



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

Tuesday, May 19, 2015

<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Presenter</u>
8:30 AM Room 5158	1	Graduate Medical Education	Regent Don L. Waters
9:00 AM Room 7019	2	Executive & Compensation Committee Meeting	Chairman Neil L. Pruitt, Jr.
10:00 AM Room 7007	3	Call to Order	Chairman Neil L. Pruitt, Jr.
	4	Invocation/Pledge of Allegiance	Ms. Azell Frances, SGA Pres. Georgia Southern University
	5	Safety Briefing	Chief of Police Bruce Holmes
	6	Approval of April 14/15th Minutes	Secretary Nels Peterson
	7	Recognition of Special Guests	Chairman Neil L. Pruitt, Jr.
	8	Special Recognition: Regent Willis Potts' Leadership Award	Chancellor Henry Huckaby Ms. Azell Francis, SGA Pres.
	9	Special Recognition: Dr. Ricardo Azziz	Chancellor Henry Huckaby
	10	Salute to Mr. Tom Daniel	Chancellor Henry Huckaby
	11	Campus Safety and Security Committee – Report	Chancellor Henry Huckaby Dr. Steven Dorman
	12	Personnel & Benefits Committee	Regent T. Rogers Wade Ms. Marion Fedrick
	13	Remarks from Mayor Kasim Reed	Regent Sachin Shailendra Mayor Kasim Reed
11:55 AM Room 7019	14	Lunch	
12:55 PM Room 5158		<u>Track I Committee Meetings</u>	
Room 5158	15	Academic Affairs	Regent Lori Durden
Room 5158	16	Personnel & Benefits	Regent T. Rogers Wade
	17	Organization & Law	Regent Larry Walker
12:55 PM Room 7007		<u>Track II Committee Meetings</u>	
Room 7007	18	Real Estate & Facilities	Regent C. Thomas Hopkins
Room 7007	19	Finance & Business Operations	Regent Benjamin Tarbutton
Room 7007	20	Internal Audit, Risk, and Compliance	Regent Richard Tucker

BOARD OF REGENTS MEETING AGENDA
Tuesday, May 19, 2015

Approximate
Times

2:40 PM
Room 7007

Tab

Agenda Item

Presenter

21	Reconvene	Chairman Neil L. Pruitt, Jr.
22	Chancellor's Report	Chancellor Henry Huckaby
23	Committee Reports: <ul style="list-style-type: none">A. Executive & CompensationB. Academic AffairsC. Graduate Medical EducationD. Finance & Business OperationsE. Internal Audit, Risk, and ComplianceF. Organization & LawG. Personnel & BenefitsH. Real Estate & Facilities	Chair Neil L. Pruitt, Jr. Regent Lori Durden Regent Don Waters Regent Benjamin Tarbutton Regent Richard L. Tucker Regent Larry Walker Regent T. Rogers Wade Regent C. Thomas Hopkins
24	Unfinished Business	Chairman Neil L. Pruitt, Jr.
25	New Business	Chairman Neil L. Pruitt, Jr.
26	Petitions and Communications	Secretary Nels Peterson
27	Executive Session	Chairman Neil L. Pruitt, Jr.
28	Reconvene	Chairman Neil L. Pruitt, Jr.
29	Adjournment	Chairman Neil L. Pruitt, Jr.

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GRADUATE MEDICAL EDUCATION COMMITTEE

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Information Item

1. Update on GME expansion activities 1

Approval Items

2. Approval of Funding Recommendations from GREAT 2

AGENDA

GRADUATE MEDICAL EDUCATION COMMITTEE

May 19, 2015

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

To support ongoing efforts by the USG to bolster GME training capacity in Georgia, the legislature appropriated a total of 4.275 million into the USG budget for FY 2016. Additional efforts may also be emerging on the federal level that could provide additional supports to mature GME programs in Georgia. With the support provided by this funding and other resources potentially becoming available in the future, USG Efforts in FY 2016 will focus on further development of new GME programs across the state. Dr. Shelley Nuss and Mr. Ben Robinson will provide the committee with a more detailed update on recent developments as well as a report on ongoing progress with existing and potential hospital partners.

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

Background: University Healthcare System (UHS) in Augusta had long engaged in substantial levels of GME activities, operating numerous GME programs benefiting the state. However, in the mid 2000s, UHS ceased all GME activities. Since that time UHS has re-established some GME activities in partnership with GRU/MCG. Despite this, UHS has lost substantial levels of Medicare GME slots, and remains at risk of losing more, absent substantial numbers of residents in training. For this reason, and to capitalize on the numerous positive impacts that GME programs have on the hospitals in which they operate, UHS seeks to restart meaningful levels of GME activities.

To do this, UHS will partner with MCG's family medicine program and become the training site for 12 family medicine residents. These residents will belong to MCG's family medicine program and have already been approved by the ACGME. Once these residents are in place they will utilize and cover existing Medicare GME cap space still remaining at UHS.

To facilitate the UHS' efforts to re-establish GME efforts and begin training family medicine residents beginning in July 1 of 2017, the GREAT committee recommends \$800,000 in GME funds be provided to UHS.

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EXECUTIVE & COMPENSATION COMMITTEE

May 19, 2015

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EXECUTIVE SESSION

1. Personnel Matters & Presidential Searches 1

1. Executive Session: Personnel Matters & Presidential Searches

The Committee will discuss personnel matters, as well as presidential searches. Materials will be distributed in Executive Session.

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COMMITTEE ON PERSONNEL AND BENEFITS

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INFORMATIONAL ITEM

1. USG Healthcare Plan Update Presentation 1

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COMMITTEE ON PERSONNEL AND BENEFITS

May 19, 2015

1. USG Healthcare Plan Update Presentation

The 2014 financial results of the USG Healthcare plan will be presented as well as updated 2015 financial cost projections and initial 2016 financial cost projections. The USG healthcare plan financial results and projections are calculated by the plan actuary, Aon Hewitt.

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COMMITTEE ON ACADEMIC AFFAIRS

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 - c. Substantive Change to the existing Technology Education Teacher Certification tracks in Bachelor of Science in Civil Engineering Technology and the Bachelor of Science in Electronics Engineering Technology to establish a stand-alone Bachelor of Science in Education (BSED) in Engineering and Technology Education

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INFORMATION ITEM:**Annual Reports from Advisory Groups:**

- USG Faculty Council
- Student Advisory Committee

1. Establishment of a Bachelor of Arts with a major in Film Production, Clayton State University

Recommendation: That the Board approve the request of President Thomas “Tim” Hynes that Clayton State University (“CSU”) be authorized to establish a Bachelor of Arts (B.A.) with a major in Film Production, effective May 19, 2015.

Program Summary: The proposed Bachelor of Arts (BA) in Film Production will emphasize post-production to prepare students for careers in Georgia’s burgeoning film industry. While the program will include content relating to pre-production and production, the post-production focus of the program will help students attain the skills and knowledge necessary to excel in areas of film post-production. Course options also offer students an opportunity to pursue minors within the degree programs—such as entrepreneurship or information technology—that will enhance job marketability.

The curriculum builds upon the Media Production and the Media and Cultural Criticism concentrations in the existing Communication and Media Studies major and the non-credit film training offered by the Clayton State Film and Digital Media Center. Students will gain the knowledge needed for a film industry career through active learning experiences that engage film industry partners. Experiences include working with indie film projects, operating film equipment, using industry standard post-production software, and creating films in Clayton State’s own film studio. The proposed degree includes the 60-hour core curriculum, 27 hours of required upper division coursework, 6-9 hours of experiential learning/internships, 18-21 hours of electives relating to film production, history, and theory, and 6 hours of free electives, and will primarily be delivered on the main campus in a face-to-face format.

List of Similar Existing USG Programs and Productivity:

Institution	Academic Program	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Georgia State University	Bachelor of Arts with a major in Film and Video	95	115	125	135	144
University of Georgia	Bachelor of Arts with a major in Film Studies	10	13	15	24	16
Atlanta Metropolitan State College	Bachelor of Arts with a major in Digital Media and Entertainment Design	NA	NA	NA	NA	NA

Projected Enrollment:

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS				
Shifted from other programs	10	10	5	5
New to the institution	5	10	10	10
Total Majors	15	35	50	65

Fiscal Summary: Resources for this program will come from new funds generated as a result of tuition revenue from anticipated enrollment growth and from redirection of funds within CSU's existing budget.

Facilities Impact: The program will be delivered using existing space and technology infrastructure at the institution.

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

2. Establishment of a Bachelor of Science in Health Information Management, Dalton State College

Recommendation: That the Board approve the request of Interim President Margaret Venable that Dalton State College (“DSC”) be authorized to establish a Bachelor of Science (B.S.) in Health Information Management, effective May 19, 2015.

Program Summary: The proposed degree program in Health Information Management is an interdisciplinary program with a foundation in business, technology and health sciences. The Curriculum has been designed in order to seek accreditation from the Commission of Accreditation for Health Informatics and Information Management Education (CAHIIM). The program will address a widely and regionally recognized need for better outcomes, data utilization, and decision making in healthcare by preparing educated practitioners at the baccalaureate level who know how to utilize information technology and can interact with medical and business professionals in helping to deliver quality health care in an effective and efficient manner. Students will be required to meet all course requirements and satisfactorily complete an internship and field experience in their area of focus. This online program will be housed on campus within the School of Health Professions Allied Health department.

List of Similar Existing USG Programs and Productivity:

Institution	Academic Program	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
College of Coastal Georgia	Bachelor of Science in Health Informatics	NA	NA	NA	7	9
Georgia Perimeter College	Bachelor of Science with a major in Health Informatics	NA	NA	NA	NA	NA
Georgia Regents University	Bachelor of Science in Health Information Administration	18	17	11	13	14
Gordon State College	Bachelor of Science with a major in Health Services and Informatics Administration	NA	NA	NA	NA	NA
Middle Georgia State College	Bachelor of Science in Health Information Management	14	18	12	21	12

Projected Enrollment:

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS				
Shifted from other programs				
New to the institution	8	8	10	14
Total Majors	8	16	26	40

Fiscal Summary: Resources for this program will come from new funds generated from tuition revenue from enrollment growth and from redirection of funds within institution's existing budget.

Facilities Impact: The program will be delivered using existing space and technology infrastructure at the institution.

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

3. **Establishment of a Doctor of Philosophy with a major in Quantitative Biosciences, Georgia Institute of Technology**

Recommendation: That the Board approve the request of President George P. “Bud” Peterson that Georgia Institute of Technology (“GIT”) be authorized to establish a Doctor of Philosophy (Ph.D.) with a major in Quantitative BioSciences, effective May 19, 2015.

Program Summary: Georgia Tech proposes to create an interdisciplinary Ph.D. degree program in the Quantitative BioSciences (QBioS). QBioS is the “study of foundational and applied problems in the biosciences, with a focus on quantitative reasoning given uncertainty.” The program is designed to provide graduates with the skills and expert knowledge necessary to move directly into academia, industry and/or government. Such a program will help provide for the growing needs of companies (particularly in biotech, energy and environmental sectors), universities and governmental organizations (e.g., the CDC, FDA, DOE and others) in Georgia, throughout the Southeast, and nationally. GIT already has two bio-focused interdisciplinary Ph.D. programs in Bioengineering and Bioinformatics with established track records of success. The QBioS program will complement these two programs, has the support of both program directors, and will enable students to choose the appropriate interdisciplinary Ph.D. program based on their training and desired approach to research. In addition, QBioS will also complement existing disciplinary PhD programs within each of the seven affiliated home schools within CoS.

The program is designed to train and prepare Ph.D. level scientists to identify and solve foundational and applied problems in the biological sciences. These scientists will represent the next generation of bioscientists able to combine quantitative modeling in the service of environmentally- and biomedically-relevant problems. It is anticipated that QBioS students will pursue research across a broad range of themes spanning molecular and cellular systems, chemical biology, behavior and applied physiology, ecology, evolution and earth systems.

List of Similar Existing USG Programs and Productivity: There are no similar existing programs in the USG.

Projected Enrollment:

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS				
Shifted from other programs	2	0	0	0
New to the institution	8	10	10	10
<i>Total Majors</i>	10	20	30	40

Fiscal Summary: Resources for this program will come from new funds generated as a result of tuition revenue from enrollment growth and from redirection of funds within the existing budget.

Facilities Impact: The program will be delivered using existing space and technology infrastructure at the institution.

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

4. **a. Establishment of a Bachelor of Science with a major in Special Education: Deaf Education, Georgia State University**

Recommendation: That the Board approve the request of President Mark Becker that Georgia State University (“GSU”) be authorized to establish a Bachelor of Science with a major in Special Education: Deaf Education, effective May 19, 2015.

