



**UNIVERSITY SYSTEM
OF GEORGIA**

April Board Meeting

Georgia Southern University and Savannah State
University

April 16/17, 2019

Health Profession Academics Building

11935 Abercorn Street

Savannah, GA 31419



**UNIVERSITY SYSTEM
OF GEORGIA**

Board of Regents Agenda April 16-17, 2019

12:30 PM	Call to Order Chairman Don L. Waters Presentation of Colors - Georgia Southern University - NROTC Chairman Don L. Waters Invocation/Pledge Chairman Don L. Waters Mr. Jarvis Steele, Georgia Southern University SGA President Safety Briefing Chief of Police Laura McCullough, Georgia Southern University Approval of February 12th/ March 11th -12th/ March 28th/ April 5th Minutes Secretary Edward Tate Special Recognition Chairman Don L. Waters	Room Health Professions Academic Bldg. - Room 160
12:45 PM	President's Presentation and Campus Spotlight - Georgia Southern University - Student Success, Impactful Research and Performance Excellence One Georgia Southern...One Eagle Nation! Chairman Don L. Waters President Kyle Marrero Mr. Jadeon Carreker, Student Ms. Margaret Kilpatrick, Student Mr. Jarvis Steele, Student FY 2020 Tuition, Fees, & Allocations Regent Benjamin J. Tarbutton, III Ms. Tracey Cook, Interim Executive Vice Chancellor, Strategy & Fiscal Affairs	
1:35 PM	Track I Committee Meetings: Academic Affairs Regent C. Thomas Hopkins, Jr. Track I Committee Meetings: Economic Development - Georgia Southern University Regent Bárbara Rivera Holmes Track I Committee Meetings: Organization & Law Regent Sarah-Elizabeth Reed	Room 229 - Upstairs (HPAB)
1:35 PM	Track II Committee Meetings: Finance & Business Operations Regent Benjamin J. Tarbutton, III Track II Committee Meetings: Internal Audit, Risk and Compliance Regent Kessel D. Stelling	Room 229 - Upstairs (HPAB) Main Bd. Rm. - Room 160

Track II Committee Meetings: Personnel & Benefits
Regent Philip A. Wilheit, Sr.

Track II Committee Meeting: Real Estate & Facilities
Regent Benjamin J. Tarbutton, III

3:00 PM

Reconvene
Chairman Don L. Waters

3:00 PM

Committee Reports
A. Academic Affairs - Regent C. Dean Alford
B. Economic Development - Regent Bárbara Rivera Holmes
C. Finance & Business Operations - Regent Benjamin J. Tarbutton
D. Internal Audit, Risk, and Compliance - Regent Benjamin J. Tarbutton
E. Organization & Law - Regent Laura Marsh
F. Personnel & Benefits - Regent Philip A. Wilheit, Sr.
G. Real Estate & Facilities - Regent Benjamin J. Tarbutton

9:25 AM

Reconvene
Chairman Don L. Waters

Room Health
Professions
Academic
Bldg. - Room
160

Presentation of Colors - Savannah State University - Naval ROTC
Chairman Don L. Waters

Invocation/Pledge
Chair Don L. Waters
1st LT Malik Bradley, Savannah State University
SGA President

Safety Briefing
Chief of Police Laura McCullough, Georgia Southern University

Momentum Awards
Dr. Tristan Denley

President's Presentation and Campus Spotlight - Savannah State University - Full STEAM A-HEAD
Chairman Don L. Waters
President Cheryl Dozier
Ms. Karla-Sue Marriott, Asst. Professor
Ms. Tyra Deloatch, Student
Ms. Nikia Mitchell, Student
Ms. Arielle Dallas, Student

Georgia Film Academy Update
Mr. Jeffrey Stepakoff, Executive Director Georgia Film Academy

