy 8.3.6 Criteria for Promotion**
- **Board Policy 8.3.7.3 Criteria for Tenure**
- **Board Policy 8.3.4.2 Non-tenured Faculty with Academic Rank of Instructor, Assistant Professor, Associate Professor, and Professor**
- **Board Policy 8.3.4.3 Lecturers and Senior Lecturers**
- **Board Policy 3.4 Academic Calendar**
- **Board Policy 4.2.1.6 International Baccalaureate (IB) Policy**

I. Policy Change: Board Policy Institutional Mission 2.10

A. Background:

Currently the University System of Georgia (USG) has institutions serving students in their region across sector functions. Board Policy referred to institutions as having a singular sector function. The revision to the policy adds a section describing the establishment of a blended sector function for institutions. In addition, the revisions include clarification on the process for designating a primary and secondary functional sector. These changes will assist institutions and provide guidance for other policy changes related to institutions with a blended sector function.

B. Effective Date:

The effective date of this policy is October 12, 2016

C. Changes to Board Policy for Institutional Mission 2.10

2.10 Institutional Mission and Function

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

To that end, the function and mission of each institution in the University System of Georgia (USG) is determined by the Board of Regents, and any change in institutional function and mission must be approved by the Board. Institutional function determines the scope of activity of the institution over a considerable period of time and covers the following aspects:

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

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

Research Universities

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

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

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

Comprehensive Universities

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

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

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

State Universities

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

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

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

State Colleges

Balanced Bachelor's and Associate State Colleges

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

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

- 6. Georgia Gwinnett College+
- 7. Gordon State College

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

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

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

South Georgia State College	State College-Associate Dominant-Select Bachelor's Degrees	n/a	n/a
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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. An institution with a blended function will be designated with a primary functional sector/mission and a secondary functional sector. A blended function contains components from both the primary and secondary sectors. While the institution will follow the function and of their primary sector, it will also be authorized to function in accordance with aspects of the secondary sector. For example, a state university may be approved to advance aspects of the function of a state college in order to provide access to students in a region of the state that would typically be served by a state college. Such an institution will continue to function primarily according to the state university sector, but will also reflect aspects associated with the function of a state college (e.g., level at which the institution operates, the types of degrees offered, cost of attendance, admission standards, and extent the institution engages in teaching, research, and service).

No institution may operate as an institution with a blended function unless approved by the Board. 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 can be found in the Academic and Student Affairs Handbook. A list of institutions currently approved for a blended function is also located in the Academic & Student Affairs Handbook.

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

~~The institutions below carry a specialized function and mission within the USG:~~

~~Georgia Institute of Technology—Georgia Tech is the state's designated technological research institution~~

~~Georgia Regents University—GRU serves as the state's only dedicated health sciences/medical college~~

~~University of Georgia—UGA is Georgia's land grant institution established by the Morrill Act of 1862, and also was designated by the Hatch Act in 1887 to establish an agricultural experiment station~~

~~Georgia College & State University—GC&SU is the state's designated public liberal arts institution~~

~~University of North Georgia—UNG is Georgia's designated Military College~~

~~Fort Valley State University—FVSU is the state's only 1890 designated land grant institution~~

~~Abraham Baldwin Agriculture College—ABAC is Georgia's designated agricultural state college~~

~~College of Coastal Georgia—CCG was designated by the Board in 2009 to become a college of choice for Georgia residents and provide expanded baccalaureate degree offerings in this region of the state~~

~~Georgia Gwinnett College—GGC was established by the Board to provide access to targeted baccalaureate level degrees that meet the economic development needs of the growing and diverse population of the northeast Atlanta metropolitan region. It is the only state college that offers exclusively bachelor's degrees.~~

~~(BoR minutes, August 2013)~~

II. Policy Change: Board Policy Criteria for Promotion 8.3.6

A. Background:

The revision to this policy allows institutions designated with a blended function to develop promotion criteria for each sector function as outlined in Board policy. Promotion to specific ranks requires faculty to have the degree qualifications or the equivalent in training, ability, and/or experience associated with either the institution's primary or secondary functional sectors, depending on which functional sector the faculty member is supporting for the institution.