Program Summary: This proposed 123 hour program requires students to master American Sign Language during their matriculation as well as master the pedagogy associated with teaching learners who are deaf or hard of hearing. The decision to develop a Bachelor’s Degree in Special Education with a concentration in Deaf Education came from the needs expressed by the education community serving individuals who are deaf or hard of hearing. There are currently no baccalaureate degrees in special education with a focus on deaf education that lead to certification as a teacher of the deaf at the end of the 4-year degree in the State of Georgia. At present there are severe shortages of Teachers of the Deaf nationwide and potential students leave the state to complete this degree. The addition of a BS in Special Education with a concentration in Deaf Education will have an impact on this by addressing long-term and national shortages of teachers of deaf and hard of hearing (DHH) children and youth in the next decade and beyond.

The BS in Special Education with a concentration in Deaf Education will benefit from the existing Deaf Education program at the Master’s level which utilizes collaborative relationships with teaching sites within Georgia to ensure comprehensive and high-quality training. Additionally, Georgia Perimeter College has an Interpreter Training Program presently at the Associate Level and Georgia State has an active and growing American Sign Language program that, at present, sees 100 new students entering the ASL sequence annually. Both of these programs serve as a potential pool for the proposed new degree. This program, while primarily delivered on campus, contains a significant number of field-based experiences in a variety of settings (see above) and using a variety of communication modes (see above). Students work with highly qualified professors, master teachers, in the ASL Visual Resources Lab, and on-site at a variety of public and private schools under the supervision of highly qualified members of the Clinical Faculty.

The program will require a waiver to-degree credit hour. This program exceeds the 120 credit hour maximum by 3 hours. The Bachelor of Science in Special Education with a concentration in Deaf Education program of study exceeds the maximum of 120 semester credit hours due to the requirement for students to demonstrate an intermediate skill level in American Sign Language (ASL). In order for students to achieve this level of proficiency, three courses in ASL are included in the program of study resulting in the program exceeding the maximum credit hour requirement.

List of Similar Existing USG Programs and Productivity: While there are a number of baccalaureate degrees in special education across the USG, none of these programs have a focus on deaf education that leads to certification as a teacher of the deaf at the end of the 4-year degree.

Institution	Academic Program	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Albany State University	Bachelor of Science with a major in Special Education	6	4	5	5	9
Armstrong State University	Bachelor of Science in Education with a major in Special Education	7	7	3	0	7
College of Coastal Georgia	Bachelor of Science in Education with a major in Early Childhood Education/Special Education	0	14	26	25	26
Columbus State University	Bachelor of Science in Education with a major in Special Education – General Curriculum	10	17	12	18	17
Fort Valley State University	Bachelor of Science in Education with a major in Early Childhood Education/Special Education	2	6	17	17	17
Georgia College & State University	Bachelor of Science with a major in Special Education	19	18	39	34	27
Georgia Gwinnett College	Bachelor of Science in Education with a major in Special Education	NA	NA	8	14	16
Georgia Regents University	Bachelor of Science in Education with a major in Special Education	11	8	12	9	8
Georgia Southern University	Bachelor of Science in Education with a major in Special Education	17	17	14	17	22
Georgia Southwestern State University	Bachelor of Science in Education with a major in Special Education	8	6	11	11	10
Middle Georgia State College	Bachelor of Science in Education with a major in Special Education	0	0	11	11	46
University of Georgia	Bachelor of Science in Education with a major in Special Education	31	57	51	50	56
University of North Georgia	Bachelor of Science with a major in Special Education	94	79	107	86	90
University of West Georgia	Bachelor of Science in Education with a major in Special Education and Teaching	6	18	19	33	31
Valdosta State University	Bachelor of Science in Education with a major in Special Education	36	21	25	39	40

Projected Enrollment:

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS				
Shifted from other programs	5	5	5	5
New to the institution	10	10	15	15
<i>Total Majors</i>	15	15	20	20

Fiscal Summary: Resources for this program will come from new funds generated as a result of tuition revenue from enrollment growth and from redirection of funds within the existing budget.

Facilities Impact: The program will be delivered using existing space and technology infrastructure at the institution.

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

4. **b. Establishment of a Master of Arts with a major in Creative and Innovation Education, Georgia State University**

Recommendation: That the Board approve the request of President Mark Becker that Georgia State University (“GSU”) be authorized to establish a Master of Arts with a major in Creative and Innovative Education, effective May 19, 2015.

Program Summary: The proposed program will invite mid-career students from diverse backgrounds and industries (K-12, business, and community organizations) who want to create and improve in- and out-of-school educational opportunities that encourage creativity and innovation among children (ages 5-18). This proposed degree will entail collaboration across GSU colleges and schools to provide students courses in policy, business, education, and the arts and sciences. The unique combination of business training and educational knowledge that students will receive will position them as leaders in a growing international movement in creative and innovative education.

The proposed program supports local economic initiatives, such as the Atlanta Regional Commissions “Investing in the Regional Creative Economy,” by linking arts and other fields with community-based and educational infrastructures in order to prepare educators to work with children in creative fields identified as key to Georgia’s growing economy, including the arts, entertainment and media, and technology. Graduates of the proposed program will be ideal candidates for a range of positions, including but not limited to out-of-school makerspaces (also sometimes called hacker spaces, innovation labs, engineering labs, etc.); non-profit community organizations focused on creative education; and public and private in-service school teachers tasked with bringing an emphasis on creative education into local schools. Graduates may also work as “creatives” themselves, with knowledge of how to develop products for children using the most current technologies (e.g., authors of apps for children, toy-makers, digital curriculum designers, etc.). Lastly, the graduates of the program will also be well positioned as regional and city leaders in creative and innovative education, thus helping to prepare children for college readiness while also contributing to the economic and cultural strength of the region as part of a network of businesses, community organizations, and educational partners. The program will be delivered via a mix of face-to-face, hybrid, and online courses and includes apprenticeships within the community at partnering organizations.

List of Similar Existing USG Programs and Productivity: There are no similar existing programs in the USG.

Projected Enrollment:

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS				
Shifted from other programs	0	0	0	0
New to the institution	10	15	25	40
<i>Total Majors</i>	10	15	25	40

Fiscal Summary: Resources for this program will come from new funds generated from tuition revenue from enrollment growth and from redirection of funds within institution's existing budget.

Facilities Impact: The program will be delivered using existing space and technology infrastructure at the institution.

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

5. Establishment of a Bachelor of Science in Nursing, Gordon State College

Recommendation: That the Board approve the request of President Max Burns that Gordon State College (“GSC”) be authorized to establish a Bachelor of Science in Nursing (B.S.N.), effective May 19, 2015.

Program Summary: Since 1973, GSC has provided access to students seeking a degree in nursing through a well-established and consistently excellent Associate of Science Degree in Nursing (ASN) program. In 2010, the College took the next step in addressing Georgia’s need for a better educated workforce by developing and implementing a RN to BSN completion program. The ASN currently admits approximately 160 students per year and the RN to BSN between 40 and 60 students per year. Development of a pre-licensure BSN program will continue in this tradition of meeting the needs of the growing community that Gordon State College serves by providing two routes to the BSN, the pre-licensure BSN program and the RN to BSN completion program for those students who already have a registered nurse license. In 2013-2014, there were 1077 pre-nursing students at Gordon State College.

The 2014 annual survey conducted by the American Association of Colleges of Nursing (AACN) indicated that 43.7% of hospitals and other healthcare settings are requiring new hires to have a bachelor’s degree in nursing, while 78.6% of employers are expressing a strong preference for BSN program graduates. The proposed Bachelor of Science in Nursing program is a traditional four year pre-licensure nursing degree consisting of two years of core requirements and two years of nursing course work. Most program delivery will be in face-to-face classes. The first two years of the program can be completed at Gordon State’s main campus in Barnesville, as well as at the Henry County Academy for Advanced Studies. The last two years of the curriculum will be based on the Barnesville campus in the School of Nursing and Health Sciences. Clinical experiences will take place at regional health care facilities and community agencies. All of the nursing programs will continue ACEN accreditation.

List of Similar Existing USG Programs and Productivity:

Institution	Academic Program	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Albany State University	Bachelor of Science with a major in Nursing	7	11	17	7	2
Armstrong State University	Bachelor of Science in Nursing	136	148	143	151	153
Clayton State University	Bachelor of Science in Nursing	72	94	86	104	97
College of Coastal Georgia	Bachelor of Science in Nursing	0	15	44	44	46
Columbus State University	Bachelor of Science in Nursing	96	102	79	83	80
Georgia College & State University	Bachelor of Science in Nursing	90	88	97	102	94
	Bachelor of Science in	NA	NA	NA		NA

Georgia Gwinnett College	Nursing					
Georgia Regents University	Bachelor of Science in Nursing	145	174	145	176	172
Georgia Southern University	Bachelor of Science in Nursing	105	108	90	105	91
Georgia Southwestern State University	Bachelor of Science in Nursing	41	37	37	55	45
Georgia State University	Bachelor of Science in Nursing	97	124	138	130	120
Kennesaw State University	Bachelor of Science in Nursing	211	202	220	174	222
Middle Georgia State College	Bachelor of Science in Nursing	0	41	45	50	54
University of West Georgia	Bachelor of Science in Nursing	85	96	99	101	104
Valdosta State University	Bachelor of Science in Nursing	86	87	95	93	103

Projected Enrollment:

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS				
Shifted from other programs	30	45	54	72
New to institution	20	60	80	80
Total Majors	50	105	134	152

Fiscal Summary: Resources for this program will come from new funds generated from tuition revenue from enrollment growth and from redirection of funds within institution's existing budget.

Facilities Impact: The program will be delivered using existing space and technology infrastructure at the institution.

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

6. Establishment of a Bachelor of Arts in Film and Digital Media, University of North Georgia

Recommendation: That the Board approve the request of President Bonita Jacobs that the University of North Georgia (“UNG”) be authorized to establish a Bachelor of Arts in Film and Digital Media, effective May 19, 2015.

Program Summary: The University of North Georgia (UNG) seeks approval for a Bachelor of Arts in Film & Digital Media to be offered on the Gainesville campus through the Communication, Media & Journalism Department (CMJ). The university currently offers a Bachelor of Arts in Communication with a concentration in Film & Digital Media Production.

The BS in Film & Digital Media will benefit from being housed in the same department along with degrees in Communication and Multimedia Journalism. Students will matriculate within an organizational structure that mirrors the converged nature of the media industry and have access to communication courses that teach the soft skills, such as professionalism and communication, so important to success. The program will be further supported by a wide variety of complementary elective and minor options now offered on the Gainesville campus by Theatre, Visual Arts, English, and other departments. CMJ has made it a goal to allow students to begin their studies on any of UNG’s four campuses then transfer to Gainesville to complete the program. Students will develop a thorough knowledge of the processes and techniques involved in producing motion pictures for theatrical release, for television, and for online broadcast. Following the model set by the top film schools in the U.S., the Film & Digital Media program emphasizes technical proficiency, aesthetic awareness, and adaptability. Students will thus gain an understanding of film theory and develop competency in all aspects of production while learning how to plan and complete a production. The program also provides instruction in the legalities of film and media production, a crucial yet often overlooked element of film and media programs.

The program is designed to be completed in four years and to provide pathways for students to enter multiple careers within the film and media industry.

List of Similar Existing USG Programs and Productivity:

Institution	Academic Program	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Georgia State University	Bachelor of Arts with a major in Film and Video	95	115	125	135	144
University of Georgia	Bachelor of Arts with a major in Film Studies	10	13	15	24	16
Atlanta Metropolitan State College	Bachelor of Arts with a major in Digital Media and Entertainment Design	NA	NA	NA	NA	NA

Projected Enrollment:

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS				
Shifted from other programs	62	0	0	0
New to the institution		12	15	18
<i>Total Majors</i>	62	74	89	107

Fiscal Summary: Resources for this program will come from new funds generated from tuition revenue from enrollment growth and from redirection of funds within institution's existing budget.

Facilities Impact: The program will be delivered using existing space and technology infrastructure at the institution.

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

7. **Establishment of a Bachelor of Science with a major in Health and Community Wellness, University of West Georgia**

Recommendation: That the Board approve the request of President Kyle Marrero that the University of West Georgia (“UWG”) be authorized to establish a Bachelor of Science with a major in Health and Community Wellness, effective May 19, 2015.

Program Summary: The proposed B.S. with a major in Health and Community Wellness is designed to attract a diverse group of students who are interested in working in health and community wellness settings. The structure of the program draws on foundational courses from existing majors (Health and Physical Education, Sport Management, Leadership, Counseling, Special Education). Specialization is offered through a choice in concentrated study in community education and care or fitness and wellness leadership.