Chancellor's Report
Chancellor Steve Wrigley

Unfinished Business
Chairman Don L. Waters

New Business
Chairman Don L. Waters

Petitions and Communications
Secretary Edward Tate

10:55 AM

Executive Session
Chairman Don L. Waters

11:55 AM

Reconvene
Chairman Don L. Waters

Adjournment
Chairman Don L. Waters

Board of Regents April 16-17, 2019



Safety and Security Briefing

GEORGIA SOUTHERN DEPARTMENT OF PUBLIC SAFETY

912-344-3333



Savannah Weather



**GEORGIA
SOUTHERN**
UNIVERSITY

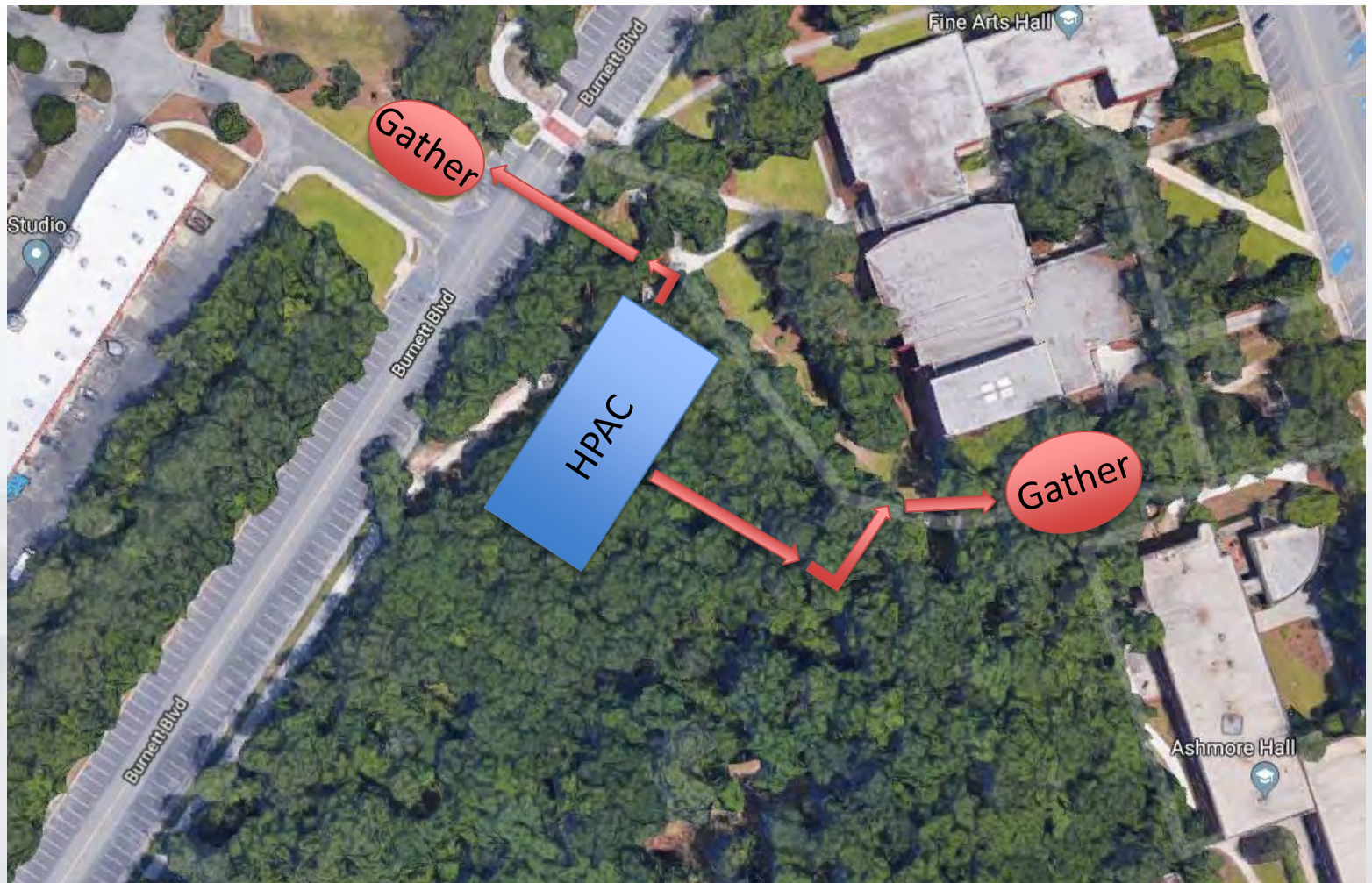
First Floor Evacuation Route



Second Floor Evacuation Route



Gathering Locations



**GEORGIA
SOUTHERN**
UNIVERSITY



WELCOME TO GEORGIA SOUTHERN UNIVERSITY



Statesboro - Savannah - Hinesville

**MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
Atlanta, Georgia
February 12, 2019**

CALL TO ORDER

The Board of Regents of the University System of Georgia met at approximately 10:02 a.m. Tuesday, February 12, 2019, in the Board Room, Room 8003, 270 Washington Street SW, Atlanta, Georgia. The Chairman of the Board, Regent Don L. Waters, called the meeting to order. Present, in addition to Chairman Waters, were Vice Chairman T. Rogers Wade; Regents C. Dean Alford; W. Allen Gudenrath; Erin Hames; Bárbara Rivera Holmes; C. Thomas Hopkins, Jr.; James M. Hull; Donald M. Leebern, Jr.; Laura Marsh; Neil L. Pruitt, Jr.; Sarah-Elizabeth Reed; Sachin D. Shailendra; E. Scott Smith; Kessel D. Stelling, Jr.; Benjamin J. Tarbutton, III; Richard L. Tucker; and Philip A. Wilheit, Sr. Regent Chris Cummiskey was excused.

INVOCATION AND PLEDGE

Savannah State University Student Government Association President Malik Bradley gave the invocation and led the Pledge of Allegiance.

RECOGNITION OF USG STUDENT GOVERNMENT ASSOCIATION PRESIDENTS

