



BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
270 Washington Street, S.W.
Atlanta, Georgia 30334

BOARD OF REGENTS MEETING AGENDA
Tuesday, May 10, 2011

<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Presenter</u>
8:30 AM Room 7019	1	Executive & Compensation Committee Meeting	Chairman Willis Potts
9:00 AM Room 7007	2	Call to Order	Chairman Willis Potts
	3	Invocation	Regent Philip Wilheit
	4	Pledge of Allegiance	Regent Philip Wilheit
	5	Safety Briefing	Chief Bruce Holmes
	6	Attendance Report	Secretary J. Burns Newsome
	7	Approval of April Minutes	Chairman Willis Potts
	8	Introduction of the New Chancellor	Chairman Willis Potts
	9	Recognition of guests	Chairman Willis Potts
	10	Committee of the Whole: Academic Affairs Seamless Education Study	Regent William NeSmith Chancellor Erroll Davis Kelly Henson, Commissioner
9:50 AM		<u>Track I Committee Meetings</u>	
Room 7059	11	Academic Affairs	Regent William NeSmith
Room 7059	12	Finance & Business Operations	Regent Benjamin Tarbutton
Room 7059	13	Organization & Law	Regent Larry Walker
	14	Health Professions & Education (<i>working lunch</i>)	Regent Kenneth Bernard
9:50 AM		<u>Track II Committee Meetings</u>	
Room 7007	15	Internal Audit, Risk and Compliance	Regent Kessel Stelling
Room 7007	16	Real Estate & Facilities	Regent James Jolly
12:15 PM Room 7010	17	Board Luncheon	



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<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Presenter</u>
1:00 PM Room 7007	18	Reconvene	Chairman Willis Potts
	19	The Annual SAC Leadership Award	Chairman Willis Potts
	20	Committee of the Whole: Student Success Military Outreach	Regent Larry Ellis Patricia Filios, USG Military Outreach Coordinator
1:35 PM Room 7007	21	Committee Reports: A.Executive & Compensation B.COW: Academic Affairs C.Academic Affairs D.Finance & Business Operations E. Health Professions and Education F. Internal Audit, Risk and Compliance G.Organization & Law H.Real Estate & Facilities I. COW: Student Success J. Nominations	Chairman Willis Potts Regent William NeSmith Regent William NeSmith Regent Benjamin Tarbutton Regent Kenneth Bernard Regent Kessel Stelling Regent Larry Walker Regent James Jolly Regent Larry Ellis Chairman Willis Potts
	22	Unfinished Business	Chairman Willis Potts
	23	New Business	Chairman Willis Potts
	24	Petitions and Communications	Secretary J. Burns Newsome
	25	Executive Session	Chairman Willis Potts
	26	Reconvene	Chairman Willis Potts
	27	Adjournment	Chairman Willis Potts

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EXECUTIVE AND COMPENSATION COMMITTEE

May 10, 2011

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EXECUTIVE AND COMPENSATION COMMITTEE

May 10, 2011

1. Executive Session

The Committee plans to discuss personnel and compensation matters, as well as Presidential Searches. Materials will be distributed in Executive Session.

2. Educational Agencies

Chancellor Erroll Davis will discuss Seamless Education relational issues among the educational agencies in the state.

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COMMITTEE OF THE WHOLE: ACADEMIC AFFAIRS

May 10, 2011

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INFORMATION ITEM

I. Seamless Education

1. Final Report on Seamless Education

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I. Academic Programs

1. Establishment of a Doctor of Nursing Practice, Georgia College & State University

Recommended: That the Board approve the request of President Dorothy Leland that Georgia College & State University (“GCSU”) be authorized to establish a Doctor of Nursing Practice, effective May 10, 2011.

Abstract: The Doctor of Nursing Practice program follows the goals of the American Association of Colleges of Nursing (AACN) accrediting group as well as other professional organizations and will serve as the entry level program for advanced nursing practice in coming years. AACN has set a goal to move all advanced practice specializations to the doctorate level by year 2015. GCSU’s nursing programs help address the critical need for health professionals within the state.

The proposed applied doctoral program will increase the opportunity for advanced practice nurses to earn a terminal degree, advance nursing science to address healthcare needs, and meet workforce and academic preparatory needs for professionals in the Middle Georgia area and beyond. The Doctor of Nursing Practice is designed to prepare nurse leaders and nurse clinicians in evidence-based practice; foster a highly educated nursing workforce; increase the supply of faculty for clinical instruction; expand the knowledge base of advanced practice nurses; improve nursing care outcomes, and provide terminal academic preparation for advanced practice nurses.

Need: In fall 2008, GCSU surveyed current Master of Science in Nursing students, all master’s level nursing graduates, clinical nursing preceptors, and nursing leaders in the area. Out of sixty-nine respondents, fifty-nine participants were interested in enrolling in a Doctor of Nursing Practice program if it were available. The Middle Georgia area is comprised of rural counties and populations with many unmet healthcare needs. Students in the proposed program will have an opportunity to develop and implement strategies to address healthcare needs in the region. Completion of the program will give graduates an enhanced skill set to work within their scopes of practice and to serve as key leaders and partners at healthcare decision-making tables.

Assessment: 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 Specialist in Education with a major in Special Education, Columbus State University**

Recommended: That the Board approve the request of President Timothy S. Mescon that Columbus State University (“CSU”) be authorized to establish a Specialist in Education with a major in Special Education, effective May 10, 2011.

Abstract: CSU seeks approval to establish a Specialist in Education (Ed.S.) with a major in Special Education in order to meet needs within the public school system and the surrounding community. A need exists for the implementation of research-supported practice within the local schools and community to improve outcomes for students and adults with disabilities. As the field of special education evolves, schools need special education leaders who are able to critically analyze and apply the research literature to current school-based realities. Such action follows alignment of the No Child Left Behind Act and the Individuals with Disabilities Education Improvement Act. It is imperative that school leadership have an advanced understanding of the field of special education to meet all legal mandates in a way that recognizes best practice for educating students with disabilities. The proposed program sets out to address those needs by attending to learning outcomes that address the advanced special education professional content standards as described by the Council for Exceptional Children, the professional organization for special educators. The advanced content standards include knowledge and skills within the following areas: leadership and policy, program development & organization, research & inquiry, student and program evaluation, professional development and ethical practice, and collaboration.

Need: The program is designed to provide an advanced grounding in the various theoretical foundations of special education. The Bright Futures Report completed in year 2000 by the Council for Exceptional Children found that special education teacher retention is enhanced when special educators have viable career paths to pursue. An advanced degree option is an important component of any special education career ladder in that it provides the knowledge and skills required for special education teachers to move into leadership positions.

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

3. **Establishment of a Bachelor of Science with a major in Middle Grades Education, Middle Georgia College**

Recommended: That the Board approve the request of President W. Michael Stoy that Middle Georgia College (“MGC”) be authorized to establish a Bachelor of Science with a major in Middle Grades Education, effective May 10, 2011.

Abstract: MGC seeks approval to establish a Bachelor of Science with a major in Middle Grades Education, its third teacher related program and fifth bachelor’s degree. The proposed program will be offered in a traditional classroom setting on the college’s main campus in Cochran and will eventually be offered at the Dublin and Eastman sites through face-to-face instruction and IP teleconferencing. The objectives of the proposed program are to prepare certified middle grades teachers with concentrations in mathematics and science who are ethical professional educators, committed to mastering pedagogy and content, guiding all learners to success, and collaborating with educational professionals to build communities of learners. The program will conform to the standards for initial programs in Middle Level Teacher Education as published by the National Middle School Association and Georgia Professional Standards Commission. Additionally, the program will conform to standards of the National Council of Teachers of Mathematics and the National Science Teachers Association.

Need: MGC is committed to meeting the need for certified middle grades teachers in the region served by the Heart of Georgia Regional Educational Service Agency (RESA). The creation of additional baccalaureate degree programs that meet the economic needs of the central Georgia region has been identified as one of MGC’s strategic directives in its strategic plan for years 2009 through year 2014. MGC seeks to provide undergraduate education that addresses the economic development needs of Georgia’s heartland and constituent access to select baccalaureate programs in occupation related areas of study. The program will further contribute to the “Double the Number, Double the Diversity” initiative of the University System due to the institution’s geographic location and ability to recruit and prepare effective and diverse teachers in its primary service area.

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

4. **Establishment of a Bachelor of Applied Science with a major in Business Management, Middle Georgia College**

Recommended: That the Board approve the request of President W. Michael Stoy that Middle Georgia College (“MGC”) be authorized to establish a Bachelor of Applied Science with a major in Business Management, effective May 10, 2011.