The program has clear ties to economic development in the West Georgia region and beyond as careers in these fields are projected to be the fastest growing job markets over the next five years. The program structure is uniquely designed to offer flexibility in the sequence of courses and a broad scope of preparation across disciplines including courses in counseling, physical education, health, and special education. The flexibility of coursework not only promotes students’ timely progress toward graduation, but also provides a wider range of employment opportunities and allows students to customize their program in preparation for advanced study in a related field of interest. In addition, the program is designed for the many excellent students who apply for, but are not eligible for admission to UWG’s Nursing, Speech Language Pathology and Teacher Education degree programs. These programs have stringent admission requirements and most are at capacity. These highly qualified students, along with those who desire a degree program that will lead to employment in a helping profession outside of the three aforementioned ones, need an alternative pathway to graduation and employment.

Classes will be delivered in both face-to-face and distance learning formats. The unique design offers options and flexibility in the sequence of courses to ensure students are able to progress appropriately to degree attainment. The program will be offered at both the main campus, University of West Georgia, Carrollton, Georgia and the Newnan Center, University of West Georgia, Newnan, Georgia.

List of Similar Existing USG Programs and Productivity:

Institution	Academic Program	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Albany State University	Bachelor of Science with a major in Health and Human Performance	22	27	42	25	22
Armstrong State University	Bachelor of Health Science	57	44	69	90	79
Clayton State University	Bachelor of Science with a major in Health Fitness Management	6	6	11	15	20
Clayton State University	Bachelor of Science with a major in Health Care Management	77	105	113	115	131
Columbus State University	Bachelor of Science with a major in Health Sciences	40	48	54	58	55
Georgia College & State University	Bachelor of Science with a major in Community Health	NA	NA	0	0	0
Middle Georgia State College	Bachelor of Science in Health Services Administration	19	33	39	27	53
University of Georgia	Bachelor of Science in Health Promotion	66	103	102	118	99

Projected Enrollment:

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS				
Shifted from other programs	25	50	75	100
New to the institution	0	20	25	30
<i>Total Majors</i>	25	70	100	130

Fiscal Summary: Resources for this program will come from new funds generated as a result of tuition revenue from enrollment growth and from redirection of funds within the existing budget.

Facilities Impact: The program will be delivered using existing space and technology infrastructure at the institution.

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

8. **Request for a Substantive Change to the existing Bachelor of Science in Education (BSED) programs, Armstrong State University**

- a. **Recommended:** That the Board approve the request of President Linda M. Bleiken that Armstrong State University (“ASU”) be authorized to substantively change the existing Bachelor of Science in Education (BSED) with a major in Middle Grades Education, to create two stand-alone degree programs: a BSED with a major in Secondary Education :General Science Teacher Education and a BSED in with a major in Secondary Education: History Teacher Education, effective May 19, 2015.
- b. **Recommended:** That the Board approve the request of President Linda M. Bleiken that Armstrong State University (“ASU”) be authorized to reactivate the BSED in Secondary Education: Mathematics Teacher Education and the BSED in Secondary Education: English/Language Arts Teacher Education, May 19, 2015.

Abstract: There have been numerous significant accreditation and teacher certification changes, as well as policy and program initiatives that directly affect educator preparation programs (e.g., Complete College Georgia, new standards from The Council for Accreditation of Educator Preparation, revised rules from the Georgia Professional Standards Commission). These changes have caused institutions to seek ways to modify curricula without having to add course hours. In many cases, the BSED provides an opportunity for a reduction in the number of hours required for degree completion, while enhancing pedagogical preparation through expanded field experiences. The expanded field experiences and the equivalent of a major in a content field will ensure that newly-prepared teachers have the content and pedagogical preparation essential for success as new teachers in the tiered certification system. Institutions have worked with their local school systems to ensure that program changes are appropriate and will meet the system needs in terms of the preparation of new teachers. ASU estimates a minimum of enrollment of 15 students in each stand-alone BSED program at the end of Year 3. Students currently enrolled and matriculating in the BSED with a major in Middle Grades Education program will be able to complete that degree program until Spring 2017.

9. **Substantive Change to the Master of Computer Science, Georgia Institute of Technology**

Recommended: That the Board approve the request of President George P. “Bud” Peterson that Georgia Institute of Technology (“GIT”) be authorized to substantively change the existing Master of Computer Science by reducing required credit hours from 36 to 30 in line with the traditionally delivered Master of Computer Science but leave the program cost for the Master of Science in Computer Science (MSCS) by Distance Learning through Massive Open Online Courses (MOOC) at \$6,605 for Fall 2015.

Abstract: GIT proposes a modification of the approved curriculum to reduce the total number of credit hours required for the MSCS degree from 36 to 30. The modification allows achievement of all learning outcomes while making the program of comparable length - from a functional and marketing standpoint - to the top 25 MS programs in computing and to most MS programs at GIT. These recommendations are based on a survey of MS programs in Computer Science and other computing fields, and on internal faculty reviews.

This new model of program delivery model (via MOOC) is still extremely rare in higher education and traditional means of counting credit hours do not directly apply in a more modularized program built around learning outcomes more so than seat-time. Georgia Tech will continue to work with USG staff in exploring new business and pricing models with appropriate accrediting and regulatory bodies. Until the higher education enterprise has an appropriate unit of analysis, we will continue to artificially create a “credit-hour” representation of the program, even when delivered in a MOOC format. Keeping the master’s program cost at \$6,605 will ensure that Georgia Tech boasts one of the most cost-efficient opportunities for completion of this particular degree but will also ensure the program’s financial health. GIT is requesting and staff are recommending Board approval of the credit hour requirement change from 36 credit hours to 30 credit hours. The other provisions regarding the Special Institutional Fee and Technology Fee charges assessed these online MSCS students remain unchanged.

10. **Request for a Substantive Change to the Bachelor of Science (B.S.) with majors in Biology, Mathematics, and Civil Engineering Technology and Electronics Engineering Technology to create stand-alone Bachelor of Science in Education (BSED) programs, Savannah State University**

- a. **Recommended:** That the Board approve the request of President Cheryl Davenport Dozier that Savannah State University (“SSU”) be authorized to substantively change the existing Secondary Education Teacher Certification track in the Bachelor of Science with a major in Biology to create a stand-alone Bachelor of Science in Education (BSED) in Biology Education, effective May 19, 2015.
- b. **Recommended:** That the Board approve the request of President Cheryl Davenport Dozier that Savannah State University (“SSU”) be authorized to substantively change the existing Secondary Education Teacher Certification track in the Bachelor of Science with a major in Mathematics to develop a stand-alone Bachelor of Science in Education (BSED) in Mathematics Education, effective May 19, 2015.
- c. **Recommended:** That the Board approve the request of President Cheryl Davenport Dozier that Savannah State University (“SSU”) be authorized to substantively change the Technology Education Teacher Certification tracks in the Bachelor of Science in Civil Engineering Technology and the Bachelor of Science in Electronics Engineering Technology degree programs to establish a stand-alone Bachelor of Science in Education (BSED) in Engineering and Technology Education, effective May 19, 2015.

Abstract: There have been numerous significant accreditation and teacher certification changes, as well as policy and program initiatives that directly affect educator preparation programs (e.g., Complete College Georgia, new standards from The Council for Accreditation of Educator Preparation, revised rules from the Georgia Professional Standards Commission). These changes have caused institutions to seek ways to modify curricula without having to add course hours. In many cases, the BSED provides an opportunity for a reduction in the number of hours required for degree completion, while enhancing pedagogical preparation through expanded field experiences. The expanded field experiences and the equivalent of a major in a content field will ensure that newly-prepared teachers have the content and pedagogical preparation essential for success as new teachers in the tiered certification system. Institutions have worked with their local school systems to ensure that program changes are appropriate and will meet the system needs in terms of the preparation of new teachers. SSU estimates a minimum of enrollment of 15 students in each stand-alone BSED program at the end of Year 3.

11. Establishment of a Dual Degree, existing Master of Science in Mechanical Engineering with Sapienza-University di Roma, Georgia Institute of Technology

Recommendation: That the Board approve the request of President George P. “Bud” Peterson that Georgia Institute of Technology (“GIT”) be authorized to establish a Dual Degree, Master of Science in Mechanical Engineering with Sapienza-University di Roma, effective May 19, 2015.

Program Summary: This dual degree program has been approved to be offered on two campuses: GIT Lorraine in Metz (France), and GIT Atlanta in Georgia (USA). Authorization is requested to offer the dual-degree program on a third campus: Sapienza – University di Roma (Italy). Students from Italy will earn the Laurea Magistrale of Sapienza – University di Roma and GIT students will earn the Master of Science in Mechanical Engineering. Upon satisfying the graduation requirements set by both institutions, each student will be awarded the respective degrees. GIT is not establishing a branch campus in Italy—the request is strictly to establish a dual degree utilizing an existing program. The addition of this partner, Sapienza – University di Roma, increases GIT’s outreach to European students who have demonstrated the potential to apply their knowledge to help address global issues as working professionals, as researchers, or as professors. The program makes use of existing facilities at the Sapienza – University di Roma, GIT Lorraine, and GIT Atlanta campuses. The Sapienza – University di Roma students admitted by the GIT and enrolled in classes at GIT Atlanta or GIT Lorraine will utilize the resources available to any GIT student and abide by the GIT rules and regulations. Faculty involved in this program will be permanent GIT faculty, adjunct faculty might be involved on a case by case basis. Sapienza students will be considered as in-state students regarding tuition on the GIT Lorraine campus, but as out-of state students on the GIT Atlanta campus. This is a 30 credit-hour program. The program will be entirely supported by tuition revenues.

12. **Addition of Clayton State University and College of Coastal Georgia as eMajor Affiliate Institutions to offer the Bachelor of Arts with a major in Spanish in collaboration with Valdosta State University**

Recommendation: That the Board approve the request of President William J. McKinney, President Thomas “Tim” Hynes, and President Gregory F. Aloia that Clayton State University (CLSU), and the College of Coastal Georgia (CCG) be authorized to collaborate with Valdosta State University to establish an eMajor option for the Bachelor of Arts with a major in Spanish, effective May 19, 2015. Valdosta State University was previously approved to award the Bachelor of Arts with a major in Spanish and has been an eMajor Affiliate institution since 2011. Board approval for CLSU and CCG to be authorized to award the degree is dependent upon affiliation with the eMajor collaborative program. CLSU and CCG are not authorized to offer the degree independently.

Program Summary: The establishment of the Bachelor of Arts with a major in Spanish as an eMajor collaborative degree program is an addition to online eMajor undergraduate programs approved by the Board since 2011. The program is specifically designed to meet the needs of adult learners, military students, working adults and returning students seeking degree completion. The B.A. with a major in Spanish prepares individuals for career success in an increasingly global society. College graduates who are proficient in Spanish have numerous advantages in the workforce and can pursue a number of careers in areas such as teaching, translation and interpretation, health care, social services, law, law enforcement and more.

13. **Addition of Armstrong State University, Clayton State University and College of Coastal Georgia as eMajor Affiliate Institutions to offer the Bachelor of Arts with a major in French in collaboration with Valdosta State University**

Recommendation: That the Board approve the request of President William J. McKinney, President Linda M. Bleicken, President Thomas “Tim” Hynes, and President Gregory F. Aloia that Armstrong State University (ASU), Clayton State University (CLSU), and the College of Coastal Georgia (CCG) be authorized to collaborate with Valdosta State University to establish an eMajor option for the Bachelor of Arts with a major in French, effective May 19, 2015. Valdosta State University was previously approved to award the Bachelor of Arts with a major in French and has been an eMajor Affiliate institution since 2011. Board approval for ASU, CLSU, and CCG to be authorized to award the degree is dependent upon affiliation with the eMajor collaborative program. ASU, CLSU, and CCG are not authorized to offer the degree independently.

Program Summary: The establishment of the Bachelor of Arts with a major in Spanish as an eMajor collaborative degree program is an addition to online eMajor undergraduate programs approved by the Board since 2011. The program is specifically designed to meet the needs of adult learners, military students, working adults and returning students seeking degree completion. The B.A. with a major in French prepares individuals for career success in an increasingly global society. College graduates who are proficient in French and who have a deep understanding of French culture have many advantages in the workforce and can pursue careers in healthcare, social services, law and law enforcement, humanities-related fields, teaching and more.

14. Request to Terminate one Academic Degree Program, University of West Georgia

Recommended: That the Board approve the request of President Kyle Marrero that the University of West Georgia (“UWG”) be authorized to terminate the Bachelor of Science in Education with a major in Middle Grades Education, effective May 19, 2015.

Abstract: This degree program was deactivated four years ago due to low enrollment and lack of demand. No students are currently enrolled in the program and termination will have no adverse impact on faculty members or students.