Chairman Waters recognized the Student Government Association Presidents from across the University System of Georgia (USG) who were present at the meeting.

SAFETY BRIEFING

Chief of Police Bruce Holmes gave the safety briefing.

APPROVAL OF MINUTES

With motion made and variously seconded, the Regents present voted unanimously to approve the minutes of the Board's meetings of January 9 and 17, 2019.

CAMPUS SPOTLIGHT: GEORGIA HIGHLANDS COLLEGE

Chairman Waters introduced Georgia Highlands College (GHC) President Don Green, who talked about the College's initiatives that have improved learning and instruction in STEM courses and increased student retention. GHC Instructor of Chemistry Erin Kingston described the new Charging Up Chemistry program, which was designed to increase student success by improving student engagement and access to course materials and resources. Charging Up Chemistry uses semi-flipped classrooms and a peer-led learning program to foster collaborative learning. The program also partnered with the Affordable Learning Georgia initiative to create free online course materials. Using free educational materials instead of traditional textbooks saves students money, and these open access materials are also shared with the public online. GHC chemistry students Jacob Pirkle and Tony Hernandez spoke of their experiences in the peer-led learning program and using the chemistry program's open educational resources.

2018 WELL-BEING RECOGNITION AWARD

Associate Vice Chancellor for Total Rewards Karin Elliott presented the 2018 Well-Being Recognition award to President Margaret Venable of Dalton State College (DSC). In 2018, the USG launched a System-wide well-being program designed to promote positive behavior change among employees, and DSC had the highest participation rate of any USG institution.