B. Effective Date:

The effective date of this policy is October 12, 2016

C. Changes to Board Policy for Criteria for Promotion 8.3.6

8.3.6 Criteria for Promotion

Each USG institution shall establish clearly stated promotion criteria and procedures that emphasize excellence in teaching for all teaching faculty. These policies will be submitted to the USG chief academic officer for review.

8.3.6.1 Minimum for All Institutions in All Professorial Ranks

The minimum criteria are:

1. Superior teaching
2. Outstanding professional service to the institution, and/or the community
3. Outstanding research, scholarship, creative activity or academic achievement
4. Professional growth and development (BoR Minutes, October 2008)

Noteworthy achievement in all four of the above need not be demanded, but should be expected in at least two. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for promotion. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted.

8.3.6.2 Research and Regional Comprehensive Universities

In addition to the minimum requirements above, promotion to the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion (BoR Minutes, Aug. 2014)

8.3.6.3 State Universities

In addition to the minimum requirements above, promotion to the rank of professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion (BoR Minutes, Aug. 2014).

8.3.6.4 State ~~and Two-Year~~ Colleges

In addition to the minimum requirements above, promotion to the rank of professor requires a master's degree in the teaching discipline, or, in rare cases, the equivalent of two (2) years of fulltime graduate or first professional study beyond the bachelor's degree. Longevity of service is not a guarantee per se of promotion (BoR Minutes, October 2008).

8.3.6.5 Institutions with Blended Missions Function

In addition to the minimum criteria above, promotion to specific ranks requires faculty to have the degree qualifications or the equivalent in training, ability, and/or experience associated with either the institution's primary or secondary functional sectors, depending on which functional sector of the blended mission the faculty member is supporting. Neither the possession of a doctorate nor longevity of service is a guarantee of promotion.

III. Policy Change: Board Policy Criteria for Tenure 8.3.7.3

A. Background:

The revision to this policy allows institutions designated with a blended function to develop tenure criteria for each sector function as identified in current policy. Tenure requires faculty to have the degree qualifications or the equivalent in training, ability, and/or experience associated with either the institution's primary or secondary functional sectors, depending on which functional sector the faculty member is supporting for the institution.

B. Effective Date:

The effective date of this policy is October 12, 2016

C. Changes to Board Policy for Criteria for Tenure 8.3.7.3

Minimum for All Institutions in All Professorial Ranks

The minimum criteria are:

1. Superior teaching; Demonstrating excellence in instruction
 2. Academic achievement, as appropriate to the mission
 3. Outstanding service to the institution, profession, or community
 4. Professional growth and development
- (BoR Minutes, October 2008)

Noteworthy achievement in all four of the above need not be demanded, but should be expected in at least two. A written recommendation should be submitted by the head of the department concerned, setting forth the reasons for tenure. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be tenured.

Research and Regional Comprehensive Universities

In addition to the minimum criteria above, tenure at the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee of tenure. (BoR Minutes, Aug. 2014)

State Universities

In addition to the minimum criteria above, tenure requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee of tenure. (BoR Minutes, Aug. 2014)

State and Two-Year Colleges

In addition to the minimum criteria above, tenure requires at least the equivalent of two years of full-time study beyond the bachelor's degree. Longevity of service is not a guarantee of tenure.

8.3.6.5 Institutions with Blended Function

In addition to the minimum criteria above, tenure requires faculty to have the degree qualifications or the equivalent in training, ability, and/or experience associated with either the institution's primary or secondary sectors, depending on which sector of the blended the faculty member is supporting. Neither the possession of a doctorate nor longevity of service is a guarantee of tenure.

IV. Policy Change: Board Policy Non-Tenured Faculty with Academic Rank of Instructor, Assistant Professor, Associate Professor, and Professor 8.3.4.2

A. Background:

Currently, institutions are required to provide notice of intention to not renew a non-tenured faculty member awarded academic rank within an established timeline of three to nine months prior to termination in accordance with the faculty member's contract. The revision to the policy clarifies the timeline for notification of non-renewal of faculty member. In addition, it clarifies previous years of service in any employment role that does not carry academic rank as defined by Board policy. Prior years of service to the institution not in an academic rank is not part of the calculation used to determine the timeline for faculty non-renewal notices.