Abstract: MGC seeks approval to establish a Bachelor of Applied Science with a major in Business Management that will be offered in a traditional classroom setting on the college’s main campus in Cochran with plans to eventually offer the program online in the future. The proposed program will offer career advancement opportunities for students who have earned the Associate of Applied Science or Associate of Applied Technology career degrees at MGC and from area technical colleges. To complete the Bachelor of Applied Science, students will take additional general education courses and advanced courses appropriate to the disciplinary area.

Program outcomes associated with the degree include the following capabilities: planning a new venture, managing a start-up operation, organizing a firm, critical decision-making, understanding finance and accounting for business operations, and developing a student’s knowledge in an important aspect of economic development.

Need: The proposed program will support the development of skills and degree attainment needed to enhance existing business in the Middle Georgia area. The program will also enable students who have practiced their trade in industry for several years to qualify for advanced positions. In developing relationships, MGC contacted area technical college presidents who, in turn, were supportive of the prospects of a regional Bachelor of Applied Science degree option for Associate of Applied Science students currently enrolled at their institutions.

Assessment: 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. **Substantive Change of the Existing Bachelor of Science in Materials Science and Engineering, 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 substantively change the existing Bachelor of Science in Materials Science and Engineering, effective May 10, 2011.

Abstract: GIT seeks to substantively change the Bachelor of Science in Materials Science and Engineering to offer undergraduate students a focus on complete, modern materials learning for both hard and soft structures. Changes will involve a curriculum modification that includes the creation of the following three 15-credit hour concentrations: Polymer & Fiber Materials, Structural & Functional Materials, and Biomaterials. A waiver to degree credit-hour is part of the substantive change request. The program will further increase its credit hour requirements from 128 to 132-semester-hours. Materials Science and Engineering technical electives have been replaced with required courses or courses appropriate to each concentration area. In addition, the School of Polymer, Textile and Fiber Engineering was merged with the School of Materials Science and Engineering to support and further strengthen the program.

6. **Substantive Change of the Existing Master of Science in Computer Science, 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 substantively change the existing Master of Science in Computer Science, effective May 10, 2011.

Abstract: The Master of Science in Computer Science is a degree program designed to prepare students for more highly productive careers in industry. Graduates complete a course, project, or thesis option. Approximately twelve specialization areas exist under the degree program that range from intelligent systems to software methodology and engineering. The current program has been in existence since 1991, around the time of the founding of the College of Computing. While the degree has been a cornerstone of graduate programs at the institution, the substantive change is requested in order to update the program and reflect the breadth of the field. Changes to the requirements of the Master of Science in Computer Science include the fact that each specialization will have its own core requirements and will consist of between twelve to fifteen hours. All students will be required to complete at least one specialization area.

7. **Substantive Change of the Existing Doctor of Philosophy with a major in Algorithms, Combinatorics, and Optimization, 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 substantively change the existing Doctor of Philosophy with a major in Algorithms, Combinatorics, and Optimization, effective May 10, 2011.

Abstract: Current requirements for the Doctor of Philosophy with a major in Algorithms, Combinatorics, and Optimization have been in place since the institution’s conversion to semesters. A primary change involves the solidification of the core of the program with seven courses versus six courses. The change recognizes the importance of including complexity theory in the program’s core. Another revision to the program involves replacing Abstract Algebra with Linear Algebra. Changes to additional course requirements for College of Computing students reflect the expanded breadth of interest of the computing faculty and the view that students should be free to choose their area of specialization within the theory of computing.

8. Establishment of an Executive, Master of Science in Enterprise Transformation, 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 an Executive, Master of Science in Enterprise Transformation, effective May 10, 2011.

Abstract: GIT launched its enterprise transformation initiative during year 2003, initially within the School of Industrial and Systems Engineering and then moved it to the Tennenbaum Institute, a multi-disciplinary center focused on research and graduate education to understand and enable the fundamental change of complex organizational systems. The Tennenbaum Institute has secured approximately \$20M in gifts, endowments, and sponsored research funding to focus on three national challenge areas: global manufacturing, energy management, and healthcare delivery. Enterprise Transformation is driven by anticipated value deficiencies that result in redesigned processes as determined by management. The program was developed as a career development opportunity for aspirant science and technology managers. The Executive program will be geared toward science and technology graduates who are charged with leading transformation initiatives for their existing employers. Although some similar comparisons are made with executive Master of Business Administration programs, the proposed degree will include courses that are attuned to persons in technical fields. The program will include concentrated coursework in enterprise strategy, enterprise change, and enterprise information systems.

Need: Based on surveys and information technology advisory groups, GIT has a niche for the program with its current connections to existing companies. The program will be targeted to executives and managers with ten plus years of experience who have a background in engineering, science, or a significant mathematical and quantitative background.

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

9. **Waiver to Degree Credit-hour Request for the Existing Master of Education with a major in Counselor Education, Georgia Southern University**

Recommended: That the Board approve the request of President Brooks A. Keel that Georgia Southern University (“GSOU”) be authorized for a waiver to degree credit-hour for the existing Specialist in Education, effective summer 2011.

Abstract: GSOU requests approval to expand the total number of credit hours required for the Master of Education with a major in Counselor Education from the current 48 to 54 to the anticipated 48 to 60 semester hours. Currently, students in the academic program enroll in one of three emphases: School Counseling (which requires 51 semester credit-hours to complete); Community Counseling (which currently requires 51 semester credit-hours to complete); and Student Services in Higher Education (which requires 48 semester credit-hours to complete). The Community Counseling emphasis is designed for those students who seek counselor preparation for Licensed Professional Counselor and National Certified Counselor credentials for employment in a variety of mental health counseling settings. The Master of Education program with a major in Counselor Education is accredited under the 2001 standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Under the 2009 CACREP standards, “existing Community Counseling programs and Mental Health Counseling programs are required to transition to Clinical Mental Health Counseling programs by the time they come up for reaccreditation review.” Along with the institution’s renaming of the Counselor Education to Mental Health Counseling, a slight change in curriculum is required, thereby increasing the overall credit requirement from 54 to 60 semester hours. The rationale behind the increase in overall program hours for the Clinical Mental Health Counseling area is to reflect national licensure standards for graduates of the Clinical Mental Health Counseling emphasis.

10. Substantive Change of the Existing Specialist in Education with a major in Educational Leadership, Georgia College & State University

Recommended: That the Board approve the request of President Dorothy Leland that Georgia College & State University (“GCSU”) be authorized to substantively change the existing Specialist in Education with a major in Educational Leadership, effective May 10, 2011.

Abstract: During years 2009 and 2010, the new Professional Standards Commission Educational Leadership Rules for performance-based residency requirements for approved programs required the institution to reconfigure nine semester hours of coursework and residency for the existing Specialist in Education program. The reconfiguration involved the retention of 27 program hours that resulted in 15 hours of course content and 12 hours of residency, but reconfigured differently to involve performance-based residencies. GCSU in collaboration with the Professional Standards Commission, K-12 community, and RESA staff have worked collaboratively to revise the existing Specialist in Education with a major in Educational Leadership. The revision moved course work from discrete course format pre-service training to training in which the leader candidate conducts performance required by school leaders under the supervision of a K-12 Host Mentor Leader and Georgia College instructional supervisor. Through this process, the College of Education faculty led the program redesign to move from a single course delivery model to performance based programs with strong residency components in the fifth and sixth year of the academic program. Residence and content courses have been revised to reflect embedded performances which link standards-based content to practical work experiences. Coaching will be provided by university faculty who demonstrate competencies in the knowledge, skills, and dispositions required for quality educational leadership. University faculty will conference with the leader candidate and coordinate meetings.

11. **Termination of the Doctor of Education with a major in Special Education, University of Georgia**

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to terminate the Doctor of Education with a major in Special Education, effective May 10, 2011.

Abstract: UGA seeks approval to terminate the Doctor of Education with a major in Special Education because it is no longer active. There are currently no students enrolled in the program and there have not been any graduates in the last five years. The College of Education has no plans to reinstate the academic program. The department supports the decision to terminate the major. Terminating the major will not weaken other degree programs offered within the department. At the doctoral level, students will have access to Doctor of Philosophy programs. There will be no adverse impact on faculty or students upon termination of the program.

12. **Termination of the Doctor of Education with a major in Mathematics, University of Georgia**

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to terminate the Doctor of Education with a major in Mathematics, effective May 10, 2011.

Abstract: UGA seeks approval to terminate the Doctor of Education with a major in Mathematics Education because it is no longer active since establishment of a Doctor of Philosophy program in the disciplinary area. Currently, no students are enrolled in the program and the academic department has not admitted new students to the program in over fifteen years. There are no immediate plans for reinstatement of the academic major. Terminating the degree will not have an impact on other degree programs offered within the department or academic unit. There will be no adverse impact on faculty or students upon termination of the program.

13. Termination of the Master of Crop and Soil Science, University of Georgia

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to terminate the Master of Crop and Soil Science degree, effective May 10, 2011.