15. Revision of Board Policy 2.10- Institutional Mission

Recommendation: That the Board approve the following changes to BOR Policy 2.10 - Institutional Mission, effective July 1, 2015.

Abstract: Over the past few months, the Board has approved several institutional mission and sector-related action items to include: 1) the consolidation of Kennesaw State University and Southern Polytechnic State University, 2) a name change for Armstrong State University, and 3) a name change and institutional sector change for Middle Georgia State College. The revised policy on Institutional Mission reflects these previously approved changes.

CURRENT POLICY:

2.10 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. 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*

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

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. Armstrong Atlantic State University
3. Clayton State University
4. Columbus State University^
5. Fort Valley State University+
6. Georgia College & State University+^
7. Georgia Southwestern State University
8. Savannah State University
9. Southern Polytechnic State University+
10. University of North Georgia+^

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
8. Middle Georgia 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

+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.

PROPOSED POLICY:

2.10 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. 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*

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

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. Armstrong Atlantic State University
3. Clayton State University
4. Columbus State University^

5. Fort Valley State University+
6. Georgia College & State University+^
7. Georgia Southwestern State University
- 8. Middle Georgia State University**
9. Savannah State University
- ~~10. Southern Polytechnic State University+~~
10. University of North Georgia+^

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
- ~~8. Middle Georgia 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

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

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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.

16. Waiver of Board Policy, 3.5.1.2. Cumulative Grade Point Average

Recommendation: That the Board approve the waiver of Board Policy 3.5.1.2 on Cumulative Grade Point Average for institutions going through consolidation, specifically, Kennesaw State University and Georgia State University/Georgia Perimeter College, effective May 19, 2015.

Abstract: Board Policy 3.5.1.2 (see below) requires institutions to calculate a student's cumulative grade point average (GPA) using all courses attempted at the institution. During consolidation, the Student Information Systems at two separate institutions are merged to become one institution. When this occurs, those students who have taken courses at both institutions can have their GPA adjusted because additional courses that were not used in the calculated pre-consolidation GPA are now being used to calculate their post-consolidation GPA. For some students this adjustment can cause a drop in their GPA and for others, their GPA could increase. For example, if a student has taken courses at institution A and institution B and was a student at institution A prior to consolidation, their pre-consolidation GPA is based only on courses taken at institution A. When the Banner systems are merged for institution A and institution B, the student's GPA is recalculated to include the courses taken at institution B. If the grades in those courses were low, the recalculated GPA could drop, and similarly, if the grades were high, the GPA could increase. This artificial increase or decrease in the GPA is simply a function of the consolidation and the requirements found in the Board's Policy on how cumulative GPA should be calculated.

By waiving this policy at consolidated institutions, institutional Presidents would have the authority to insure that no student's GPA would be negatively (or positively) impacted by the consolidation. It would assure that no change would occur in the student's GPA because the institution could omit those courses from the calculation of the students GPA that were artificially decreasing or increasing the student's GPA. Approval of a waiver to the policy would ensure that the consolidated institution has the flexibility to ensure that the pre and post-consolidation GPA would be the same.

Current Board Policy for Reference:**3.5.1.2 Cumulative Grade Point Average**

The cumulative grade point average in each USG institution will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, D, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record. Institutional credit shall in no way affect the cumulative grade point average.

Other averages may be computed by each institution for internal uses as may be required.

17. **a. Establishment of the G. Niles Bolton Professorship, Georgia Institute of Technology**

Recommended: That the Board approve the request of President G. P. Peterson that Georgia Institute of Technology (“GIT”) be authorized to establish the G. Niles Bolton Professorship, effective, May 19, 2015.

Abstract: Georgia Institute of Technology requests approval to establish the G. Niles Bolton Professorship within the College of Architecture. Supported through the philanthropy of G. Niles Bolton, the endowed special faculty position will provide the College of Architecture with an opportunity to integrate a senior practitioner from the architectural industry with substantial experience, an extensive field background, and a national or international reputation into the life of the university. The Georgia Tech Foundation has confirmed that approximately one million dollars (\$1M) is on deposit to support establishment of the Professorship.

Biosketch: Mr. G. Niles Bolton, a 1968 graduate of the College of Architecture, is a national and international leader in the field of architecture. For over three decades his award winning firm, Niles Bolton Associates, has specialized in architectural design and planning, interior design, and landscape architecture. One of Mr. Bolton’s proudest and notable achievements was the Olympic residence hall located at North Avenue and Techwood Drive which is now part of Georgia Tech’s student housing. Mr. Bolton is widely recognized for his focus on expanding the role of architects, redefining the practice, and establishing standards for emerging professionals.

17. **b. Establishment of the Southern Company Dean’s Chair, Georgia Institute of Technology**

Recommended: That the Board approve the request of President G. P. Peterson that Georgia Institute of Technology (“GIT”) be authorized to establish the Southern Company Dean’s Chair, May 19, 2015.

Abstract: Georgia Institute of Technology requests approval to establish the Southern Company Dean’s Chair within the College of Engineering. The endowed special faculty position is supported through the philanthropy of the Southern Company Charitable Foundation. The Southern Company Dean’s chair will be dedicated to the incumbent Dean of the College of Engineering in order to further enhance the College’s ability to attract and retain teacher-scholars to senior positions of academic leadership. As part of a much larger gift, the Georgia Tech Foundation has confirmed that \$5 million is on deposit to support establishment of the Chair.

Biosketch: The Southern Company Foundation, established in 1999, is the charitable unit of the Southern Company (NYSE: SO), one of the largest electricity distributors in the U.S. serving the southeast region through its subsidiaries. With revenues of \$18.5 billion, net income of \$1.96 billion, assets of \$70.9 billion, and approximately 30,000 employees, it operates regulated utilities, Alabama Power, Georgia Power, Gulf Power, Mississippi Power and serves more than four and a half million electricity customers. The Southern Company provides energy consulting and management services for businesses and institutions. The Southern Company is a leading employer of Georgia Tech graduates with currently more than seven hundred (700) employees making their careers with the company. Several alumni serve in leadership capacities including chairman, president and chief executive officer, Tom Fanning (IMGT 1979, MS IMGT 1980, Honorary PhD 2013), and president and chief executive officer of the Southern Company Charitable Foundation, Michael K. Anderson (IE, 1979). Throughout the years Southern Company has provided substantial assistance to Georgia Tech through the support of programs, students, faculty, facilities, and research with more than \$68 million in gifts and commitments.

17. **c. Establishment of the R. Means Davis, Jr. CPCU Professorship, Georgia State University**

Recommended: That the Board approve the request of President Mark Becker that Georgia State University (“GSU”) be authorized to establish the R. Means Davis, Jr. CPCU Professorship, effective May 19, 2015.

Abstract: Georgia State University seeks approval to establish the R. Means Davis, Jr. CPCU Professorship that will be housed within the J. Mack Robinson College of Business. It is anticipated that the Professorship will be engaged in research and teaching, and will provide support for a full-time endowed faculty position within a center of the J. Mack Robinson College of Business to advance the study of risk management insurance (e.g., centers such as the Center for Risk Management Insurance, the Center for the Economic Analysis of Risk [CEAR], etc.). The Georgia State University Foundation received \$125,000 along with matching funds in the amount of \$125,000 from the J. Mack Robinson Endowment. A total of \$250,000 is available to support establishment of the R. Means Davis, Jr. CPCU Professorship.

Biosketch: Mr. R. Means Davis, Jr., a retired insurance executive, Buckhead Rotary Foundation Committee member, and former Georgia State University Foundation trustee, who along with his wife, contribute consistently and generously to the J. Mack Robinson College of Business. Their first gift was made in June 1982. Mr. and Mrs. R. Means Davis, Jr. supported the previous establishment of the Kenneth Black, Jr. Chair of Insurance during academic year 2000. Mr. R. Means Davis, Jr. graduated from Georgia State University with a Bachelor of Business Administration with a major in Marketing in 1968 and a Master of Insurance in 1970. Mr. Davis, Jr. joined Haas & Dodd Insurance in 1966, a company where his father worked, and after seven years he became part owner. By year 1987 Davis, Jr. had become president and principal owner of the company. Between years 1987 and 1991, Mr. Davis, Jr. started his own insurance company, Davis & Loy, which was later sold to a national broker, Hilb, Rogal and Hamilton, Inc., a company for which he worked until his retirement in 1993. Mr. R. Means Davis, Jr. is a lifetime member of the Georgia State University Alumni Association after having served in the roles of member and president of the GSU Alumni Association Board during years 1983 to 1984 and 2006 to 2007.

17. **d. Establishment of the Rado Family Foundation/UGA Foundation Professorship in GeoDesign, University of Georgia**

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to establish the Rado Family Foundation/UGA Foundation Professorship in GeoDesign, effective May 19, 2015.

Abstract: The University of Georgia seeks to establish the Rado Family Foundation/UGA Foundation Professorship in GeoDesign to be housed within the College of Environment and Design. The proposed Professorship is supported with an endowment of \$250,000 that is a combination of a \$125,000 gift from the Rado Family Foundation and a matching gift of \$125,000 from the University of Georgia Foundation. As of April 7, 2015, the fund balance on deposit was \$250,501. The holder of the endowed position will be selected through an internal appointment process. The individual will be an outstanding associate or full professor with a successful record of externally funded research. In addition, the holder of the position will be engaged in teaching, research, public service or a combination of such duties. The Rado Family Foundation provided the philanthropic gift with the objective of strengthening programs in the College of Environment and Design.

17. **e. Redesignation of the Gordhan L. and Virginia B. “Jinx” Patel Distinguished Visiting Professorship in Indian Musical Arts to become the Gordhan L. and Virginia B. “Jinx” Patel Distinguished Professorship in Public Health, University of Georgia**

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to redesignate the existing Gordhan L. and Virginia B. “Jinx” Patel Distinguished Visiting Professorship in Indian Musical Arts to become the Gordhan L. and Virginia B. “Jinx” Patel Distinguished Professorship in Public Health, effective May 19, 2015.

Abstract: The University of Georgia seeks to redesignate the existing Gordhan L. and Virginia B. “Jinx” Patel Distinguished Visiting Professorship in Indian Musical Arts to become the Gordhan L. and Virginia B. “Jinx” Patel Distinguished Professorship in Public Health to be housed within the College of Public Health. The proposed Distinguished Professorship is supported with an endowment balance of \$703,959 that is on deposit with the University of Georgia Foundation. The holder of the special faculty, endowed position will be selected through an appointment process within the College of Public Health.

Biosketch: Dr. Gordhan L. Patel, a retired administrator, researcher, and scholar came to the University of Georgia in 1967 as an assistant professor within the Department of Zoology (now Cellular Biology). During his tenure he became Professor of Cellular Biology and Biochemistry & Molecular Biology. After serving as Department Chair of Zoology from 1981 to 1989, he was named Dean of the Graduate School. In year 2001, he was appointed as Vice President for Research and Associate Provost. Dr. Patel retired from the University of Georgia in July 2005. Dr. Virginia B. “Jinx” Patel was a research associate in the University of Georgia’s Zoology Department from 1973 to 1980 and then held a similar position in the Department of Genetics from 1981 to 1986. During year 1986, Dr. Virginia Patel became the research director for Athens Research and Technology, Inc., a global biotechnology company that specializes in purified active human proteins for diagnostic and pharmaceutical research.

17. **f. Establishment of the Georgia Seed Development/UGA Foundation Professorship in Wheat Breeding and Genetics, University of Georgia**

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to establish the Georgia Seed Development/UGA Foundation Professorship in Wheat Breeding and Genetics, effective May 19, 2015.

Abstract: The University of Georgia seeks to establish the Georgia Seed Development/UGA Foundation Professorship in Wheat Breeding and Genetics within the College of Agricultural and Environmental Sciences, Department of Crop and Soil Sciences. The proposed Professorship is supported with a deposited endowment balance of \$243,571 that involves a matching gift of \$125,000 from the University of Georgia Foundation. The holder of the endowed position will be selected through an appointment process with selection of either an internal or external candidate. The special faculty endowed position will be filled by an associate or full professor with a national and international reputation in research areas which include, but are not limited to, plant breeding, genetics, and genomics with a focus on the development of wheat cultivars with improved productivity, disease and insect resistance, and improved end-user quality for commercial production in Georgia and the southeast. In addition, the holder of the position will work with university, industry, and allied partners to assist in commercialization of cultivars, contribute to instruction, secure external funding, conduct research, and serve the discipline as well as the agricultural industry.