B. Effective Date:

The effective date of this policy is October 12, 2016

C. Changes to Board Policy for Non-Tenured Faculty with Academic Rank of Instructor, Assistant Professor, Associate Professor, and Professor 8.3.4.2

All non-tenured faculty who have been awarded academic rank (instructor, assistant professor, associate professor, professor), are employed under written contract, and who served full-time for the entire previous year have the presumption of renewal of the next academic year unless notified in writing, by the president of an institution or his/her authorized representative, of the intent not to renew. Written notice of intent not to renew shall be delivered by hand or by certified mail, to be delivered to the addressee only, with receipt to show to whom and when delivered and the address where delivered. (BoR Minutes, October 2008)

Non-tenured faculty and other non-tenured personnel employed under written contract shall be employed only for the term specified in the contract, and subsequent or future employment, if any, shall result solely from a separate offer and acceptance requisite to execution of a new and distinct contract.

Notice of intention to not renew **the contract of a** non-tenured faculty member who has been awarded academic rank **of** (instructor, assistant professor, associate professor, professor) shall be furnished, in writing, according to the following schedule:

1. At least three (3) months before the date of termination of ~~an initial one-year contract;~~ **the contract in the faculty member's first year of service with any of the above academic ranks at the current institution;**
2. At least six (6) months before the date of termination of ~~a second one-year contract;~~ **or, the contract in the faculty member's second year of continuous service with any of the above academic ranks at the current institution; or,**
3. At least nine (9) months before the date of termination of ~~a contract after two or more years of service in the institution.~~ **the contract in the faculty member's third or subsequent continuous year of service with any of the above academic rank at the current institution.**

Previous years of service in positions other than the faculty positions with academic rank listed above shall not be included in the calculation to determine the schedule for notice of intention not to renew a faculty member's contract. Previous years of service in any capacity at institutions other than the current institution also shall not be included in the calculation.

This schedule of notification does not apply to persons holding temporary, limited-term, or part-time positions, or persons with courtesy appointments such as adjunct appointments.

This schedule of notification does not apply to Georgia Gwinnett College, as noted in Section 8.3.4.4 of this Policy Manual.

V. Policy Change: Lecturers and Senior Lecturers 8.3.4.3

A. Background:

Currently, full-time lecturers are appointed by institutions on a year-to-year basis and have the presumption of reappointment for the subsequent academic year. The revision to this policy clarifies that notices of non-renewal is based on continuous service in that position at the current institution. These changes provide clarity regarding the time of service in the position in order to determine associated notices of non-renewal for lecturers and senior lecturers.

B. Effective Date:

The effective date of this policy is October 12, 2016

C. Changes to Board Policy for Lecturers and Senior Lecturers 8.3.4.3

Full-time lecturers and senior lecturers are appointed by institutions on a year-to-year basis.

Lecturers and senior lecturers who have served full-time for the entire previous academic year have the presumption of reappointment for the subsequent academic year unless notified in writing to the contrary as follows:

1. For lecturers with less than three (3) years of full-time **continuous** service **in that position at the current institution**, institutions are encouraged to provide non-reappointment notice as early as possible, but no specific notice is required.

2. For lecturers with three (3) or more years but less than six (6) years of full-time **continuous** service **in that position at the current institution**, institutions must provide non-reappointment notice at least thirty (30) calendar days prior to the institution's first day of classes in the semester.
3. For senior lecturers or lecturers with six (6) years or more of full-time **continuous** service **in those positions at the current institution**, institutions must provide non-reappointment notice at least one hundred and eighty (180) calendar days prior to the institution's first day of classes in the semester.

Lecturers or Senior Lecturers who have served for six (6) or more years of full-time **continuous** service **in those positions at the current institution** and who have received timely notice of non-reappointment shall be entitled to a review of the decision in accordance with published procedures developed by the institution. The procedures must be approved by the Chancellor or his/her designee prior to implementation. Additional appeal procedures are contained in Policy 8.6

Application for Discretionary Review. (BoR Minutes, February 2015)

In no case will the service as lecturer or senior lecturer imply any claim upon tenure or reappointment under other conditions than those above.

Previous years of service in positions other than lecturer and/or senior lecturer positions shall not be included in the calculations to determine the schedule for notice of intention not to renew a faculty member's contract or the availability of a review of that decision. Previous years of service in any capacity at institutions other than the current institution also shall not be included in the calculations.