Abstract: UGA seeks approval to terminate the Master of Crop and Soil Science degree. The program was initiated in fall 1999 to provide advanced training beyond the undergraduate level for students seeking jobs outside of academia in the area of crop and soil sciences. Contrary to expectations, demand for the program remained low and the academic department has had only five graduates since the program’s inception. Currently, no students are enrolled in the program. The department voted unanimously to terminate the program. There will be no adverse impact on faculty or students upon termination of the program.

II. Mission Changes, Sector Changes, Two-Year Colleges and Bachelor's Degrees

14. Georgia Perimeter College

14a. Revised Institutional Mission Statement, Georgia Perimeter College

Recommended: That the Board approve the request of President Anthony S. Tricoli that Georgia Perimeter College ("GPC") be authorized to revise its institutional mission statement, effective May 10, 2011.

Abstract: President Tricoli has requested that GPC be authorized to revise its mission statement in order to change its status from a two-year college to a state college, to reflect its movement toward offering targeted, workforce specific, economically viable bachelor's degrees, and the institution's shift in resources, faculty and philosophy to support both an access mission that enables continued offerings of associate's degrees and emergent bachelor's degrees. The revised mission has been approved by all academic units and administrative layers of the institution. Both the current and revised mission statements are provided on the following pages.

Current Mission Statement

A community committed to learning and to becoming a pre-eminent two-year, associate degree granting institution, the faculty, staff, administrators, and students of Georgia Perimeter College share the following aspirations:

To gain national recognition as a community of learners,

To attain a national leadership role in developing creative, technologically advanced academic and student services programs,

To serve as a model for other institutions in developing collaborative partnerships to deliver public services, performing arts activities, technical assistance, lifelong learning, and economic development training.

A regional, multi-campus unit of the University System of Georgia, Georgia Perimeter College strives to meet the changing expectations of our diverse collegiate and community constituencies by providing effective, innovative, lifelong educational opportunities. We are committed to diversity, continuous improvement, high academic standards, and the efficient use of resources. In decision-making at all levels, the enhancement of our students' lives is our first priority.

Georgia Perimeter College, a nonresidential institution, serves diverse populations of traditional and nontraditional students in Greater Metropolitan Atlanta. Placing learning first, we provide accessible and affordable high quality undergraduate credit and noncredit programs for students seeking to complete an associate degree, transfer to a senior college or university, prepare for immediate entry into a career, pursue personal goals or enhance current workplace skills.

14a. Revised Institutional Mission Statement, Georgia Perimeter College (Continued)

Our curriculum specializes in liberal arts and professional preparation and promotes international and intercultural understanding. We also serve the broader community as an educational, cultural, and economic resource.

Our academic programs and student support services focus on careful assessment of our learners' abilities, achievements, and needs, accommodation of their special requirements and resources, and guidance and assistance in the development and realization of each student's expectations and goals. We thus offer specialized sequences of courses and support programs that promote academic and personal success for students of varying levels of academic preparation. We encourage excellence in teaching, provide a technologically advanced learning environment, support innovative strategies for meeting the learning styles of all students, and promote learning by engaging students actively and collaboratively.

In meeting the educational needs of the citizens of Georgia for the 21st century, we share with all other institutions in the University System of Georgia the following characteristics:

- a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty and staff; cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the idea of an open, democratic, and global society;
- technology to advance educational purposes, including instructional technology, student support services, and distance education;
- collaborative relationships with other System institutions, State agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.

Georgia Perimeter College shares the following commitments to the citizens of Georgia with other two-year colleges of the University System of Georgia:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of the local area and by particularly outstanding programs or distinctive characteristics that have a marked effect throughout the region or state;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains institutional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning; a commitment to a high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs designed to ensure access and opportunity for a diverse student body,

14a. Revised Institutional Mission Statement, Georgia Perimeter College (Continued)

and a limited number of certificate or other career programs to complement neighboring technical institute programs; a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the college's scope of influence; a commitment to scholarship and creative work to enhance instructional effectiveness and meet local needs.

Revised Mission Statement

Georgia Perimeter College transforms the lives of our students to thrive in a global society.

As a diverse, multi-campus ~~two-year~~ college, we provide relevant, responsive, learner-centered higher education that facilitates the achievement of academic, professional and personal goals.

We embrace excellence, teamwork and quality service that link the college's human capital with our communities to enhance economic, social and cultural vitality.

As a key point of entry for students into higher education in Georgia and ~~as the major provider of associate degrees and student transfer opportunities,~~ **in order to support the Strategic Plan of the University System of Georgia,** Georgia Perimeter College ~~supports the Strategic Plan of the University System of Georgia.~~ **is committed to maintain our role as the major provider of associate degrees and student transfer opportunities in the state and to broaden our contribution to the educational aspirations of our communities by offering select baccalaureate programs in areas of need for the citizens of Georgia.**

14b. Establishment of a Bachelor of Arts with a major in Sign Language Interpreting, Georgia Perimeter College

Recommended: That the Board approve the request of President Anthony S. Tricoli that Georgia Perimeter College (“GPC”) be authorized to establish a Bachelor of Arts with a major in Sign Language Interpreting, effective May 10, 2011.

Abstract: GPC’s proposed Bachelor of Arts with a major in Sign Language Interpreting will prepare students to function as American Sign Language/English interpreters in a variety of educational and community settings. American Sign Language/English interpreters provide communication access as federally mandated by the Individuals with Disabilities Education Act and the Americans with Disabilities Act. The laws ensure that government agencies, entities that receive federal dollars and sizable private businesses provide equal access to deaf and hard of hearing citizens through the provision of reasonable accommodations, including the hiring of qualified sign language interpreters where warranted. The goals of the department and program are to expand deaf awareness with local and state communities and provide quality instruction in American Sign Language, Deaf Studies, and American Sign Language/English interpretation to students from diverse backgrounds.

Need: A new regulation established by the national professional organization and certifying body for American Sign Language Interpreters, Registry of Interpreters for the Deaf, requires that before taking the National Interpreting Certificate performance exam, candidates must show proof of having earned a bachelor’s degree or higher. The bachelor’s degree requirement becomes effective July 1, 2012. Establishing a bachelor’s degree in interpreting ensures that an avenue exists to educate interpreters comprehensively at the baccalaureate level with a foundation in liberal arts, language, and culture specifically attuned to the deaf community. The program builds upon the institution’s associate level and certificate program in the disciplinary area. Anecdotal evidence from agencies that serve the deaf community indicate that a consistent need exists for qualified interpreters.

Assessment: 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.

14c. Establishment of a Bachelor of Science with a major in Health Informatics, Georgia Perimeter College

Recommended: That the Board approve the request of President Anthony S. Tricoli that Georgia Perimeter College (“GPC”) be authorized to establish a Bachelor of Science with a major in Health Informatics, effective May 10, 2011.

Abstract: GPC seeks approval to establish a Bachelor of Science with a major in Health Informatics. The proposed program will provide the knowledge and skill set needed for students to sit for the Registered Health Information Administrator certification exam. The proposed program will be offered via a traditional classroom format with online instruction. Core courses will be available at any of GPC’s five campuses online and the professional courses will be taken at designated campuses via traditional classroom delivery. It is anticipated that students who complete the degree and successfully sit for certification will fill vacancies that exist in this segment of the healthcare workforce.

Need: The need to effectively manage large health data sets efficiently with optimal security is growing. The 2008 Bureau of Statistics projected a need for health informatics specialists by year 2018 for the management of patient information in hospital and health settings. An expanded role for such professionals is exacerbated by the use of electronic health record information. Although online programs are available, such programs can be a substantial cost burden to potential students. Similar programs are offered within the University System but at institutions for which place-bound students would incur difficulty in terms of travel and other obligations.

Assessment: 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.

15. Georgia Highlands College

15a. Revised Institutional Mission Statement, Georgia Highlands College

Recommended: That the Board approve the request of President John Randolph Pierce that Georgia Highlands College (“GHC”) be authorized to revise its institutional mission statement, effective May 10, 2011.

Abstract: President Pierce has requested that GHC be authorized to revise its mission statement in order to change its status from a two-year college to a state college, to reflect its movement toward offering targeted, workforce specific, economically viable bachelor’s degrees, and the institution’s shift in resources, faculty and philosophy to support both an access mission that enables continued offerings of associate’s degrees and emergent bachelor’s degrees. The revised mission has been approved by all academic units and administrative layers of the institution. Both the current and revised mission statements are provided on the following pages.

Current Mission Statement

Georgia Highlands College, a two-year institution of the University System of Georgia, will provide access to excellent educational opportunities for the intellectual, cultural and physical development of a diverse population.