Organizational Biosketch: The Georgia Seed Development Commission is responsible for producing foundation plant material in Georgia. The foundation seed or vegetative propagules are provided to companies that license University of Georgia plant varieties. The Commission works closely with the University of Georgia’s College of Agricultural and Environmental Sciences, the University of Georgia Research Foundation, and the Georgia Crop Improvement Association in supporting various research projects, ensuring the quality of UGA products, and bringing new cultivars to market. The Georgia Seed Development Commission has an active seed production program for most crops grown in the state including peanuts, soybeans, small grains, cotton, canola, blueberries, and Bahia grass. The Commission also maintains foundation material of propagated turfgrass and horticultural cultivars developed by the University of Georgia and the U.S. Department of Agriculture’s Agriculture Research Service.

17. **g. Establishment of the Georgia Athletic Association Distinguished Professorship in Connected Critical Infrastructure, University of Georgia**

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to establish the Georgia Athletic Association Distinguished Professorship in Connected Critical Infrastructure, effective May 19, 2015.

Abstract: The University of Georgia seeks to establish the Georgia Athletic Association Distinguished Professorship in Connected Critical Infrastructure within the College of Engineering. The proposed Distinguished Professorship is supported through the philanthropy of the Georgia Athletic Association with a fund balance of \$485,139 that is on deposit with the University of Georgia Foundation. The Distinguished Professorship is a strategic investment to provide immediate impact on research and educational programs. The College of Engineering promotes interdisciplinary research, education, and service. The individual named for the Distinguished Professorship will be expected to be a change agent to increase research activities and lead the development of collaborative research efforts that result in national centers of excellence for a three- to five-year period. The holder of the special faculty, endowed position will also be expected to qualify for tenure on appointment at the full professorial level and have an outstanding record of externally funded research and publications.

18. Named Faculty Position Appointments

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

Institution Name: Georgia Institute of Technology
Faculty's Name: Dr. Gary S. May
Chair/Professorship Name: Southern Company Dean's Chair

Institution Name: Georgia Institute of Technology
Faculty's Name: Mr. W. Ennis Parker
Chair/Professorship Name: G. Niles Bolton Professorship

Institution Name: Georgia State University
Faculty's Name: Dr. Joel Myers
Chair/Professorship Name: Regents' Professorship

Institution Name: Georgia State University
Faculty's Name: Dr. Randy Malamud
Chair/Professorship Name: Regents' Professor

Institution Name: Georgia State University
Faculty's Name: Dr. V. Kumar
Chair/Professorship Name: Regents' Professor

Institution Name: Georgia State University
Faculty's Name: Dr. Unil Perera
Chair/Professorship Name: Regents' Professor

Institution Name: Georgia State University
Faculty's Name: Dr. Matthew Roundane
Chair/Professorship Name: Regents' Professor

Institution Name: Georgia State University
Faculty's Name: Dr. Yi Pan
Chair/Professorship Name: Regents' Professor

Institution Name: Georgia State University
Faculty's Name: Dr. Walt Thompson
Chair/Professorship Name: Regents' Professor

Institution Name: University of Georgia

Faculty's Name: Dr. Arthur Edison

Chair/Professorship Name: GRA Eminent Scholar Chair in Nuclear Magnetic Resonance Spectroscopy

Institution Name: University of Georgia

Faculty's Name: Mr. Brian Orlando

Chair/Professorship Name: Rado Family Foundation/UGA Foundation Professorship in GeoDesign

Institution Name: University of Georgia

Faculty's Name: Dr. Andrew Paterson

Chair/Professorship Name: Regents' Professor

Institution Name: University of Georgia

Faculty's Name: Dr. Theodore Christensen

Chair/Professorship Name: C. Herman and Mary Virginia Terry Distinguished Chair in Business Administration #3

AGENDA

COMMITTEE ON PERSONNEL AND BENEFITS

May 19, 2015

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APPROVAL ITEM

1. Revision to Board Rule 8.2.7.5 Military Leave with Pay to allow for payment of Military Differential Pay to eligible university system employees 1

AGENDA

COMMITTEE ON PERSONNEL AND BENEFITS

May 19, 2015

1. Revision to Board Rule 8.2.7.5 Military Leave with Pay to allow for payment of Military Differential Pay to eligible university system employees

Under the State of Georgia law effective July 1, 2002, Military Differential Pay may be paid by a government employer to a public officer or employee for absences due to ordered military leave. The proposed rule change allows for University System of Georgia institutions to implement a program to pay eligible employees a military differential, extending the current 18 -30 days of paid military leave up to a period of 12 months.

The Military Differential Pay is equal to the amount by which an employee's projected state base pay for a covered pay period exceeds the employee's actual military pay and allowances as applicable to that pay period. Military Differential Pay programs must be applied consistently to all eligible employees within an institution, not to exceed a total of twelve months in any one federal fiscal year (October 1 - September 30). At the expiration of the maximum Military Differential Pay, continued absence by the employee shall be considered as military leave without pay. Funding for Military Differential Pay will be based on existing institution budgets.

Reference [O.C.G.A. § 38-2-279\(e.1\) \(1\)](#)

Current Policy

8.2.7.5 Military Leave with Pay

Ordered Military Duty

For the purpose of this policy, ordered military duty shall mean any military duty performed in the service of the State or the United States, including, but not limited to, service schools conducted by the armed forces of the United States. Such duty shall be deemed "ordered military duty" regardless of whether the orders are issued with the consent of the employee (BoR Minutes, 1990-91, p. 173).

Leave of Absence

An employee who receives orders for active military duty shall be entitled to absent himself or herself from his or her duties and shall be deemed to have a leave of absence with pay for the period of such ordered military duty, and while going to and returning from such duty, not to exceed a total of eighteen (18) workdays in any one federal fiscal year (October 1 - September 30) as authorized by Georgia Law O.C.G.A. § 38-2-279[e]. At the expiration of the maximum paid leave time, continued absence by the employee shall be considered as military leave without pay. The employee shall be required to submit a copy of his or her orders to active military duty

(BoR Minutes 1990-91, pp. 173-174).

Emergency Leave of Absence

Notwithstanding the foregoing leave limitation of eighteen (18) days, in the event the Governor declares an emergency and orders an employee to State active duty as a member of the National Guard, such employee while performing such duty shall be paid his or her salary or other compensation as an employee for a period not exceeding 30 days in any one federal fiscal year.

Payment of Annual Leave

After an employee has exhausted his/her paid military leave, an institution may pay the employee for his/her accumulated annual leave (BoR Minutes, 1990-91, p. 174).

Proposed Policy

8.2.7.5 Military Leave with Pay – Policy

Ordered Military Duty

For the purpose of this policy, ordered military duty shall mean any military duty performed in the service of the State or the United States, including, but not limited to, service schools conducted by the armed forces of the United States. Such duty shall be deemed “ordered military duty” regardless of whether the orders are issued with the consent of the employee (BoR Minutes, 1990-91, p. 173).

Leave of Absence

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Emergency Leave of Absence

Notwithstanding the foregoing leave limitation of eighteen (18) days, in the event the Governor declares an emergency and orders an employee to State active duty as a member of the National Guard, such employee while performing such duty shall be paid his or her salary or other compensation as an employee for a period not exceeding 30 days in any one federal fiscal year.

Military Differential Pay

Institutions of the University System of Georgia may pay an employee Military Differential for absence while engaged in the performance of ordered military duty and while going to and returning from such duty, after expiration of the payment period provided for in the paragraphs above. Military Differential Pay is equal to the amount by which an employee's projected state base pay for a covered pay period exceeds the employee's actual military pay and allowances as applicable to that pay period. Military Differential Pay programs must be applied consistently to all eligible employees within the Institution, not to exceed a total of twelve months in any one federal fiscal year (October 1 - September 30). At the expiration of the maximum Military Differential Pay, continued absence by the employee shall be considered as military leave without pay unless annual leave is allowed. Funding for Military Differential Pay is based on existing institution budgets.

Payment of Annual Leave

After an employee has exhausted his/her paid military leave, an institution may pay the employee for his/her accumulated annual leave (BoR Minutes, 1990-91, p. 174)

Reference *O.C.G.A. § 38-2-279(e.1) (1)*

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| 2. Executive Session: Applications for Discretionary Review | 2 |
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1. Honorary Degree Request: Georgia College & State University

Georgia College & State University President Steve Dorman seeks the Board's approval of his request to award an honorary degree to Dr. Mary Sue Coleman.

2. Executive Session: Applications for Discretionary Review

Applications for review are made to the Board of Regents Office of Legal Affairs pursuant to Policy 8.6 Applications for Discretionary Review. They are typically personnel matters and issues of academic status, which are discussed in executive session.

AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

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COMMITTEE ON REAL ESTATE AND FACILITIES

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AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

May 19, 2015

1. New Instructional Site, Blue Ridge, University of North Georgia

The University of North Georgia ("UNG") proposes to lease approximately 3,200 square feet of academic and administrative support space for a new instructional site in Blue Ridge. The new site, which is expected to open this fall, will be located at 83 Dunbarton Farm Road, Suites #103, #104, and #105 and will include two 32-seat classrooms, a computer lab, four offices and other administrative space.

Initial dual-enrollment classes offered at the Blue Ridge site will focus on social sciences and humanities, building upon UNG's existing dual-enrollment courses offered in collaboration with the Union and Fannin County school systems. The site will be located on State Route 515 / US Highway 76, less than one mile from Fannin County High School, and approximately 100 students are expected to be enrolled by Spring 2016. The curriculum will be designed to start students on a path to a baccalaureate degree and will also provide associate programs for disciplines that are in high-demand regionally.

In April 2015, the Board approved an operating budget for the Blue Ridge site of \$943,000 for Fiscal Year 2016. Further Board action specific to the lease of this site is not anticipated as the expected annual rental costs of \$44,000, including estimated utilities and common area maintenance, is within the Vice Chancellor's delegated authority for approval.

2. Rental Agreement, 110 E. Clayton Street, Athens, University of Georgia

Recommended: That the Board authorize the execution of a rental agreement between Humanism Investment, Inc., Landlord, and the Board of Regents, Tenant, for approximately 24,864 square feet of administrative support space located at 110 East Clayton Street, Athens, for the period July 1, 2015, through June 30, 2016, at a monthly rent of \$36,529.36 (\$438,352.32 annualized / \$17.63 per square foot, per year) with options to renew on a year-to-year basis for four consecutive one-year periods with rent increasing approximately 2.5% per year, for the use of the University of Georgia (“UGA”).

Understandings: The University of Georgia has leased this space since July 2005. All option periods under the current rental agreement, which was approved by the Board in June 2010, have been exercised.

Approval of a new rental agreement would allow continued use of this space by several UGA departments, including the Office of Academic Planning, the Office of Online Learning, the Division of Development and Alumni Relations, and the Selig Center for Economic Growth.

Operating expenses, including electricity and janitorial services are estimated to be \$1,022,940 per year annualized.

3. **Authorization of Project No. BR-40-1502, New Operating and Pre-Op/Recovery Rooms, Georgia Regents University**

Recommended: That the Board authorize Project No. BR-40-1502, New Operating and Pre-Op/Recovery Rooms, Georgia Regents University, (“GRU”) with a total project budget of \$11,800,000, to be funded with Georgia Regents Medical Center funds.

Understanding: In March 2015, the Board was informed of this project involving the renovation of existing hospital space to create a New Operating Room and Pre-Op/Recovery Rooms designed for endovascular and cardiovascular procedures. The project would include 26 pre- and post-acute care beds and a complete renovation of support spaces, the pharmacy, scheduling offices, nurse stations, control desk, staff lounge, offices, and common corridors. A new air handling unit, electrical distribution and associated panels will also be included as part of the project.

The renovation will increase the number of cases that can be handled in the operating rooms and allow students and researchers to provide patient care using updated equipment and technology.

The estimated construction cost for this project is \$6,295,000.

The renovation of this space is within existing buildings and does not conflict with GRU’s master plan.

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

4. **Authorization of Project No. BR-30-1501, Van Leer Interdisciplinary Design Commons, Georgia Institute of Technology**

Recommended: That the Board authorize Project No. BR-30-1501, Van Leer Interdisciplinary Design Commons, Georgia Institute of Technology (“GIT”), with a total project budget of \$11,000,000. Funding for the project is anticipated to be \$4,600,000 from institution funds and \$6,400,000 provided by private donations.

Understandings: In April 2015, the Board was informed of this project to renovate approximately 16,000 square feet of space within the existing Blake R. Van Leer Electrical Engineering Building to create the new Interdisciplinary Design Commons (“IDC”).

The Van Leer Building, constructed in 1962 at the corner of Tech Green and Atlantic Drive in the center of campus, provides offices, classrooms and laboratory space for the School of Electrical and Computer Engineering. The proposed project would transform the building’s two-story rotunda into a student design facility containing state-of-the-art computing and simulation tools and studio spaces intended to encourage collaboration and innovation among students from all disciplines.