VI. **Policy Change: Academic Calendar 3.4**

A. **Background:**

Currently, institutions adhere to the traditional semester system which includes a fall and spring semester of not less than fifteen calendar weeks in length. The U.S. Department of Education defines instruction by instructional minutes per credit hour and does not limit it to the two traditional semesters. The revision to the policy provides institutions with greater flexibility in developing schedules as defined within the code of federal regulations in regards to instructional time.

B. **Effective Date:**

The effective date of this policy is October 12, 2016

C. **Changes to Board Policy for Academic Calendar 3.4**

3.4.1 Semester System

All USG institutions shall be on the semester system (BoR Minutes, December, 1995).

~~The academic year shall consist of two (2) regular semesters, each not to be less than fifteen (15) calendar weeks in length, excluding registration.~~

~~A minimum of 750 minutes of instruction or equivalent is required for each semester credit hour.~~

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 15 weeks shall contain the same total hours (contact hours, preparation time, content, and requirements) as the same course offered in the standard 15-- week semester.

All institutions, with the exception of the Medical School at Georgia Regents Augusta University and the College of Veterinary Medicine at the University of Georgia, shall begin and end classes during prescribed periods. The prescribed dates for starting and 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.

3.4.3 Religious Holiday Schedule

Each institution should have a policy regarding special arrangements for students for religious holidays.

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

VII. Policy Change: International Baccalaureate (IB) Policy 4.2.1.6

A. Background:

Currently, Board policy requires that a student complete an IB program and graduate with the IB diploma in order to receive college credit for USG core courses. Under current policy, students who took IB courses but did not graduate from an IB program are not able to receive college credit. With "Move On When Ready" legislation, students who are not in an IB program can receive college credit for courses. The revision to this policy removes the requirement of having an IB diploma in order to receive college credit for USG core courses.

B. Effective Date:

The effective date of this policy is October 12, 2016

C. Changes to Board Policy for International Baccalaureate (IB) Policy 4.2.1.6

In recognition of the fact that a strong predictor of college success is a rigorous high school curriculum, USG institutions will award academic credit for appropriate courses in the USG core curriculum for corresponding International Baccalaureate ("IB") subject areas ~~in a completed Diploma Program~~ International Baccalaureate ("IB") Diploma Program in which the student obtained designated end of course assessment scores.

Both Standard Level (college preparatory) and Higher Level (college comparable) courses will be considered for credit ~~in a completed Diploma Program, as the program does not allow students to~~

~~take all Higher Level courses.~~ Higher Level end- of-course assessment scores of four or more and Standard Level scores of five or ~~better~~-more suggest that the IB Program work is comparable to a college course.

The course credit schema in the table below will be used system-wide, with allowances made for variable credits in each category to account for labs, and on occasion, for depth of material covered in the IB Program subject area that may be comparable to more than one college level course

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

The particular courses for which students receive college credit may vary from institution to institution, depending on what courses the institution offers. Determinations of course comparability will be made by the respective departments. Institutions shall, however, attempt to have consistency across the USG on common numbered core courses.

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

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

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

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

Individual Institution Implementation Guidelines

Along with the system-wide policy, individual institutions may choose to offer additional benefits.

~~After the appropriate core courses are credited, if the student (diploma completer) has additional acceptable IB assessment scores (4 or better for HL, 5 or better for SL) that have not been awarded course credits, individual institutions may award credit for other lower division courses outside of the core for up to a maximum of 24 credits (total).~~

~~Institutions may choose to award other benefits to diploma completers as well (e.g. early registration, parking pass, etc). If that is the case, details will be available on the institution's website.~~

~~Institutions may choose to award credit to students who did not complete the diploma program but were awarded a certificate for completion of a specific subject area for Higher Level courses with an assessment score of 4 or better.~~

Personnel

Revision to Policy 8.2.9 Insurance

A. Background

During Wednesday's Board meeting, the Board approved a revision to Board policy 8.2.9 Insurance. The revision removes the plan effective date rule from Board policies 8.2.9.1 and 8.2.9.2. This change was requested based on the following:

- 1) The benefits effective date is a plan administrative rule. All of our other administrative plan rules are contained in the Summary Plan Descriptions, the Human Resources manual or the Business Process manual. Removing this rule from board policy would provide a consistent location for all of the plan administrative rules.
- 2) The benefits effective date is reviewed annually and is subject to change each year. Removing the rule from Board policy allows more flexibility for our office to make changes as needed to comply with federal or state law changes, to obtain administrative efficiencies, to meet benefits administrative system requirements, and/or to remain competitive with other higher educational institutions.