To achieve this mission of being a gateway to success for students, Georgia Highlands College has articulated the following goals:

- 1) Effect quality teaching and learning that are focused on academic achievement and personal and professional growth.
- 2) Provide comprehensive student services that encourage and enable all students to be successful learners.
- 3) Engage students in a challenging atmosphere that prepares them for responsibility and leadership in an evolving global environment.
- 4) Utilize appropriate technologies to advance programs, services and operations to support teaching and learning.
- 5) Maintain efficient and effective administrative services to support all programs of the college.

15a. Revised Institutional Mission Statement, Georgia Highlands College (Continued)

Revised Mission Statement

The mission of Georgia Highlands College, a ~~two-year institution~~ **state college** of the University System of Georgia, is to provide access to excellent educational opportunities for the intellectual, cultural and physical development of a diverse population **through pre-baccalaureate associate degree transfer programs, career associate degree programs, and targeted baccalaureate degree programs that meet the economic development needs of the region.**

To achieve this mission of being a gateway to success for students, Georgia Highlands College has articulated the following goals:

- Effect quality teaching and learning focused on academic achievement and personal and professional growth.
- Provide comprehensive student services that encourage and enable all students to be successful learners.
- Engage students in a challenging atmosphere that prepares them for responsibility and leadership in an evolving global environment.
- Utilize appropriate technologies to advance programs, services and operations to support teaching and learning.
- Maintain efficient and effective administrative services and facilities to support all programs of the college.
- **Foster community relationships that facilitate partnering for mutual success.**

15b. Establishment of a Bachelor of Science in Nursing (RN to BSN), Georgia Highlands College

Recommended: That the Board approve the request of President John Randolph Pierce that Georgia Highlands College (“GHC”) be authorized to establish a Bachelor of Science in Nursing (RN to BSN completion), effective May 10, 2011.

Abstract: GHC proposes to offer a Bachelor of Science in Nursing degree during the 2013 – 2014 academic year in response to the needs of its service area in the North and Northwest Georgia portions of the state. GHC currently offers an associate’s level nursing program. The new bachelor’s degree would be housed in the same facility as the existing program. Additional faculty will be hired to support the proposed baccalaureate curriculum. The program was developed for the registered nurse who has an associate’s degree and seeks an opportunity for career progression. The program will conform to standards established by the Georgia Board of Nursing and the National League for Nursing. The program has, as its mission, the goal of providing nurses who display caring interventions, manage care for clients, and demonstrate clinical decision-making skills.

Need: The program will serve the needs of local students who cannot pursue a baccalaureate degree due to time and financial limitations that keep them place-bound within their geographical area. GHC has the history and experience necessary to scale the existing program to the four-year level, while maintaining the associate’s degree in nursing. In addition to the ongoing nursing shortage in Georgia, the aging of the current nursing population and push within the health care sector to hire additional nurses with a bachelor’s degree points to the legitimacy of and urgency for the proposed program in GHC’s service area.

Assessment: 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.

16. Atlanta Metropolitan College**16a. Revised Institutional Mission Statement, Atlanta Metropolitan College**

Recommended: That the Board approve the request of President Gary McGaha that Atlanta Metropolitan College (“AMC”) be authorized to revise its institutional mission statement, effective May 10, 2011.

Abstract: President McGaha has requested that AMC be authorized to revise its mission statement in order to change its status from a two-year college to a state college, to reflect its movement toward offering targeted, workforce specific, economically viable bachelor’s degrees, and the institution’s shift in resources, faculty and philosophy to support both an access mission that enables continued offerings of associate’s degrees and emergent bachelor’s degrees. The revised mission has been approved by all academic units and administrative layers of the institution. Both the current and revised mission statements are provided on the following pages.

Current Mission Statement

Atlanta Metropolitan College, located in the southwest quadrant of Atlanta and originally established as Atlanta Junior College, is a two-year non-residential unit of the University System of Georgia. The two-year program at Atlanta Metropolitan College, as well as the academic and student support services, reflect the commitment of the college to instructional excellence and high academic standards, while providing affordable, accessible, and relevant education for the diverse populations of metropolitan Atlanta.

Atlanta Metropolitan College shares with every institution in the University System the following core characteristics:

- a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty and staff;
- cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs which embody the ideals of an open, democratic, and global society;
- technology to advance educational purposes, including instructional technology, student support services, and distance education;
- collaborative relationships with other System institutions, state agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.

16a. Revised Institutional Mission Statement, Atlanta Metropolitan College (Continued)

Atlanta Metropolitan College shares with other two-year colleges of the University System the following core characteristics:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of a local area and by particularly outstanding programs or distinctive characteristics which have a magnet effect throughout the region or state;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning;
- high quality general education programs which support a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, learning support programs designed to insure access and opportunity for a diverse, student body, and a limited number of certificates or other career programs to complement neighboring technical institute programs;
- a commitment to public service, continuing education, technical assistance, and economic development activities which address the needs, improve the quality of life, and raise the educational level within the college's scope of influence;
- a commitment to scholarship and creative work to enhance instructional effectiveness and meet local needs.

Atlanta Metropolitan College is an exemplary teaching institution which specializes in providing challenging, supportive, individualized, and innovative learning experiences for both traditional and non-traditional students as they prepare for transfer to baccalaureate programs; for entry or re-entry into the labor force; and for effective, productive, and responsible participation in a rapidly changing, technologically sophisticated, global society. The high-quality learning experiences are delivered within an institutional culture which values on-going faculty-student interaction, faculty development for the study and implementation of innovative educational technologies, meaningful student participation in all aspects of college life, and a respect for intellectual and creative endeavors throughout the college community.

The program offerings at Atlanta Metropolitan College are designed for individuals with a wide range of academic preparation and educational needs.

- Degree-granting programs: transfer programs for students intending to pursue baccalaureate degrees; career programs for students seeking academic preparation for immediate entry into the labor force; and joint programs with Atlanta Area Technical School to complement vocational/technical certification.

16a. Revised Institutional Mission Statement, Atlanta Metropolitan College (Continued)

- Certificate programs in specialized occupational fields.
- Focused learning support programs for students who need to strengthen their academic skills.
- Pre-college programs: enrichment programs to help students in at-risk situations prepare to enter college ready to succeed; and early admission and joint enrollment programs for academically talented high school students. Teaching and learning institutes for professionals to study pedagogical theories and strategies and to acquire training in state-of-the-art educational, information, and management technologies.
- Cultural, co-curricular, and continuing education programs to facilitate lifelong learning as well as community and business development.

The college seeks to fulfill its vital role within the University System and the Atlanta community more effectively by forging stronger collaborations with school systems, senior colleges, government agencies and business, corporate, community, and civic entities. Furthermore, the college seeks to serve as an effective change agent within its geographical scope of influence through community revitalization efforts, relevant curricular and co-curricular activities, and expanded public service initiatives.

Across all disciplines, Atlanta Metro seeks to cultivate within its students a knowledge-base and repertoire of skills for success upon transfer and in a competitive workplace; a habit of informed, critical thinking; and a strong sense of personal and collective responsibility. Matriculation at Atlanta Metropolitan College enables students to assume their roles as competent, reflective and socially conscious citizen-thinkers.

Revised Mission Statement

Atlanta Metropolitan College, (AMC) is committed to academic excellence and seeks to fulfill a vital role within the **a unit of the** University System of Georgia, **focuses on excellence, where outstanding faculty members and committed staff teach and facilitate the successful academic matriculation and holistic development of students.** and the Metropolitan Atlanta community. A degree-granting unit of the University System of Georgia, **the** College offers transfer, certificate, career, and joint programs, in which student learning outcomes are a core requirement of all educational programs. The College provides an affordable accessible, and relevant education for **an affordable liberal arts education and prepares students from an** diverse population of traditional and non-traditional students. Programs of study are offered on a year round basis during the day, evening, and weekend **urban community to function in a global society.**

16a. Revised Institutional Mission Statement, Atlanta Metropolitan College (Continued)

Revised Mission Statement (continued)

To accomplish its mission, the College will serve its students by:

- **developing and implementing strategies that identify, monitor, and eliminate factors that limit student access;**
- **offering online courses and/or other distance learning modes of curriculum delivery;**
- **providing support services to address barriers that limit student access;**
- **developing and/or implementing technology means that facilitate and support student access;**
- **ensuring that programs and/or services are effectively and efficiently designed and implemented to maximize student matriculation;**
- **reviewing and modifying strategies, as necessary, to ensure that the College recruits and retains a well qualified administration, faculty, and staff who will ensure high quality student educational programs and services;**
- **maintaining low and affordable tuition rates and fees;**
- **developing innovative programs and services that address the needs of promising but underprepared students, and challenge gifted students;**
- **ensuring effective educational programs and academic support services that address student institutional requirements, such as those associated with Learning Support;**
- **offering a limited number of baccalaureate programs to meet student needs and market demands.**

16b. Establishment of a Bachelor of Science with a major in Biological Science, Atlanta Metropolitan College

Recommended: That the Board approve the request of President Gary McGaha that Atlanta Metropolitan College (“AMC”) be authorized to establish a Bachelor of Science with a major in Biological Science, effective May 10, 2011.