ITS UPDATE

Vice Chancellor and Chief Information Officer Bobby Laurine provided an Information Technology Services (ITS) update. Vice Chancellor Laurine introduced the USG Higher Education Enterprise, the umbrella under which ITS provides technology solutions to all 26 USG institutions, over 2900 academic programs, and more than 328,000 students. He announced that the USG shared payroll and benefits system, OneUSG Connect, is now

in use at 24 USG institutions and the University System Office, and the remaining two institutions will be using the system by January 2020. Vice Chancellor Laurine also gave updates on several other ITS projects. ITS is currently collaborating with the Georgia Student Finance Commission (GSFC) to design the College HOPE Eligibility Calculation Service. They are also making updates to Banner, the USG's student information system, to support components of the Momentum Year initiative. ITS is still focused on protecting the USG from cybersecurity threats and is currently assessing cybersecurity insurance needs. Lastly, Vice Chancellor Laurine thanked the members of the USG CIO Advisory Council for their work in supporting the System's technology efforts.

BUDGET UPDATE

Interim Executive Vice Chancellor for Strategy & Fiscal Affairs Tracey Cook provided an update on the Amended Fiscal Year (FY) 2019 budget and the FY 2020 budget. The Amended FY 2019 budget includes an additional \$13.6 million in new funds for the USG and its pass-through organizations, including Augusta University Health and the Georgia Public Library System.

The FY 2020 budget includes an increase of \$146 million in new funding for the USG to support enrollment growth, real estate purchases, the Teachers' Retirement System, health insurance for employees and retirees, and merit-based pay adjustments. In addition, Governor Brian Kemp has recommended a capital budget of \$209 million, including \$7.9 million for equipment and \$154 million for construction.

ACADEMIC RECOGNITION HONOREES

Vice Chancellor for Student Affairs Joyce Jones recognized the 26 Academic Recognition Day honorees. Each USG institution nominates one student for this award based on his or her exceptional academic achievement and community involvement.

SACSCOC PRINCIPLES & ACCREDITATION UPDATE

Vice Chancellor for Organizational Effectiveness John Fuchko presented an update on Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation. SACSCOC is one of six regional accrediting bodies in the United States; accreditation is required for students to receive federal financial aid and is an indication of academic quality. SACSCOC also sets standards for governing boards. Vice Chancellor Fuchko thanked the Regents for their participation in the USG's recent SACSCOC self-evaluation.

CHANCELLOR'S REPORT

Chancellor Wrigley began his report by thanking Governor Brian Kemp for his budget recommendation for the USG. He then congratulated the 26 outstanding students who were honored as part of Academic Recognition Day earlier today.

Chancellor Wrigley announced the results of a study done by an independent researcher from Dartmouth College that analyzed the impact of the five USG institution consolidations. Among the findings are that these consolidations have led to increases in the retention of first-time undergraduate students, the four-year graduation rate for bachelor's students, and spending on academic support. They have also led to cost savings on student services without significant changes in per-credit-hour tuition or institutional financial aid. The Chancellor commended the University of North Georgia, Middle Georgia State University, Georgia Southern University, South Georgia State College, and Kennesaw State University for their hard work and perseverance during the consolidations.

Chancellor Wrigley then shared several highlights from across the University System. He congratulated former Georgia Gwinnett College (GGC) President Stas Preczewski on his retirement and thanked him for his leadership and dedication. He also thanked Dr. Mary Beth Walker, Associate Provost at Georgia State University, for serving as Interim President at GGC until a new president is appointed. Chancellor Wrigley spoke of a new partnership with the U.S. Army and the Georgia Cyber Innovation and Training Center in Augusta. This agreement will help active duty military, reservists, and National Guard members stationed at the Cyber Command headquarters at

Fort Gordon pursue degrees in USG cybersecurity programs across the state. The Chancellor announced that the Georgia Institute of Technology and the University of North Georgia recently finished second and third, respectively, in the National Security Agency's 100-day Codebreaker Challenge. UNG placed ahead of all other competing senior military colleges, and its team of cadets will next compete in the NSA's National Cyber Exercise at the U.S. Air Force Academy in April. Chancellor Wrigley noted that Military Friendly, a website that reviews and ranks universities that serve military and veteran students, has ranked Georgia State University the #1 military-friendly school in the nation. This ranking comes on the heels of Georgia Southern University's top ranking on *Military Times*' "best for vets" list. Lastly, the Chancellor congratulated the University of Georgia (UGA) for ranking first among U.S. institutions for the number of commercial products reaching the market. Fifty-two products based on UGA research reached the market in 2017.