At this time, the benefits effective date for all of the USG plans, except the one noted below, will remain as follows:

If elected, these benefits become effective on the first day of the month following enrollment unless enrollment is on the first day of the month in which case it becomes effective upon enrollment. For those employees covered under an academic contract, benefits will begin on the first day of the contract if enrolled on or before that day or on the first day of the month following enrollment if they enroll after the contract start.

For Basic Life insurance, the effective date is as follows:

Date of hire.

To the greatest extent possible, the USG HR Office reviews proposed benefits plan changes with its advisory committees and USG leadership groups to receive input and feedback. In addition, the USG HR Office benchmarks benefits programs to other higher educational institutions and public employers, uses consultants to advise on best practices and consults with attorneys to ensure compliance with federal and state laws. Questions regarding these changes should be directed to Associate Vice Chancellor Karin Elliott at karin.elliott@usg.edu.

B. Effective Date:

The effective date of this policy is October 12, 2016

C. Changes to Board Policy for Insurance 8.2.9

8.2.9 Insurance

The Board of Regents of the University System of Georgia is solely responsible for the solicitation, selection, contracting and implementation of employee benefits to include health insurance, basic life insurance, accidental death and dismemberment and all other group insurance plans. Institutions may not contract for employee health or voluntary benefits. Institutions may select, if desired, to contract for supplemental employee insurance coverage that is not in conflict with those offered by the Board of Regents (BoR minutes, Sept. 2013).

8.2.9.1 Group Health Insurance

Hospitalization, surgical, medical and major medical benefits shall be made available to regular USG employees, with a work commitment of three-quarters time (30 hours per week) or more. A regular employee's work commitment may be comprised of multiple job assignments to achieve benefits eligibility if the work assignments are six (6) months or longer (BoR minutes, Sept. 2013). These benefits shall also be made available to dependents of the same employees. The USG shall pay that portion of the cost of such insurance as shall be designated from time to time by the Board. ~~If elected, these benefits become effective on the first day of the month following enrollment unless enrollment is on the first day of the month in which case it becomes effective upon enrollment (BoR minutes, Nov. 2011). For those employees covered under an academic contract, benefits will begin on the first day of the contract if enrolled on or before that day or on the first day of the month following enrollment if they enroll after the contract start.~~ (BoR minutes, Jan. 2012).

8.2.9.2 Group Life Insurance

Group life insurance, with accidental death and dismemberment coverage, shall be made available to regular USG employees with the same benefits eligibility definitions as that of Group Health Insurance (Section 8.2.9.1). ~~Group life benefits become effective upon hire.~~ (BoR minutes, Nov. 2011). The USG, as employer, shall pay the premium on the basic amount of life insurance, which shall be \$25,000. This amount of insurance is designated "basic life insurance" and the maximum premium therefore shall be established by the Board.

In addition, "supplemental life insurance", with the same benefits eligibility definitions as that of Group Health Insurance (Section 8.2.9.1), may be offered to these same employees with no employer participation in the premiums. ~~If elected, these benefits become effective on the first day of the month following enrollment unless enrollment is on the first day of the month in which case it becomes effective upon enrollment (BoR minutes, Nov. 2011). For those employees covered under an academic contract, benefits will begin on the first day of the contract if enrolled on or before that day, or on the first day of the month following enrollment if they enroll after the contract start (BoR minutes, Jan. 2012).~~ Group life insurance for dependents of these employees shall be made available to them in amounts which shall be established from time to time by the Board. There shall be no employer contribution to the dependent life insurance premiums (BoR minutes, 1987-88, pp. 63-64).

8.2.9.3 Other Insurance

The Board of Regents of the University System of Georgia may provide any additional types of group insurance protection on a voluntary basis if the total cost of such protection is paid by the employee with the same benefits eligibility definitions and benefits effective dates as that of Group Health Insurance (Section 8.2.9.1) (BoR minutes, Sept. 2013).