Abstract: The proposed 120-semester hour major in Biological Science will require students to complete a rigorous and engaging curriculum. The proposed program integrates theory and undergraduate research, utilizing various pedagogical teaching styles to address the diverse learning modalities of students. It is anticipated that the proposed program will achieve the following objectives: help to alleviate the shortage of science, technology, engineering, and mathematics (STEM) majors in Georgia; provide access to bachelor’s programs for Atlanta Metropolitan students; and provide a high quality, cost-effective bachelor’s degree within urban metropolitan Atlanta. The program does not include a teacher certification component. The program, if approved, will be offered via a traditional delivery format. Components of the program will be further supported by a planned, new building that is currently under construction to support science education on campus.

Need: The employment of biological scientists is expected to increase faster than the average for all occupations. The program will provide entry-level opportunities for those students seeking immediate employment and will offer a foundation of academic knowledge for those students seeking master’s or higher level degrees through future graduate study. A technical and scientific workforce is critical for propelling the state’s technological sophistication, innovation, and economic growth. The program was selectively developed by AMC to enhance the capacity and pipeline of students who earn degrees in science and science-related fields.

Assessment: 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.

17. Darton College**17a. Revised Institutional Mission Statement, Darton College**

Recommended: That the Board approve the request of President Peter Sireno that Darton College (“DC”) be authorized to revise its institutional mission statement, effective May 10, 2011.

Abstract: President Sireno has requested that DC be authorized to revise its mission statement in order to change its status from a two-year college to a state college, to reflect its movement toward offering targeted, workforce specific, economically viable bachelor’s degrees, and the institution’s shift in resources, faculty and philosophy to support both an access mission that enables continued offerings of associate’s degrees and emergent bachelor’s degrees. The revised mission has been approved by all academic units and administrative layers of the institution. Both the current and revised mission statements are provided on the following pages.

Current Mission Statement

Darton College is a two-year unit of the University System of Georgia. Its principal mission is to provide educational programs, services, and opportunities to eligible citizens of southwest Georgia. Darton College seeks to serve by:

1. RESPONDING TO LOCAL AREA NEEDS WITH A COMMITMENT TO EXCELLENCE:

- a. Darton College will provide high quality academic programs that assure completion of core curriculum requirements and an opportunity for successful transfer into baccalaureate programs or entrance into professional occupations upon completion of two-year programs.
- b. Consistent with our local agreements with Albany Technical Institute and other technical institutes, Darton College will provide pre-baccalaureate quality career preparation in select degree and certificate programs, particularly allied health, nursing, business, and health/wellness.
- c. Darton College will encourage student participation in and appreciation of the performing and fine arts, as well as the role of aesthetics in human experience, and the function of ethics and morals in decision making.
- d. Darton College will expand its curriculum, programs, and activities to incorporate elements of internationalism and to foster a climate of multicultural understanding and acceptance.
- e. Darton College will support the physical as well as intellectual development of its students by encouraging participation in intercollegiate and intramural athletics, by providing instructional wellness programs, and by providing appropriate facilities for college and community use.

17a. Revised Institutional Mission Statement, Darton College (Continued)

2. FOSTERING AND MAINTAINING A TEACHING/LEARNING ENVIRONMENT THAT SUSTAINS INSTRUCTIONAL EXCELLENCE FOR DIVERSELY PREPARED STUDENTS:

- a. Darton College will provide and maintain a comprehensive learning environment for students desiring the challenges and rewards of academic excellence.
- b. Recognizing the different intellectual aptitudes and learning patterns of students, Darton College will provide developmental courses and academic support services for those who are not completely ready for college-level work.
- c. For gifted students and those who seek the challenge of advanced classes and seminars, Darton College will offer an Honors Program.
- d. Recognizing the unique needs of special populations, Darton College will provide support services and programs for students who may require special attention or reasonable accommodations.

3. PROVIDING HIGH QUALITY EDUCATIONAL PROGRAMS AND SERVICES:

- a. Using state-of-the-art technologies, Darton College will provide both transfer and pre-baccalaureate career-specific programs, as well as select certificate programs consistent with our local agreements with technical institutes, that foster academic excellence.
- b. In collaboration with area technical institutes, Darton College will provide general education and support services for students of those institutions who desire the associate degree.
- c. Darton College will provide a broad range of support services for its students including, but not limited to, career planning, program and course selection advising, financial counseling, minority and disabled student advising and counseling, job placement assistance, and extracurricular activities. Services will be designed to promote educational, cultural, social, physical, personal, and professional growth.
- d. In preparation for entrance into the contemporary social and employment environments, Darton College will educate its students in the technologies of a global information age.

4. MAKING A COMPREHENSIVE COMMITMENT TO THE TOTAL NEEDS OF SOUTHWEST GEORGIA:

- a. Darton College will work collaboratively with other institutions to utilize distance learning technologies to provide lifelong learning opportunities for area residents.
- b. Believing that all of life is a field of learning, Darton College will offer a wide range of continuing education programs, seminars, and courses designed to enhance personal and professional growth.
- c. Darton College will share its physical facilities, faculty and staff expertise, and informational resources in support of educational, cultural, civic, and economic development.
- d. Darton College will collaborate with other area system institutions to assure the most efficient and effective utilization of each institution's resources in responding to the needs of the service region.

17a. Revised Institutional Mission Statement, Darton College (Continued)**5. SUPPORTING FACULTY DEVELOPMENT TO ENCOURAGE INSTRUCTIONAL EXCELLENCE, SCHOLARLY ADVANCEMENT, AND CREATIVE ACTIVITIES:**

- a. Darton College will promote and support scholarly and creative activities that encourage enhanced instructional effectiveness and professional development.
- b. Darton College will promote and support faculty engagement in community service, academic research, and participation on System committees and activities.
- c. Darton College will promote and support faculty participation in international studies and activities, as well as the expansion of the college's global center.

Revised Mission Statement

Darton College, a state college within the University System of Georgia, is focused on providing a wide diversity of constituents access to certificate, associate, and select baccalaureate programs of study. Dedicated to serving as an access institution, our College will empower students by engaging them in a student-centered, caring and technically advanced environment through innovative delivery systems. Darton is committed to providing exemplary teaching to students in our community, region, and state. As a multi-campus, residential institution, the College pursues traditional and unique mechanisms to deliver education to its richly diverse student body. In service to the community Darton College will offer cultural enrichment experiences, continuing education, and economic development programs.

Darton College will work towards:

- 1. Renewing excellence in undergraduate education to meet students' 21st century education needs.**
- 2. Creating enrollment capacity to meet the needs of 10,000 additional students by 2020.**
- 3. Increasing the University System's participation in research and economic development to the benefit of a global Georgia and enhance and encourage the creation of new knowledge and basic research across all disciplines.**
- 4. Strengthening the USG's partnerships with the state's other educational agencies.**
- 5. Maintaining affordability so that money is not a barrier to participating in the benefits of higher education.**
- 6. Contribute to the efficiency of the University System of Georgia.**

17b. Establishment of a Bachelor of Science in Nursing (RN to BSN), Darton College

Recommended: That the Board approve the request of President Peter Sireno that Darton College (“DC”) be authorized to establish a Bachelor of Science in Nursing (RN to BSN Completion), effective May 10, 2011.

Abstract: Pending Board of Regents approval, DC plans to offer a Bachelor of Science in Nursing during the 2013 – 2014 academic year in response to the needs of Darton’s stakeholders in southwest Georgia. The proposal was developed in response to a community demand for more highly educated nurses and will meet the needs of local students who choose to not pursue a baccalaureate degree in nursing at other four-year institutions/state universities. The program was developed for existing holders of a registered nurse license and associate’s degree to complete a bachelor’s degree.

Need: Several national and state reports have documented the shortage of nurses in various healthcare settings. Georgia’s situation mirrors the national predicament. In 2006 the Georgia Department of Labor reported that the state would need an additional 20,000 nurses. In addition, studies have documented the aging nursing workforce population. A review of registered nurse job openings at area hospitals in Darton’s catchment area as well as its satellite offerings of the associate-level nursing degree reveal that approximately 232 RN positions exist at various hospitals and health-related agencies. Other institutions in the southwest quadrant of the state such as Albany State University and Georgia Southwestern State University currently offer a bachelor’s degree in nursing. Darton College seeks to further increase the pool of baccalaureate-prepared nurses by introducing a bachelor’s degree completion program on its campus.

Assessment: 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.