Chancellor Wrigley concluded his remarks with a historical note. On this day in 1935, Sir Robert Watson-Watt submitted a new system designed to track airplanes in flight to the British Air Ministry. Radio detection and ranging, or RADAR, bounced signals off airplanes to identify their location; within a few short years, a string of radar stations dotted the east and southern coasts of England and were widely credited with winning the Battle of Britain during World War II.

COMMITTEE REPORTS

Reports of the standing committees are attached hereto. Upon motion made and duly seconded, the Board unanimously approved and adopted the reports of the following committees:

- the Committee on Academic Affairs
- the Joint Committee on Finance & Business Operations and Internal Audit, Risk, and Compliance
- the Committee on Finance & Business Operations
- the Committee on Internal Audit, Risk, and Compliance
- the Committee on Organization & Law
- the Committee on Personnel & Benefits
- the Committee on Real Estate & Facilities

UNFINISHED BUSINESS

There was none.

NEW BUSINESS

Chairman Waters thanked the Regents for their attendance at the 2019 USG Foundation Gala, which was held on February 8, 2019. He congratulated Vice Chancellor of Development Karen McCauley and her staff on a successful gala and thanked Regents Pruitt, Reed, and Leebern, as well as Chancellor Wrigley, for their work at the event. Regent Neil L. Pruitt, Jr., announced that the Gala raised \$900,000 for needs-based scholarships this year.

PETITIONS AND COMMUNICATIONS

There were no petitions. Secretary to the Board Edward Tate announced that the Board of Regents will hold a strategic planning meeting on March 12, 2019.

EXECUTIVE SESSION

Following the announcement on Petitions and Communications, Chairman Waters called for an executive session at approximately 1:54 p.m. to discuss personnel matters and litigation. With motion properly made and seconded, the Regents present voted unanimously to go into executive session. An affidavit regarding this executive session is on file with the Office of the Secretary to the Board.

RECONVENE

Following executive session, Chairman Waters reconvened the Board meeting in its regular session at approximately 2:48 p.m. and announced that the Board took no actions during the executive session.

ADJOURNMENT

There being no further business to come before the Board, the meeting adjourned at 2:50 p.m.

Don L. Waters
Chairman, Board of Regents
University System of Georgia

Edward M. Tate
Secretary, Board of Regents
University System of Georgia

MINUTES OF THE COMMITTEE ON ACADEMIC AFFAIRS

The Committee on Academic Affairs of the Board of Regents of the University System of Georgia met at approximately 11:05 a.m. in Room 2104 of the Board's offices, 270 Washington St., SW, in Atlanta, Georgia. Committee Chairman C. Thomas Hopkins, Jr., called the meeting to order. Present, in addition to Chairman Hopkins, were Regents C. Dean Alford, W. Allen Gudenrath, Bárbara Rivera Holmes, Laura Marsh, Sarah-Elizabeth Reed, and E. Scott Smith. Regent Chris Cummiskey was excused. Unless otherwise noted, the Regents present approved all items unanimously.

ACTION ITEMS

1. The Committee approved the establishment of a Bachelor of Science in Education with a major in elementary education at Clayton State University.
2. The Committee approved the establishment of a Bachelor of Science with a major in sports management at Middle Georgia State University.
3. The Committee approved the establishment of a Master of Sustainable Energy and Environmental Management at the Georgia Institute of Technology.
4. The Committee approved the establishment of a Master of Fine Arts with a major in film, television and digital media at the University of Georgia.
5. The Committee approved the termination of an academic program at the Georgia Institute of Technology.

INFORMATION ITEM

6. Vice Chancellor for Academic Affairs Dr. Marti Venn gave a preview of proposed changes to the *Board of Regents Policy Manual*, Section 4.2, Undergraduate Admissions.