The scope of work would include a comprehensive renovation of existing student study and instructional space to create laboratories, shop spaces, and meeting spaces to support student design and fabrication activities, including prototyping, assembly and testing. Removal of lead paint and asbestos and replacement of mechanical systems is included in the project scope. An outdoor plaza accessible from the ground floor of the rotunda would also be constructed to provide space for display of student projects and add visibility to the IDC from the surrounding campus area.

The estimated construction cost is \$8,100,000. The IDC is expected to be operational in August 2017.

The project is consistent with GIT’s Campus Master Plan, Historic Preservation Master Plan, and Landscape Master Plan.

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

5. Authorization of Project No. BR-10-1408, Guaranteed Energy Savings Performance Contract, University of Georgia

Recommended: That the Board authorize Project No. BR-10-1408, Guaranteed Energy Savings Performance Contract, University of Georgia (“UGA”) with a maximum project budget of \$2,900,000, to be funded from financed energy savings.

Recommended further: That the Board authorize the execution of an installment purchase agreement between Johnson Controls, Inc. and the Board of Regents not to exceed \$2,422,515 in energy and water saving capital improvements for the use of UGA.

Recommended further: That the final contract negotiations and financing terms be handled in consultation with the Georgia Environmental Finance Authority (“GEFA”) and the Georgia Department of Law.

Understandings: In April 2015, the Board was informed of this project to install new lighting, water saving measures, and building automation controls in several facilities on UGA’s East Campus. Utility cost savings from this project would yield a simple payback of 6.1 years.

The project is consistent with UGA’s master plan.

If authorized by the Board, the University System Office staff and UGA would proceed with design and construction of the project in accordance with Board of Regents procedures and the Guaranteed Energy Savings Performance Contracting State Agency Manual published by GEFA.

6. Authorization of Project No. BR-30-1409, Guaranteed Energy Savings Performance Contract, Georgia Institute of Technology

Recommended: That the Board authorize Project No. BR-30-1409, Guaranteed Energy Savings Performance Contract, Georgia Institute of Technology (“GIT”) with a maximum project budget of \$11,200,000, to be funded from financed energy savings.

Recommended Further: That the Board authorize the execution of an installment purchase agreement between Johnson Controls, Inc. and the Board of Regents not to exceed \$7,761,925 in energy and water saving capital improvements for the use of GIT.

Recommended Further: That the final contract negotiations and financing terms be handled in consultation with the Georgia Environmental Finance Authority (“GEFA”) and the Georgia Department of Law.

Understandings: In April 2015, the Board was informed of this project to install energy optimization and water savings improvements at the Holland Chilled Water Plant and the 10th Street Chilled Water Plant. Utility cost savings from this project would yield a simple pay-back of 4.72 years.

The project is consistent with GIT’s master plan.

If authorized by the Board, the University System Office staff and GIT would proceed with design and construction of the project in accordance with Board of Regents procedures and the Guaranteed Energy Savings Performance Contracting State Agency Manual published by GEFA.

7. **Authorization of Project No. BR-40-1503, Health Sciences Student Center Renovation, Georgia Regents University**

Recommended: That the Board approve Project No. BR-40-1503, Health Sciences Student Center Renovation, Georgia Regents University, (“GRU”) with a total project budget of \$1,700,000, to be funded with GRU institutional reserves and Georgia Regents Medical Center funds.

Understanding: The project renovation would upgrade the existing Atrium Food Court on the Health Sciences Campus by modifying the kitchen and serving line to provide a salad bar, grill, dessert station and additional hot food and deli options. Indoor and outdoor seating areas would also be improved as part of this project.

The renovation would accommodate and support the food service needs of additional students who will be living on campus with the opening of the new Phase I, P3 Student Housing.

The estimated construction cost for this project is \$1,250,000.

The renovation of this space is within existing buildings and does not conflict with GRU’s master plan.

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

8. Appointment of Construction Management Firm, Project No. BR-30-1407, West Campus Dining Commons, Georgia Institute of Technology

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

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

Project No. BR-30-1407, West Campus Dining Commons, Georgia Institute of Technology

Project Description: This project was authorized by the Board in January 2015. Totalling approximately 54,000-gross square feet, the West Campus Dining Commons will house seating for approximately 610 people, three (3) classrooms, student lounge and study space, and additional retail dining options. The new facility will also include kitchens, support spaces and community space that can be used for multiple programs that enrich student life.

The project will be funded from GIT Auxiliary Funds and Institution Endowment funds.

Total Project Cost:	\$29,000,000
Construction Cost (Stated Cost Limitation):	\$18,400,000

Number of firms that applied for this commission: 15

Recommended firms in rank order:

- 1)
- 2)
- 3)

9. Naming of the Davis Graduate Courtyard at Correll Hall, University of Georgia

Recommended: That the Board approve naming the east building entry court of the new Correll Hall at the University of Georgia (“UGA”) as the “Davis Graduate Courtyard” in recognition of the service and generosity of Ann L. and Jay M. Davis.

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

Ann and Jay Davis are both graduates of UGA and generous donors to UGA and the Terry College of Business. Jay Davis is a 2010 Terry Distinguished Alumni Award recipient, former chair of the Terry campaign steering committee, current member of the Terry Dean's Advisory Council, and an emeritus member of the UGA Board of Trustees.

Correll Hall is currently under construction as the first of three phases of the Business Learning Community, future home of the Terry College of Business. Opening in Fall 2015, the approximately 75,000-square foot building will house central administration, classrooms for graduate programs and study space.

10. Resolution 2016 General Obligation Bond Issue, Georgia State Financing and Investment Commission, University System of Georgia

Recommended: That the Board adopt the Resolution (Appendix I) prepared by the Revenue Division of the Georgia Department of Law covering the issuance of 2016 General Obligation Bonds (“G. O. Bonds”) by the State of Georgia through the Georgia State Financing and Investment Commission for use in funding the following projects for the University System of Georgia:

BOR Bond Sale Requests

J-209	“Cancer Research Building” Georgia Regents University	5,000,000
J-234	“Science Learning Center” University of Georgia	3,300,000
J-236	“Military Science Building” Georgia Southern University	8,550,000
J-237	“Turfgrass Research and Education Facilities” University of Georgia	9,700,000
J-238	“Academic Building” Georgia Gwinnett College	11,500,000
J-239	“Renovation of Historic Beeson Hall” Georgia College & State University	9,100,000
J-240	“Science & Technology Facility” Savannah State University	16,000,000
J-241	“Renovation of Hightower Library” Gordon State College	3,960,000
J-242	“Renovation of Baldwin Hall” University of Georgia	7,000,000
J-243	“Renovation of Arnold Hall” Columbus State University	4,450,000
J-244	“Oconee Campus Annex” University of North Georgia	2,250,000

10. Resolution 2016 General Obligation Bond Issue, Georgia State Financing and Investment Commission, University System of Georgia (continued)

BOR Bond Sale Requests (continued)

J-245	“Infrastructure Renovations & Improvements” Atlanta Metropolitan State College	2,200,000
J-247	“Renovation of University Center” Valdosta State University	1,710,000
J-250	“Renovation of Davis Hall” South Georgia State College	2,250,000
J-251	“ARC Building Renovation” Armstrong State University	2,430,000
J-252	“Renovation of the Hazardous Material Storage Facility” Georgia Institute of Technology	4,050,000
J-253	“Renovation of Mayfair & McIntosh Halls” Georgia College & State University	3,510,000
J-258	“Roosevelt Warm Springs Facility Improvements” Georgia Regents University	20,900,000
J-263	“Business Learning Community, Phase II” University of Georgia	43,135,000
J-264	“Center for Molecular Medicine” University of Georgia	17,000,000
J-265	“Major Repair and Renovation (MRR)” University System of Georgia	60,000,000
J-266	“Convocation Center” (Dahlonega) University of North Georgia	3,500,000
J-267	“Interdisciplinary Academic Building” Georgia Southern University	2,700,000
J-268	“Health Professions Academic Center” Armstrong State University	1,800,000

10. Resolution 2016 General Obligation Bond Issue, Georgia State Financing and Investment Commission, University System of Georgia (continued)

BOR Bond Sale Requests (continued)

J-269	“Biology Renovation & Expansion” University of West Georgia	1,900,000
J-270	“Classroom South Addition, Phase II” Georgia State University	2,000,000
J-271	“Academic Core Renovations & Additions” (Lenoir) Columbus State University	1,500,000
J-272	“Academic Core Renovations” Clayton State University	1,400,000
J-273	“Student Services & Success Center” Atlanta Metropolitan State College	700,000
J-274	“Labs & Student Learning” (Alpharetta) Georgia Perimeter College	500,000
J-275	“Holland Plant Chilled Water System Modernization & Expansion” Georgia Institute of Technology	500,000
J-276	“Natural Science/Nursing” (Warner Robins) Middle Georgia State College	500,000
J-278	“English Building Renovation/Addition” Kennesaw State University	490,000
J-279	“Academic Building Expansion & Renovation” East Georgia State College	450,000
J-280	“Pope Center Renovation” Dalton State College	4,000,000
J-281	“Bishop Hall Renovation” Fort Valley State University	4,000,000

10. Resolution 2016 General Obligation Bond Issue, Georgia State Financing and Investment Commission, University System of Georgia (continued)

BOR Bond Sale Requests (continued)

J-282	“Renovation of Pound Hall” Valdosta State University	350,000
J-283	“Renovation of King Hall” Abraham Baldwin Agricultural College	250,000
J-284	“Student Services Center” Darton State College	1,700,000
J-285	“Replace/Upgrade Main Electrical Central Energy” Georgia Regents University	1,500,000
J-286	“Animal & Dairy Science Building Restoration” (Tifton) University of Georgia	500,000
J-287	“Construction Truck Driving Pad” (Warner Robins) Middle Georgia State College	1,500,000
J-288	“Equipment” Georgia Film Academy	4,000,000
J-289	“Veterinary Diagnostic Laboratories” (Athens & Tifton) University of Georgia	1,500,000
J-289A	“Veterinary Diagnostic Laboratories, Vet Med Equipment ” (Athens & Tifton) University of Georgia	1,350,000
BOR Sub-Total:		<u>\$276,585,000</u>

GPLS Bond Sale Requests

GPL-70	“Three Rivers Regional Library” (Folkson, Charlton County) Georgia Public Library Service	565,000
GPL-71	“Cobb County Public Library” (East Marietta Branch) Georgia Public Library Service	2,000,000

10. **Resolution 2016 General Obligation Bond Issue, Georgia State Financing and Investment Commission, University System of Georgia (continued)**

GPLS Bond Sale Requests (continued)

GPL-72	“West Georgia Regional” (Villa Rica Library, Carroll County) Georgia Public Library Service	1,500,000
GPL-74	“Greater Clarks Hill Regional” (Harlem Library, Columbia County) Georgia Public Library Service	2,000,000
GPL-75	“Sharon Forks Library” (Cumming, Forsyth County) Georgia Public Library Service	2,000,000
GPL-76	“Georgia Public Libraries Major Repair and Rehabilitation” Georgia Public Library Service	1,885,000
GPLS Sub-Total:		<u>\$9,950,000</u>

Pass-Thru Agency Bond Sale Requests

GRA-259	“Equipment” Georgia Research Alliance	10,810,000
GPT-12	“Facility Repairs” Georgia Public Telecommunications Commission	350,000
GPT-13	“Transmitter Monitoring & Control System” Georgia Public Telecommunications Commission	270,000
GMC-10	“Military Science Academic Building” Georgia Military College	175,000
Pass-Thru Sub-Total:		<u>\$11,605,000</u>

Total Bond Sale: \$298,140,000

11. Acquisition of Real Property, 5000 Jasmine Street, Savannah, Savannah State University

Recommended: That the Board authorize the purchase of approximately 2.28 acres of improved real property located at 5000 Jasmine Street, Savannah, from the Union Mission, Inc. for \$265,000 for the use and benefit of Savannah State University (“SSU”).

Recommended further: That the legal details involved with this purchase of real property be handled by the Georgia Department of Law.

Understandings: The property consists of approximately 2.28 acres improved with a 9,300-square foot, one-story building built in 1973. If acquired, this property would be used to house administrative staff for Early College, Upward Bound, Talent Search, and other pre-college SSU outreach programs. Acquisition of this real property is consistent with the SSU master plan.