III. Named/Endowed Positions

Establishment of Named Faculty Positions

A recommendation for action encompassing item 18 of this document has been submitted by a university system institution seeking to establish or advance a special faculty position that has been developed through the philanthropy of donors. Named faculty positions are often developed to recruit scholars who have made contributions to academic life and/or to knowledge in their academic discipline.

The requested position meets and/or exceeds minima funding requirements per institutional sector as prescribed in *The Policy Manual*, Section 8.3.2.2 as provided in the table below.

Research and Regional Universities		State Colleges, State Universities, and Two Year-Colleges	
Distinguished University Chairs	\$ 2,000,000		
Distinguished Chairs	\$ 1,000,000	Distinguished Chairs	\$ 500,000
Chairs	\$ 500,000	Chairs	\$ 300,000
Distinguished Professorships	\$ 400,000	Distinguished Professorships	\$ 200,000
Professorships	\$ 200,000	Professorships	\$ 100,000
Distinguished Scholar	\$ 100,000	Distinguished Scholar	\$ 50,000
Fellowships	\$ 50,000	Fellowships	\$ 30,000
Lecture or Seminar Series	\$ 50,000	Lecture or Seminar Series	\$ 30,000

The institutional request (item 18) to establish or advance a named position can be found on successive pages within this document.

18. Establishment of the Hightower Chair in Materials Science and Engineering, 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 Hightower Chair in Materials Science and Engineering, effective May 10, 2011.

Abstract: GIT seeks approval to establish the Hightower Chair in Materials Science and Engineering through the generosity of the Hightower Family as represented by Neil H. Hightower. The objective of establishing the Hightower Chair is to enhance the ability of the School of Materials Science and Engineering to attract and/or retain eminent teacher-scholars to a senior position of academic leadership. The Georgia Tech Foundation has confirmed that funds in the amount of \$1.5 million are available to support the endowed position.

Biosketch: Mr. Neil Hightower received his bachelor’s degree in Textiles from Georgia Tech in 1963 and completed a program for management development at Harvard University’s School of Business in 1974. After graduating from Georgia Tech, he served as an infantry officer for two years in the U.S. Army, where he completed paratrooper training. Mr. Hightower joined Thomaston Mills in 1965 as a cost accountant, and after assuming various management positions, he was elected president and CEO in 1986, serving in the position until retiring in 2001. He joined Werner International, an international textile consulting business in 2002, working two years with the company as vice president of North America operations. During his business career, he served on the board of directors of the C&S Bank of Thomaston, Nations Bank of Georgia, and Thomaston Mills. He was president of the Georgia Textile Manufacturing Association from 1987 to 1988 and president of the American Textile Manufacturers Institute from 1990 to 1991.

19. Named Faculty Positions

The administrative and academic appointments are reviewed by the Chair of the Committee on Academic Affairs.

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COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

May 10, 2011

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AGENDA

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

May 10, 2011

1. **Policy Change: Revision to *The Policy Manual*, Addition of New Section: 7.5.1.1 Electronic Transfer of Funds**

Recommended: That the Board approve the proposed addition, Section 7.5.1.1 Required Electronic Transfer of Funds, to the Board Policy 7.5.1 Banking, requiring electronic fund transfers to all University System of Georgia employees for payroll and electronic payments from retirees for health insurance premiums remitted to the University System of Georgia, effective July 1, 2011.

Background: Currently, University System of Georgia (“USG”) institutions issue approximately 100,000 paper checks per year for payrolls. This paper-based process is inconsistent with current best business practices. Electronic transfer of funds is a safer, more secure, less costly and a more efficient and consistent method of payment.

The proposed policy is consistent with best business practices adopted by the State of Georgia. In June 2010, the State Accounting Office began requiring all state employees to utilize direct deposit (i.e. electronic transfer of funds), unless it created an extreme hardship or the employee can document that they are not bankable; i.e., they are unable to obtain a bank account. To qualify for one of these exceptions, employees must attest to one of these statuses.

Employees will realize the benefits of electronic transfer of funds such as: 1) timely pay - no late or lost paychecks, 2) time savings – no trips to the bank or waiting in line, 3) immediate access – no waiting for the checks to clear to access funds, and 4) helping the environment – paperless pay reduces solid waste and saves resources. USG institutions will recognize benefits related to reduced costs related to less paper processing and time savings related to replacement of lost checks and reconciliation issues related to lost or un-cashed checks as well as helping the environment.

Secondly, when an employee of the USG transitions into retirement and retains health insurance benefits, they must continue to pay the employee portion of health insurance premiums. This is a cumbersome and time-consuming process that involves billing and collecting funds. Electronic transfer of funds, i.e. automatic debit, will benefit retirees by providing them with conveniences, such as: 1) no late or lost payments, thus allowing for continuous coverage, 2) saving money – no stamps, envelopes or check costs, 3) saving time – no bill payment processing or trips to the post office, and 4) helping the environment – paperless billing reduces solid waste and saves

1. **Policy Change: Revision to *The Policy Manual*, Addition of New Section: 7.5.1.1 Electronic Transfer of Funds (Continued)**

resources. USG institutions will recognize benefits related to reduced costs from less paper processing, time savings from less reconciliation costs related to dropped and re-instated coverage, decreased collection efforts and helping the environment.

The proposed policy allows limited exceptions. For example, if an employee is unable to obtain a bank account, payment will be by paycard, or by check, if the institution does not have a paycard option. Similarly if auto debit is not possible for a retiree in instances where they do not have a bank account or are not financially independent, an alternative process may be developed.

Proposed Policy: 7.5.1.1 Required Electronic Transfer of Funds

Electronic funds transfer is the required method for payroll payments to employees, making funds available to the employee by the authorized pay date, unless the employee can provide documentation of having an “un-bankable” status; i.e., the employee is unable to obtain a bank account. Direct deposit is defined as the electronic transfer of funds from the employer to a depository institution designated by the employee, which makes the funds available to the employee by the authorized pay date.

Electronic withdrawal of funds (auto-debit) is the required method of payment from retirees for benefit premiums; i.e., the payment is electronically withdrawn from an account at a depository institution that is designated by the retiree to the employer, occurring on a specified date each month. Where auto-debit is not possible, the institution can determine the appropriate alternative method of employee share of premiums collection.

Requiring an auto-debit for all retirees participating in the health insurance plan will streamline the process, eliminate invoicing and greatly reduce premium collection and reconciliation efforts.

2. **Approval of Professional Program Tuition for Executive Master of Science in Enterprise Transformation, Georgia Institute of Technology**

Recommended: That the Board approve the request of President G.P. Peterson of Georgia Institute of Technology for the Executive Master of Science in Enterprise Transformation professional program tuition of \$60,000, effective fall semester 2011 contingent upon approval of the program by the Board of Regents.

Background: The Board of Regents will be considering approval of the establishment of the Executive Master of Science in Enterprise Transformation degree program at the Georgia Institute of Technology (GIT) during the May 2011 meeting. The new program, if approved, is scheduled to begin fall semester 2011, GIT has requested that the program's proposed tuition rate be considered for approval at the Board's May 2011 meeting as well. The program will reside in GIT's Tennenbaum Institute, a multi-disciplinary center focused on research and graduate education to understand and enable the fundamental change of complex organizational systems. The Executive program will be geared toward science and technology graduates who are charged with leading transformation initiatives for their existing employers. The program will include concentrated coursework in enterprise strategy, enterprise change, and enterprise information systems.

GIT is requesting Board approval of the professional program tuition of \$60,000 for the program. The requested program rate is nationally competitive, consistent with Board Policy 7.3.1.5. The differential tuition will be applied towards enhancing the quality of program delivery for the new professional program.

3. Information Item: Presentation of Auxiliary Services Operations in the University System of Georgia

The Vice Chancellor for Fiscal Affairs Usha Ramachandran will present information on overall auxiliary services activities in the University System of Georgia.

Background: Auxiliary enterprises exist to provide services directly or indirectly to students, faculty or staff. They are funded by fees and rents and are operated on a self-supporting basis, where the combination of fees and other revenues is sufficient to fund associated costs. Auxiliaries are not subsidized by state appropriations, or other educational and general revenues, except as provided in Section 7.2.2 of the Board of Regents Policy Manual. They include residence halls, bookstores, food services, parking and transportation, health services, intercollegiate athletics and other service units, such as print shops.

George Stafford, Associate Vice President, Auxiliary and Administrative Services, and Mike Floyd, Executive Director, Food Services, will present information on two of the outstanding auxiliary operations at the University of Georgia (UGA), which are managed in-house and are widely known and recognized for excellence: transportation and food services. The transportation operation has the second largest bus system in the State of Georgia; the UGA food services operation has received numerous awards, including the Governor's Customer Service Award. Their presentation will provide an overview of these two stellar student service operations.