CONSENT ITEM

7. The Board adopted new endowed faculty positions at Georgia State University and named faculty appointments at Augusta University and the University of Georgia.

DISCUSSION

Chairman Hopkins requested a presentation to explain the Freshman Index to the full Board.

ADJOURNMENT

There being no further business to come before the Committee, the meeting adjourned at approximately 11:33 a.m.

MINUTES OF THE COMMITTEE ON ORGANIZATION AND LAW

The Committee on Organization and Law of the Board of Regents of the University System of Georgia met at approximately 11:33 a.m. in Room 2107 of the Board's offices, 270 Washington St., SW, in Atlanta, Georgia. Committee Chairwoman Sarah-Elizabeth Reed called the meeting to order. Present, in addition to Chairwoman Reed, were Committee Vice Chairwoman Laura Marsh; Regents C. Dean Alford; W. Allen Gudenrath; Bárbara Rivera Holmes; C. Thomas Hopkins, Jr.; and E. Scott Smith. Regent Chris Cummiskey was excused. Unless otherwise noted, the Regents present approved all items unanimously.

APPROVAL ITEM

1. The Committee approved a proposed revision to the *Board of Regents Policy Manual*, Section 6.26, Application for Discretionary Review, and related revisions to Section 4.7, Appeals, and Section 8.2.21, Employment Appeals.

EXECUTIVE SESSION

Chairwoman Reed called for an executive session at approximately 11:35 a.m. to discuss personnel and litigation matters. With motion properly made and seconded, the Regents who were present voted unanimously to go into executive session. An affidavit regarding this executive session is on file in the Office of the Secretary to the Board.

RECONVENE

After the Committee exited executive session, Chairwoman Reed reconvened the committee in its regular session at 11:55 a.m. and announced that no actions were taken.

ADJOURNMENT

There being no further business to come before the Committee, the meeting adjourned at 11:56 a.m.

**MINUTES OF THE
JOINT COMMITTEE ON FINANCE & BUSINESS OPERATIONS AND
INTERNAL AUDIT, RISK, AND COMPLIANCE**

The Joint Committee on Finance & Business Operations and Internal Audit, Risk and Compliance of the Board of Regents of the University System of Georgia met at approximately 11:02 a.m. in Room 8003 of the Board's offices, 270 Washington St., SW, in Atlanta, Georgia. Regent Kessel D. Stelling, Jr., called the meeting to order. Present, in addition to Regent Stelling, were Regents Erin Hames; Sachin D. Shailendra; Donald M. Leebern, Jr.; and Neil L. Pruitt, Jr. Regents James M. Hull; Benjamin J. Tarbutton, III; Richard L. Tucker; and Philip A. Wilheit, Sr., were excused.

INFORMATION ITEMS

1. Associate Vice Chancellor for Fiscal Affairs Claire Arnold provided information on the Fiscal Year 2018 Financial Engagement Results for the University System of Georgia, including a summary of audit trends and action plans to address Fiscal Year 2018 findings.
2. Associate Vice Chancellor Arnold presented the University System of Georgia's 2018 Consolidated Annual Financial Report to the Committee.

ADJOURNMENT

There being no further business to come before the Committee, the meeting adjourned at approximately 11:17 a.m.

MINUTES OF THE COMMITTEE ON PERSONNEL & BENEFITS

The Committee on Personnel and Benefits of the Board of Regents of the University System of Georgia met at approximately 11:19 a.m. in Room 8003 of the Board's offices, 270 Washington St., SW, in Atlanta, Georgia. Committee Chairman Philip A. Wilheit, Sr., called the meeting to order. Present, in addition to Chairman Wilheit, were Committee Vice Chairman Richard L. Tucker; Regents Erin Hames; James M. Hull; Donald M. Leeburn, Jr.; Neil L. Pruitt; Sachin D. Shailendra; Kessel D. Stelling, Jr.; and Benjamin J. Tarbutton, III. Chancellor Steve Wrigley, Board Chairman Don L. Waters, and Board Vice Chairman T. Rogers Wade also were present. Unless otherwise noted, the Regents present approved all items unanimously.