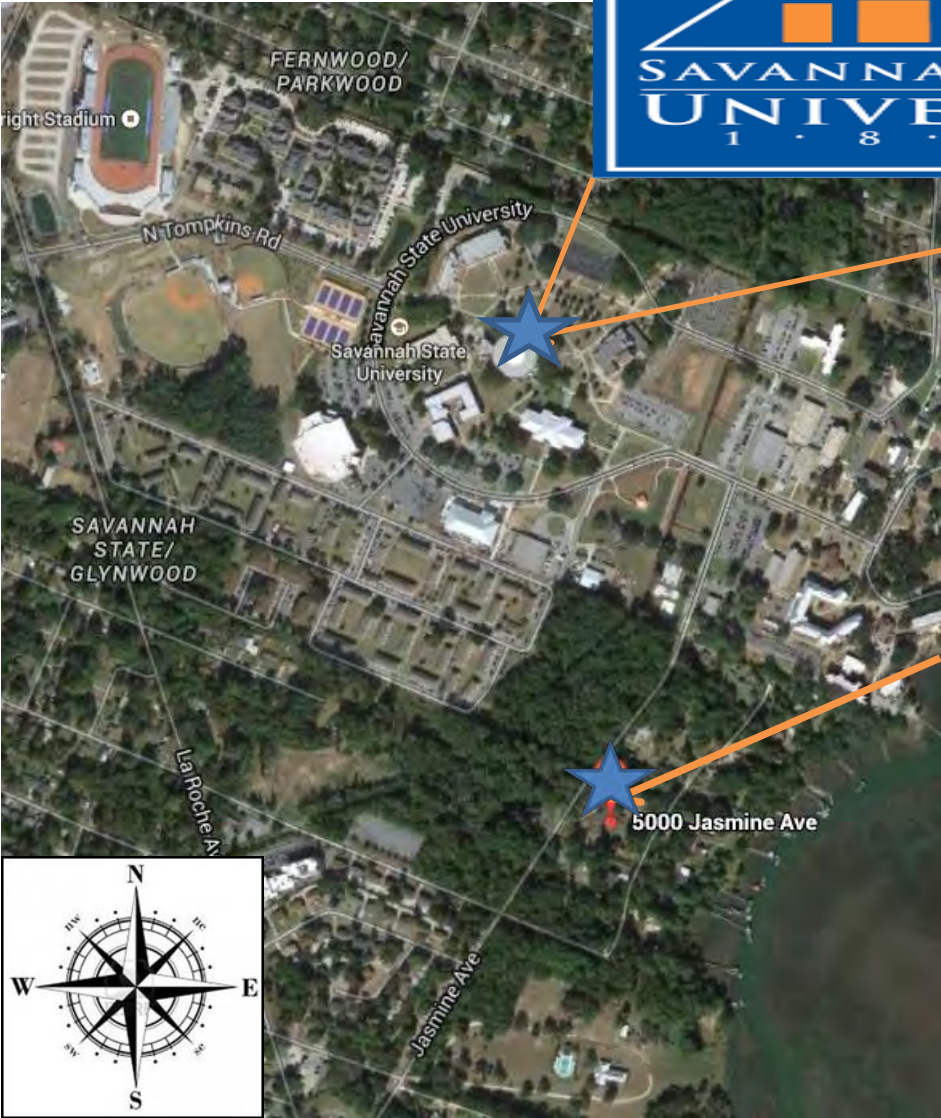
Three independent appraisals of the real property are as follows:

<u>Appraiser</u>	<u>Appraised Value</u>	<u>Average</u>
H. Comer Morrison, MAI, Savannah	\$250,000	
David E. Lane, Savannah	\$280,000	\$263,333
F. Andrew DeWitt, Savannah	\$260,000	

An environmental site assessment has been conducted and indicates no significant adverse environmental issues.

There are no restrictions on the acquisition and no known reversions, restrictions, or adverse easements on the real property.

If authorized by the Board, funding for the purchase would come from tuition carryover funds and indirect cost recovery reserve funds.



12. Gift of Real Property, Fortson 4-H Center, Hampton, University of Georgia

Recommended: That the Board accept a gift of approximately 75 acres of improved real property located at 999 Fortson Road, Hampton, Georgia, from Fortson Youth Training Center, Inc., for the use and benefit of the University of Georgia (“UGA”).

Recommended further: That the legal details involved with accepting this gift of real property be handled by the Georgia Department of Law.

Understandings: The real property is improved with multiple buildings and improvements such as dormitories, sheds, pavilions, class rooms, gymnasium, a pool and other sports facilities, totaling approximately 41,655 square feet and in fair-to-good condition. UGA has leased the real property over the last 10 years for use as a 4-H center, and if acquired, would continue this use.

An appraisal conducted by Paul A. Laneback, MAI, Macon, values the property at \$ 2,400,000.

An environmental site assessment has been conducted and indicates no significant adverse environmental issues.

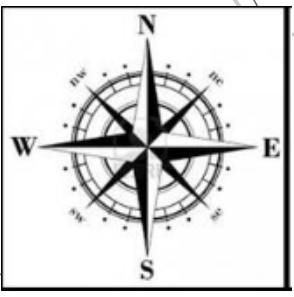
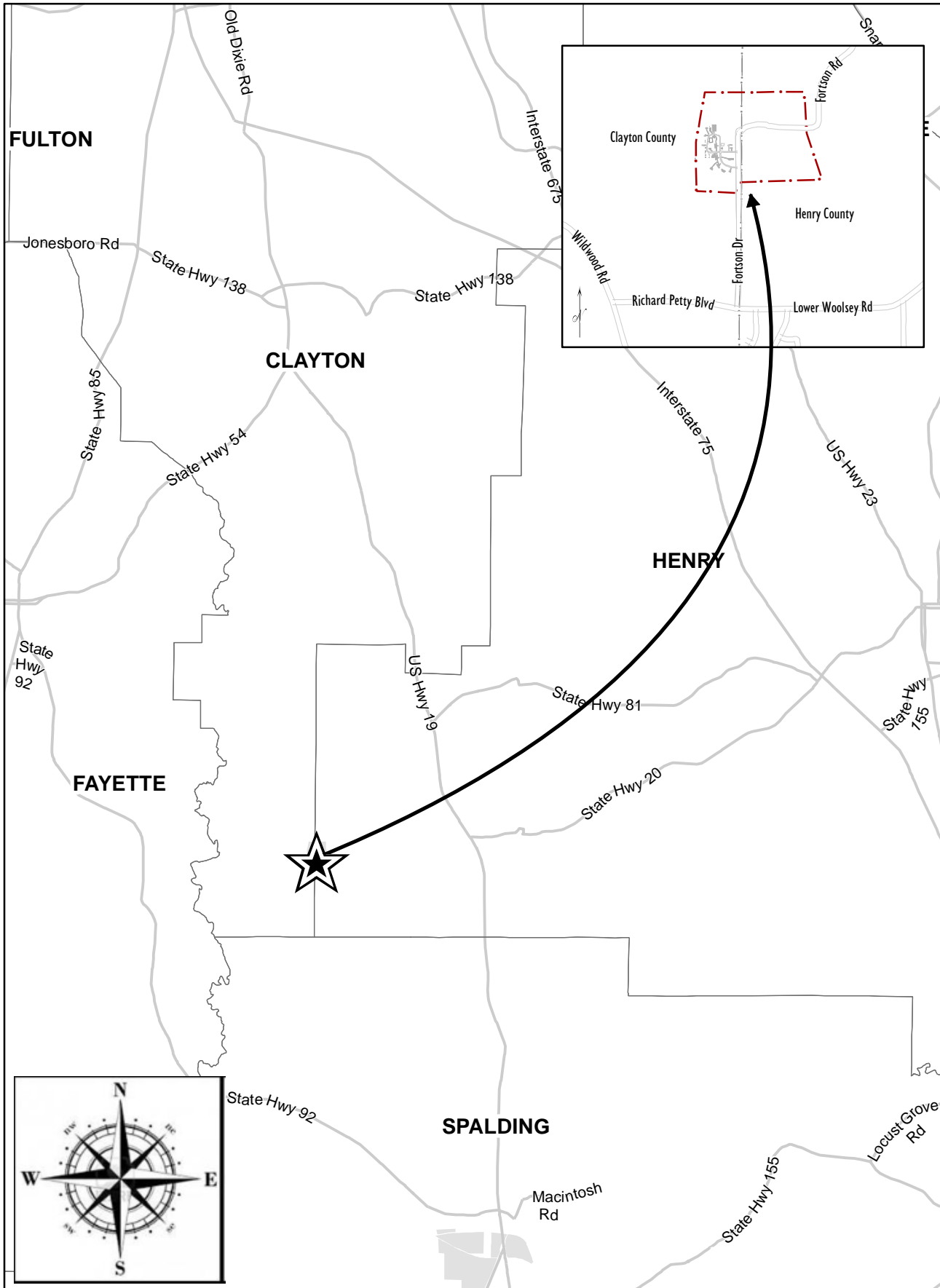
There are no restrictions on the gift and no known reversions, restrictions, or adverse easements on the real property.



Gift of Property - Fortson 4-H Camp

April 2015

UNIVERSITY of GEORGIA LOCATION MAP



University Architects
G.I.S.

13. Executive Session

Materials to be handed out in executive session.

AGENDA

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

May 19, 2015

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| 5. Fiscal Year 2016 Operating and Capital Budgets | 6 |

AGENDA

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

May 19, 2015

1. Information Item: Update on USG Tuition Payment Plans

Background: In April 2012, the Board of Regents amended Board policy 7.3.3 to allow collection of tuition and mandatory fees on an installment basis in advance of services provided. Installment payment plans are utilized in many higher education institutions. The Georgia Institute of Technology was chosen as the pilot site for this new policy revision. This pilot program provided the Georgia Institute of Technology with a mechanism for developing and internally managing an installment payment program for students with balances outstanding for tuition and mandatory fees after application of financial assistance. In January 2015, Georgia State University also implemented the program; the University of Georgia plans to implement the program in fall 2015. Nelnet Business Solutions (NBS) provides a guaranteed payment plan to more than 20 other University System of Georgia institutions for tuition and fees.

Vikki Williamson, Associate Vice Chancellor for Fiscal Affairs, Carol Payne, Professional Advisor from the Georgia Institute of Technology and Charmaine Daniels, Director, Office of Student Accounts from Georgia State University, will provide an update on the tuition and mandatory fee installment plans.



Board of Regents University System of Georgia

Tuition and Mandatory Fees Payment Plan Update

May 19, 2015

"Creating A More Educated Georgia"



Background

- April 2012, amended BOR policy 7.3.3 (5.)
- Purpose: Increase affordability
- Create a recruitment/retention tool
- Implemented first self-managed tuition payment plan (GIT) in Fall 2012
- Plan in line with USG refund policy and Title IV regulations
- No financial aid implications



Georgia Tech Plan

- Offers three installments for tuition and mandatory fees only
- \$75 enrollment fee charged to cover program costs
- Pending financial aid is applied to balances first
- No accounts receivable will result from the plan

Installment	% of Payment	Due Date
1	50%	Prior to first day of class
2	25%	25% into term
3	25%	50% into term

"Creating A More Educated Georgia"



GA Tech Results FY13 – FY15

	FY13	FY14	FY15
Students Enrolled	966	1,293	1,357
Undergraduate Students	85%	87%	87%
Average Amount Deferred	\$4,200	\$4,500	\$4,627
Total Amount Deferred	\$3.8M	\$5.7M	\$6.3M
Enrollees Receiving Financial Aid	76%	63%	57%
Enrollees Receiving Financial Aid also Receiving HOPE	26%	22%	38%
Accounts Receivable Created?	No	No	No
Students Withdrawn due to Non-Payment	2	4	4

“Creating A More Educated Georgia”



Georgia State Plan

- Offered three installments for tuition and mandatory fees only
- \$50 enrollment fee charged to cover program costs
- Pending financial aid is applied to balances first
- No accounts receivable will result from the plan

Installment	% of Payment	Due Date
1	50%	Prior to first day of class
2	25%	25% into term
3	25%	50% into term

"Creating A More Educated Georgia"



GA State Results Spring FY15

	Spring FY15
Students Enrolled	1,210
Undergraduate Students	86%
Average Amount Deferred	\$1,459
Total Amount Deferred	\$1.76M
Enrollees Receiving Financial Aid	60%
Enrollees Receiving Financial Aid also Receiving HOPE	23%
Enrollees Receiving Financial Aid also Receiving PELL	29%
Accounts Receivable Created?	No
Students Withdrawn due to Non-Payment	10



University of Georgia Plan – to be implemented in Fall 2015

- Will offer three installments for tuition and mandatory fees only
- \$75 enrollment fee will be charged to cover program costs
- Pending financial aid will be applied to balances first
- No accounts receivable will result from the plan

Installment	% of Payment	Due Date
1	50%	Prior to first day of class
2	25%	25% into term
3	25%	50% into term

“Creating A More Educated Georgia”



Nelnet Business Solutions (NBS): Guaranteed Payment Plan

- Offers Actively Managed Payment Plan to other USG Institutions
 - Automatic, prescheduled, recurring payments
 - One sign up per semester/term (electronic authorization)
 - Payments processed via ACH bank draft or credit card
 - Interface with Banner for real-time account information
 - Contact with payers by NBS throughout term if payments change or are missed



Nelnet Business Solutions (NBS): Guaranteed Payment Plan

- No cost to institution
- Student must pay 50% prior to guarantee date
- Two deposits, 10 & 30 days after Guarantee Date
- \$50-\$70 per semester fee
- NBS will guarantee a maximum tuition and mandatory fees amount of \$5,500/semester
- Full-Pay option available at \$2.00/transaction



NBS – Institutional Results

All Institutions using Nelnet Business Solutions	FY14	FY15
Students Enrolled	149	14,614
Average Amount Funded	\$1,078	\$2,114
Total Amount Funded	\$160.6K	\$30.9M
Accounts Receivable Created?	No	No
Students Withdrawn due to Non-Payment	6	538
Percent of Students Withdrawn due to Non-Payment	4.0%	3.7%

Institutions Using NBS

- ABAC
- Albany State University
- Armstrong State University
- Clayton State University
- College of Coastal Georgia
- Columbus State University
- Dalton State College
- Darton State College
- East Georgia State College
- Fort Valley State University
- Georgia Gwinnett College
- Georgia Perimeter College
- Georgia Regents University
- Georgia Southern University
- Gordon State College
- Kennesaw State University
- Middle Georgia State College
- Savannah State University
- South Georgia State College
- University of North Georgia
- Valdosta State University



Board of Regents University System of Georgia

Tuition and Mandatory Fees Payment Plan Update

May 19, 2015

2. **Information Item: Third Quarter Revenue and Expenditure Report, Fiscal Year 2015**

John Brown, Vice Chancellor for Fiscal Affairs, will provide a report on the University System of Georgia's third quarter revenues and expenditures for fiscal year 2015.