4. Information Item: Third Quarter Revenues and Expenditures, Fiscal Year 2011

The Vice Chancellor for Fiscal Affairs, Usha Ramachandran, will provide a report on the University System of Georgia's third quarter revenues and expenditures for Fiscal Year 2011.

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COMMITTEE ON ORGANIZATION AND LAW

May 10, 2011

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AGENDA

COMMITTEE ON ORGANIZATION AND LAW

May 10, 2011

1. Applications for Review

Applications for review are appeals made to the Board of Regents pursuant to Article VIII of The Bylaws. They are usually personnel matters and issues of academic status, which are discussed in executive session.

2. Foundation Merger

The University of Georgia Arch Foundation and the University of Georgia Foundation have determined that it is in the best interest of the University for Georgia for the two Foundations to merge into one cooperative organization.

AGENDA

HEALTH PROFESSIONS AND EDUCATION COMMITTEE

May 10, 2011

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Information Items

1. Report on work of committee Task Forces

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AGENDA

HEALTH PROFESSIONS AND EDUCATION COMMITTEE

April 19, 2011

1. **Information Item:** Focus Report on work of committee Task Forces

At the beginning of its deliberations, the Health Professions and Education Committee divided its work into four task forces: primary care GME; nursing, advanced practice nursing and physicians assistants, behavioral health and oral health; and, health informatics. Each task force was charged to review the issues and concerns existing in their respective areas of the health care workforce and consider strategies that could be utilized by the USG to overcome these concerns. Each task force met three times, considering the background issues driving concerns for their respective health professions, analyzing the extent to which the workforce in Georgia would need to be enhanced and considering specific solutions for any concerns identified in their respective workforce areas. With the work of each task force complete, staff will present the committee with an overview and a summary of the issues discussed by each task force and a general outline of the recommendations that each task force will bring forward to the committee for formal consideration in June.

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COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE

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AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE

May 10, 2011

1. **Information Item: Enterprise Risk Management (ERM) Risk Owner Update**

At the June 2010 Board meeting, Board Policy 7.15 Risk Management Policy was approved. The policy requires that the University System Office and USG institutions adopt a risk management framework and procedures modeled on Enterprise Risk Management (ERM) best practices. As part of the implementation, the University System Office recently completed a pilot project prior to institution roll-out. Risk owners were assigned and action plans developed.

After brief remarks by Director of Compliance and Enterprise Risk Mr. Scott Woodison, key risk owner Vice Chancellor and Chief Information Officer Dr. Curt Carver will update the Committee on Internal Audit, Risk, and Compliance as to the status of identification of risks and action plans to mitigate risks.

2. Information Item: Institutional Audit Plans and Internal Audit Coverage

The Chief Audit Officer and Associate Vice Chancellor is charged with providing oversight to the 21 institutional audit functions within the University System of Georgia. As part of this oversight process, institutional Chief Audit Executives provide their campus audit plans to the Chief Audit Officer for review and approval. The Director of Internal Audit traditionally 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, Director of Internal Audit Mr. Michael Foxman will update the Committee on the institutional audit plans for the next fiscal year. Mr. Foxman's presentation will focus on the key issue areas to be addressed across the University System by institutional auditors. Additionally, Mr. Foxman will identify potential gaps in internal audit coverage at institutions without campus-based auditors and various strategies to address potential gaps.

3. Information Item: Strategic Plan Update and Committee Self-Assessment

The Office of Internal Audit and Compliance (OIAC) maintains a strategic plan in support of the overall University System of Georgia (USG) strategic plan. The OIAC's three strategic priorities are to:

- a) Anticipate and help to prevent and to mitigate significant USG Governance, Risk Management, Compliance, and Internal Control (GRCC) issues.
- b) Foster enduring cultural change that results in consistent and quality management of USG operations and GRCC practices.
- c) Build and develop the OIAC team.

The OIAC's duties and responsibilities are specified in Board Policy and in the charter approved by the Board of Regents. Additionally, the Committee on Internal Audit, Risk, and Compliance (Committee) maintains a Board-approved charter that includes a provision for an annual assessment of the Committee's activities with respect to its responsibilities.

At this meeting, Chief Audit Officer and Associate Vice Chancellor Mr. John Fuchko, III will update the Committee on the status of the OIAC's strategic plan implementation and solicit guidance on future strategic direction.

The Committee will also conduct a self-assessment in accordance with its charter.

4. Executive Session: Personnel Matters

The Committee will meet in Executive Session to discuss personnel matters.

AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

May 10, 2011

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APPROVAL ITEMS

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2. Authorization of Project Budget Modification, Project No. BR-30-1103, Mary R. and John F. Brock III Indoor Football Practice Facility, Georgia Institute of Technology 2
3. Authorization of Project, Project No. BR-10-1105, Oglethorpe Dining Commons Renovation and Expansion, University of Georgia 3
4. Authorization of Project, Project No. BR-10-1106, Law School Renovation, University of Georgia 4
5. Authorization of Project, and Appointment of Design Build Firm, Project No. BR-10-1104, Child Care Center, Health Sciences Campus, University of Georgia 5
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COMMITTEE ON REAL ESTATE AND FACILITIES

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13. Outcome of FY12 Budget and Outlook for future CIP

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COMMITTEE ON REAL ESTATE AND FACILITIES

May 10, 2011

1. **Authorization of Project, Project No. BR-30-1111, Hill District Steam and Condensate Line Replacement, Georgia Institute of Technology**

Recommended: That the Board authorize Project No. BR-30-1111, Hill District Steam and Condensate Line Replacement, Georgia Institute of Technology (“GIT”), with a total project budget of \$4.1 million to be funded from GIT institutional funds.

Understandings: In October 2010, the Board authorized the Bobby Dodd Way Steam & Condensate Line Replacement project.

This project will include the remainder of the Historic Hill District of the GIT campus. Existing steam and condensate lines, installed in 1952, that connect along the old Cherry Street pathway from Bobby Dodd Way to the north side of the Architecture Building will be replaced.

The estimated construction cost for this project is \$ 3,149,000.

The project is consistent with GIT’s master plan.

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

2. **Authorization of Project Budget Modification, Project No. BR-30-1103, Mary R. and John F. Brock III Indoor Football Practice Facility, Georgia Institute of Technology**

Recommended: That the Board modify the budget of Project No. BR-30-1103, Mary R. and John F. Brock III Indoor Football Practice Facility, Georgia Institute of Technology (“GIT”), to increase the total project budget from \$9 million to \$10.2 million.

Understandings: The Mary R. and John F. Brock III Indoor Football Practice Facility, approved by the Board in October 2010, and named by the Board in November 2010, is in construction. Unforeseen unsuitable site conditions need to be mitigated. Additionally, power distribution and a cistern for storm water management to serve the northeast sector of the campus need to be added. The Stated Cost Limitation (the “SCL”) will increase from \$7,000,000 to \$9,575,000.

Funding of this project (including the cost increase of approximately \$1,200,000) will be from the Georgia Tech Athletic Association.

	<u>October 2010</u>	<u>Now</u>
Total Project Cost	\$9,000,000	\$10,200,000
Construction Cost (Stated Cost Limitation)	\$7,000,000	\$ 9,575,000

3. **Authorization of Project, Project No. BR-10-1105, Oglethorpe Dining Commons Renovation and Expansion, University of Georgia**

Recommended: That the Board authorize Project No. BR-10-1105, Oglethorpe Dining Commons Renovation and Expansion, University of Georgia (“UGA”), with a total project budget of \$2.7 million to be funded from UGA auxiliary reserves.

Understandings: This expansion will increase capacity by 250 diners, and will provide space for an additional food concept and enhancements to the existing coffee shop. The renovation will also upgrade the mechanical system.

The estimated construction cost for this project is \$2,000,000.

The project is consistent with UGA’s master plan.

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

4. **Authorization of Project, Project No. BR-10-1106, Law School Renovation, University of Georgia**

Recommended: That the Board authorize Project No. BR-10-1106, Law School Renovation, University of Georgia (“UGA”), with a total project budget of \$3.8 million to be funded from UGA institutional funds.

Understandings: The project will reorganize circulation and wayfinding within the building and establish a new main entrance. Additionally, an existing exterior underpass will be enclosed to provide student support areas including study rooms, interview rooms, and a student lounge.

The estimated construction cost for this project is \$2,750,000.

The project is consistent with UGA’s master plan.

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

5. **Authorization of Project, Project No. BR-10-1104, Child Care Center, Health Sciences Campus, University of Georgia**

Recommended: That the Board authorize Project No. BR-10-1104, Child Care Center, Health Sciences Campus, University of Georgia (“UGA”), with a total project budget of \$1,900,000 to be funded from UGA internal plant funds.

Understandings: UGA will sponsor the Child Care Center (the “Center”) on its Health Sciences Campus. The Center will provide UGA employees with an additional high quality child care option and will be operated independently of the Child Development Lab located on UGA's main campus.