Agenda Item 2: Information Item

Third Quarter Financial Report, FY 2015

Key Financial Trends

Third Quarter – FY 2015

As of First Quarter (March 31)

	<u>FY 2013</u>	<u>FY 2014</u>	<u>FY 2015</u>	<u>2 YR % Change</u>	<u>3 YR % Change</u>
Cash and Equivalents	\$1,292,512,183	\$1,359,542,590	\$1,262,375,329	-7%	-2%
Short Term Investments	\$70,269,312	\$67,450,540	\$191,392,941	184%	172%
Student Receivables	\$98,688,881	\$94,892,290	\$123,200,553	30%	25%
Federal Receivables	\$55,013,139	\$58,523,084	\$65,481,480	12%	19%
Other Receivables	\$410,544,306	\$469,861,607	\$511,595,774	9%	25%
Current Liabilities	-\$168,980,677	-\$160,172,719	-\$184,711,635	15%	9%
Lease Purchase Obligations	-\$3,447,816,203	-\$3,538,181,624	-\$3,512,076,229	-1%	2%

FY 2015 Third Quarter Budget to Actuals – General Funds Only

	FY 2015 Amended Annual Budget	FY 2015 Budget Through Third Quarter	FY 2015 Actuals Through Third Quarter	Year-to-Date Variance (Positive variance is favorable)	Percent Variance
Revenues					
State Appropriations	\$ 1,729,907,930	\$ 1,296,706,323	\$ 1,296,706,323	\$ -	0.00%
Tuition	1,817,170,018	1,689,861,992	1,731,209,710	41,347,718	2.45%
Other General Funds	294,212,469	262,288,002	268,090,252	5,802,250	2.21%
Total General Funds Revenues	\$ 3,841,290,417	\$ 3,248,856,317	\$ 3,296,006,285	\$ 47,149,968	1.45%
Expenditures					
Salaries and Wages	\$ 2,949,015,490	\$ 2,186,391,714	\$ 2,174,098,570	\$ 12,293,144	0.56%
Operating Expenses	892,274,927	477,052,049	453,195,124	23,856,925	5.00%
Total General Funds Expenditures	\$ 3,841,290,417	\$ 2,663,443,763	\$ 2,627,293,694	\$ 36,150,069	1.36%
Revenues less Expenditures	\$ -	\$ 585,412,554	\$ 668,712,591	\$ 83,300,037	

- ❑ General funds include state appropriations, tuition, special institutional fee and other general revenues (i.e. applications fee, lab fees, fine, etc.).
- ❑ As of the 3rd quarter, institutions reported operating encumbrances of \$89.2 million, which represent funds reserved through purchase orders and/or contracts, not yet invoiced or paid.



Agenda Item 2: Information Item

Third Quarter Financial Report, FY 2015

3. Information Item: Update on USG Debt Management Plan

John Brown, Vice Chancellor for Fiscal Affairs, and Susan Ridley, Associate Vice Chancellor for Fiscal Affairs, will provide an update on the University System of Georgia's debt plan.

4. **Request of Resolution for Multi-Year Leasing Contract Value Authority**

Recommended: That the Board approve by resolution a request to the Georgia State Financing and Investment Commission (GSFIC) for contract value authority of \$150 million for multi-year office leases for FY 2016.

Understandings: Upon approval of the request by the Commission, the Office of Facilities will seek information from institutions concerning potential cost savings associated with conversion of existing annual rental agreements to multi-year rental agreements, and the potential for utilizing the multi-year option for new rental agreements.

Background: GSFIC must approve the proposed multi-year contract value authority for participating agencies for each fiscal year. Term of the contracts may not exceed 20 years. The State Properties Commission administers the multi-year leasing program. The Board of Regents' proposed contract value authority is incorporated in the Board of Regents Capital Liability Management Plan.

**RESOLUTION REQUESTING ESTABLISHMENT OF
MULTI-YEAR CONTRACT VALUE AUTHORITY**

WHEREAS, at the general election held on November 6, 2012, voters of the State approved an amendment to the Georgia Constitution to authorize the Board of Regents of the University System of Georgia (“BOR”) to enter into lease and rental contracts exceeding one year;

WHEREAS FURTHER, the General Assembly amended O.C.G.A. 50-16-41 effective January 1, 2013 to authorize the BOR through the State Properties Commission to enter into lease and rental contract exceeding one year;

WHEREAS FURTHER, O.C.G.A. 50-16-41 provides that the Georgia State Financing and Investment Commission “each year, may establish a total multi-year contract value authority;”

WHEREAS FURTHER, O.C.G.A. 50-16-41 provides that “[n]o multi-year lease or rental agreement shall be entered into under the provisions of this Code section until the Georgia State Financing and Investment Commission has established the fiscal policies and multi-year contract value authority for the current and future fiscal years.;

WHEREAS FURTHER, on December 12, 2012, the Georgia State Financing and Investment Commission established the fiscal policies required by O.C.G.A. 50-16-41;

WHEREAS FURTHER, the BOR has considered its expected needs for multi-year lease and rental agreements for fiscal year 2015, will comply with the aforementioned fiscal policies governing multi-year agreements, and determined to request the specific amount of contract value authority to be established for fiscal year 2015 in the amount of \$150,000,000.

NOW THEREFORE, BE IT RESOLVED THAT:

The BOR has considered its expected needs for multi-year lease and rental agreement for fiscal year 2016 and requests the Georgia State Financing and Investment Commission establish contract value authority for the BOR for fiscal year 2016 in the amount of \$150,000,000.

This resolution is adopted this ___ day of May, 2015.

Board of Regents of the University System of Georgia

By: _____
Chairman, Board of Regents of the University System of Georgia

(SEAL)

Attest: _____
Secretary to the Board, Board of Regents of the University System of Georgia

5. **Fiscal Year 2016 Operating and Capital Budgets**

Recommended: That the Board approve the fiscal year (“FY”) 2016 operating and capital budgets for the University System of Georgia as shown in Appendix I.

Summary: The total FY 2016 budget for the University System of Georgia is approximately \$8.106 billion, which includes funding from all unrestricted and restricted sources. The FY 2016 budget includes the allocation of state funds as approved by the Board in April 2015. This budget also reflects enrollment and other projections made by each institution, which incorporate the tuition and fee rates approved by the Board in April 2015.

The FY 2016 budget includes the following major categories:

Educational and General Funds: Educational and General Funds serve the primary mission of the University System: teaching, research and public service, as well as academic support, student services, institutional support and plant operations. It includes restricted funds, such as sponsored research funding from federal, state and private sources, and unrestricted funds, such as state funds, tuition, and other general funds. The total educational and general budget for the University System for FY 2016 is \$6.856 billion.

Auxiliary Enterprises: Auxiliary Enterprises include student housing, parking, food services, bookstore operations, transportation, athletics, health clinics and other functions that primarily serve the students, faculty and staff at the institutions. The FY 2016 auxiliary enterprises budget is \$923 million, as compared with \$939 million in the original budget for FY 2015. Auxiliary operations should be self-supporting and rates for the various services are set to cover the cost of operations.

Capital: The capital budget includes routine maintenance and repair projects, MRR projects, and other capital projects that are managed by the institutions. The FY 2016 capital budget is \$198 million, as compared with \$139 million in the original budget for FY 2015. All bond projects funded by the state are recorded and accounted for in GSFIC’s budget, unless the institution has responsibility for managing the project. The FY 2016 MRR bond funds totaling \$60 million will be allocated to the institutions at the next scheduled Board meeting.

Student Activities: Student Activities include a range of activities funded by student fees, such as student government activities, campus newspaper, radio/television, and other extracurricular activities. The FY 2016 student activities budget is \$129 million, as compared with \$128 million in the original budget for FY 2015. The student activities budget reflects changes in enrollment, mandatory fees, and the use of prior year reserves for specific purposes.



Agenda Item 5: Action Item

FY 2016 Original Budget

"Creating A More Educated Georgia"

FY 2016 Original Budget - \$8.106B

State Appropriations	\$2,020,395,691
Tuition	1,888,812,577
Special Institutional Fee	209,492,820
Other Revenues	389,214,034
Sponsored	2,041,551,197
Departmental Sales and Services	306,099,372
Total Educational and General	6,855,565,691
Capital	198,340,406
Auxiliary Enterprises	923,813,998
Student Activities	128,668,455
Total FY 2016 Original Budget	\$8,106,388,550

FY 2016 E&G Expenditure Budgets

Educational & General Expenditures		% of Budget
Personal Services	\$4,308,629,517	62.85%
Operating Expenses	2,299,899,680	33.55%
Travel	55,592,065	0.81%
Equipment	191,444,429	2.79%
Total	\$6,855,565,691	100.00%



Agenda Item 5: Action Item

Recommended: That the Board approve the FY 2016 operating and capital budgets for the University System of Georgia totaling \$8.106 billion as detailed in Appendix I.



Agenda Item 5: Action Item

FY 2016 Original Budget

"Creating A More Educated Georgia"

AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE

May 19, 2015

Agenda Item

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APPROVAL ITEMS

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AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE

May 19, 2015

1. **Approval Item: Internal Audit Plan**

Recommended: That the Board approve the May 2015 System Office Internal Audit Plan as outlined in Attachment A. Be it further resolved that the University System of Georgia Chief Audit Officer be authorized to approve revisions and modifications to the System Office internal audit plan with timely notification to the Committee on Internal Audit, Risk, and Compliance.

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

Background: Internal audit professional standards require the Chief Audit Officer to establish risk-based audit plans. The USO Office of Internal Audit and Compliance (OIAC) audit plan is prepared on a “rolling” basis to include near-term (one to six months), medium-term (seven to 12), and long-term (13-18) months. The OIAC audit plan and risk assessment is intended to assist management address significant governance, risk management, compliance, and internal control risks through internal audit assurance and consulting engagements. The audit plan and risk assessment will be presented to the Committee for review and approval approximately two times per year. The Chief Audit Officer may modify the plan as needed and will report changes to the Committee on Internal Audit, Risk, and Compliance.

The Chief Audit Officer and Associate Vice Chancellor is charged with providing oversight, on behalf of the Board of Regents Committee on Internal Audit, Risk, and Compliance, to the 28 institutional audit functions within the University System of Georgia. As part of this oversight process, institutional chief auditors provide their campus audit plans to the Chief Audit Officer for review and approval. The System Office audit staff reviews these plans and recommends the plan for review and approval to the Chief Audit Officer. The remaining institutions receive internal audit coverage only through Office of Internal Audit and Compliance engagements.

At this meeting, Executive Director of Internal Audit Michael J. Foxman will update the Committee on the audit plans for the next 18 months.

2. **Approval Item: Appointment of Interim Chief Audit Officer**

Recommended: That the Board approve the Appointment of the Interim Chief Audit Officer.

Background: The Chief Audit Officer will be on active military duty approximately nine months starting May 2015 through early 2016 and on temporary leave from the Board of Regents during that period.

At this meeting, the Chancellor will recommend the appointment of the Interim Chief Audit Officer for the duration of the Chief Audit Officer's military leave.