The estimated construction cost for this project is \$1,425,000.

The project is consistent with UGA’s master plan for the Health Sciences Campus.

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

6. Authorization of Project Budget Modification, Project No. PPV-94-1001, Student Activity Center, Atlanta Metropolitan College

Recommended: That the Board modify the budget of Project No. PPV-94-1001 Student Activity Center, Atlanta Metropolitan College (“AMC”), to increase the total project budget from \$9,000,000 to \$10,250,000.

Understandings: This project was approved by the Board and a program manager appointed in August 2010. A design professional firm was appointed by the Board in September 2010. A construction management firm was appointed by the Board in October 2010. Additional improvements will provide additional student dining, student services offices and group activity meeting and related spaces.

Funding of this cost increase of \$1,250,000 will be from auxiliary services revenues from services at this student activity center.

	<u>August 2010</u>	<u>Now</u>
Total Project Cost	\$9,000,000	\$10,250,000
Construction Cost (Stated Cost Limitation)	\$6,750,000	\$ 7,752,000

7. **Appointment of Construction Management Firm, Project No. J-183, Humanities-Law Building, Georgia State University**

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

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

Project No. J-183, Humanities-Law Building, Georgia State University

Project Description: This project was authorized by the Board in August 2009. A design professional firm was appointed by the Board in January 2011. A program management firm was appointed by the Board in February 2011. The approximately 200,000 square foot building will include both lecture and seminar style classrooms, a lecture hall, a law library, administrative and faculty offices and support spaces for both the Georgia State University College of Law and the community.

The project design will be funded from Fiscal Year (“FY”) 2011 General Obligation Bonds. The construction funding will be requested as part of the FY 2013 capital budget request.

Total Project Cost:	\$82,500,000
Construction Cost (Stated Cost Limitation):	\$62,740,000

Number of firms that applied for this commission: 17

Recommended firms in rank order:

- 1)
- 2)
- 3)
- 4)
- 5)

8. Appointment of Program Management Firm and Design-Build Firm, Project No. PPV-71-1101, Student Housing, University of West Georgia

Recommended: That the Board appoint the first-named program management firm listed below for the identified project and authorize the execution of a contract with the identified firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to execute a contract with the other listed firms in rank order.

Recommended Further: That the Board appoint the first-named design-build firm listed below for the identified project and authorize the execution of a contract with the identified firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to execute a contract with the other listed firms in rank order.

Understandings: This project was authorized by the Board in April 2011, and will provide approximately 600 student housing beds.

Following public advertisements, qualifications-based selection processes for a program management and a design build firm was held in accordance with Board of Regents procedures. The following recommendations are made:

Total Project Cost:	\$28,000,000
Construction Cost (Stated Cost Limitation)	\$21,000,000

Number of program management firms that applied for this commission: --

Recommended firms in rank order:

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

Number of design-build firms that applied for this commission: --

Recommended firms in rank order:

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

9. Ground Lease and Rental Agreement, Student Housing, Kennesaw State University

Recommended: That the Board declare an approximately 5.59 acre tract of unimproved real property on the campus of Kennesaw State University (“KSU”) to be no longer advantageously useful to KSU or other units of the University System of Georgia, but only to the extent and for the purpose of allowing this real property to be ground leased to the KSU University II Real Estate Foundation, LLC, (the “LLC”) for the purpose of providing approximately 451 student housing beds and site amenities.

Recommended further: That the Board authorize the execution of ground leases, including necessary access, use, and construction easements and encroachments, between the Board of Regents, Lessor, and the LLC, Lessee, for the above referenced approximately 5.59 acres of real property on the campus of KSU for a period not to exceed 32 years (not to exceed 30 years from the date the LLC obtains a certificate of occupancy for all approximately 451 student housing beds and providing a construction period of not more than two years), with an option to renew for up to an additional five years should there be debt outstanding at the end of the original ground lease term.

Recommended further: That the Board authorize the execution of a rental agreement between the LLC, Landlord, and the Board of Regents, Tenant, for the above referenced approximately 451 student housing beds and site amenities for the period commencing on August 1, 2012 and ending the following June 30 at rent not to exceed \$900,000, with an option to renew for one year at a rent not to exceed \$2,600,000 with further options to renew on a year-to-year basis until June 30, 2041 with rent increasing no more than 3% for each further consecutive option period exercised.

Recommended further: That the terms of these agreements be subject to review and legal approval of the Georgia Department of Law.

Recommended further: That the Board authorize the execution of site licenses between the LLC, Licensee, and the Board of Regents, to allow early site access to mobilize and install erosion control, commence site work including clearing and grading, install access roads, and relocate utilities.

Understandings: In October 1997, the Board passed a student housing policy that requires the preparation of a comprehensive plan for student housing together with a financial plan to support housing program objectives. KSU has developed a comprehensive housing plan that is consistent with the policy.

In May 2010, the Executive Director of Real Estate Ventures, Marty Nance presented an information item concerning the need for additional student housing at KSU through a privatization process.

**9. Ground Lease and Rental Agreement, Student Housing, Kennesaw State University
(Continued)**

The anticipated schedule is for the LLC to have a bond closing by the end of June 2011, and commence construction immediately thereafter. Construction is expected to be complete in August 2012 to allow occupancy by KSU at the beginning of fall semester 2012.

At the end of the term of the ground lease, the real property, all improvements, and any accumulated capital reserves will become the property of the Board of Regents.

10. Amendment to Rental Agreement, 650 Ethel Street, Georgia Institute of Technology

Recommended: That the Board authorize the amendment of the rental agreement between VLP 2, LLC, Landlord, and the Board of Regents, Tenant, for approximately 32,500 square feet of warehouse space at 650 Ethel Street, Atlanta, to add five additional consecutive one-year option periods. The first option period is July 1, 2011 through June 30, 2012 at a monthly rent of \$25,868.50 (\$310,422.00 per year annualized/\$9.55 per square foot per year), with rent increasing 3% per year, for the use of the Georgia Institute of Technology (“GIT”).

Recommended further: That the terms of this rental agreement be subject to review and legal approval of the Georgia Department of Law.

Understandings: In August 2004, the Board authorized this rental agreement. The final option of this rental agreement will end June 30, 2011. Current rent is \$25,868.50 per month/\$310,422.00 per year.

This space will continue to be used to provide storage space for GIT Facilities and 24 parking spaces for Auxiliary Services vehicle storage.

Operating expenses, including utilities and janitorial, are estimated to be \$43,319.00 per year annualized.

All other terms as approved by the Board in August 2004 remain the same.

11. Acquisition of Real Property, 125 John Wesley Dobbs Avenue, Georgia State University

Recommended: That the Board authorize the purchase of approximately 0.325 acres of improved real property located at 125 John Wesley Dobbs Avenue, from Panther Lot, LLC (the “LLC”) for \$1,035,000 for the use and benefit of Georgia State University (“GSU”).

Recommended further: That acquisition of this real property include a plan for the successful mitigation of any environmental conditions on the real property was well as verification that the Board of Regents will receive or be the beneficiary of Brownfields protection that provides a limitation of liability for third party claims arising from any remaining site environmental contamination.

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

Understandings: Acquisition of this real property is consistent with the GSU master plan.

This real property is improved as an asphalt surface parking lot with approximately 64 parking spaces.

If acquired, the real property will be used by GSU for surface parking.

This real property was acquired by the LLC in September of 2010 for \$1,225,000.

Three independent appraisals of the real property are as follows:

<u>Appraiser</u>	<u>Appraised Value</u>	<u>Average</u>
Richard S. Childers, MAI, Atlanta	\$1,205,000	
Don Poore, MAI, Atlanta	\$1,000,000	\$1,035,000
Pamela J. Smith, Atlanta	\$ 900,000	

There is a license agreement with an adjacent church to permit park on Sundays and for special events. There are no restrictions on the acquisition and no other known reversions, restrictions, or adverse easements on the real property.

Funding for the purchase is from GSU institutional funds.

12. Executive Session

Materials to be handed out in executive session.

13. Information Item: Outcome of FY12 Budget and Outlook for Future CIP

The Director for Planning, Alan Travis, will provide an update on the Outcome of FY12 Budget and Outlook for Future CIP.

**AGENDA
COMMITTEE OF THE WHOLE: STUDENT SUCCESS**

May 9, 2011

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AGENDA
COMMITTEE OF THE WHOLE: STUDENT SUCCESS

May 9, 2011

1. Student Success – Military Outreach

The State of Georgia has a large military population, many of whom desire to begin or continue in higher education. The University System of Georgia is making a concerted effort to provide education that is accessible, flexible, and convenient for our troops and their families. The Committee of the Whole on Student Success will hear a presentation by Patricia Filios, USG Military Outreach Coordinator, on this initiative and how we are changing the lives of our troops who have returned to college.