INFORMATION ITEM

1. Associate Vice Chancellor for Total Rewards Karin Elliott presented several strategies the USG is using to address the System's rising Other Postemployment Benefits (OPEB) liability.

APPROVAL ITEM

2. Board of Regents Policy 8.2.3, Employment of Relatives, allows the Board to make exceptions to the prohibition on employment of relatives upon recommendation of the Chancellor. Chancellor Wrigley recommends the appointment of Dr. J. Michael Crafton as interim president of the University of West Georgia. This appointment requires the Board to make an exception to Board of Regents Policy 8.2.3, as Dr. Crafton's wife is a member of the faculty of the University of West Georgia. The Chancellor recommends this exception as being in the best interest of the University of West Georgia and the University System. With motion made and properly seconded, the Committee unanimously approved the proposed exception.

ADJOURNMENT

There being no further business to come before the Committee, the meeting adjourned at approximately 11:27 a.m.

MINUTES OF THE COMMITTEE ON FINANCE & BUSINESS OPERATIONS

The Committee on Finance & Business Operations of the Board of Regents of the University System of Georgia met at approximately 11:27 a.m. in Room 8003 of the Board's offices, 270 Washington St., SW, in Atlanta, Georgia. Committee Chairman Sachin D. Shailendra called the meeting to order. Present, in addition to Chairman Shailendra, were Committee Vice Chairman Donald M. Leebern, Jr.; Regents Erin Hames; James M. Hull; Neil L. Pruitt, Jr.; Kessel D. Stelling, Jr.; Benjamin J. Tarbutton, III; Richard L. Tucker; and Philip A. Wilheit, Sr. Chancellor Steve Wrigley, Board Chairman Don L. Waters, and Board Vice Chairman T. Rogers Wade also were present. Unless otherwise noted, the Regents present approved all items unanimously.

INFORMATION ITEM

1. Interim Vice Chancellor for Strategy & Fiscal Affairs Tracey Cook gave a presentation on the Fiscal Year 2019 Second Quarter Revenues and Expenditures for the University System of Georgia.

ADJOURNMENT

There being no further business to come before the Committee, the meeting adjourned at approximately 11:34 a.m.

MINUTES OF THE COMMITTEE ON INTERNAL AUDIT, RISK AND COMPLIANCE

The Committee on Internal Audit, Risk and Compliance of the Board of Regents of the University System of Georgia met at approximately 11:34 a.m. in Room 8003 of the Board's offices, 270 Washington St., SW, in Atlanta, Georgia. Committee Chairman Kessel D. Stelling, Jr., called the meeting to order. Present, in addition to Chairman Stelling, were Committee Vice Chairwoman Erin Hames; James M. Hull; Donald M. Leebern, Jr.; Neil L. Pruitt, Jr.; Sachin D. Shailendra; Benjamin J. Tarbutton, III; Richard L. Tucker; and Philip A. Wilheit, Sr. Chancellor Steve Wrigley, Board Chairman Don L. Waters, and Board Vice Chairman T. Rogers Wade also were present. Unless otherwise noted, the Regents present approved all items unanimously.

INFORMATION ITEM

1. The Committee reviewed a proposed revision to the *Board of Regents Policy Manual*, Section 8.2.18.2, Conflicts of Interest and Conflicts of Commitment.

APPROVAL ITEM

2. The Committee approved Chancellor Wrigley's appointment of Claire Arnold as interim Chief Audit Officer, to be effective Friday, February 15, 2019.

ADJOURNMENT

There being no further business to come before the committees, the meeting adjourned at approximately 11:39 a.m.

MINUTES OF THE COMMITTEE ON REAL ESTATE & FACILITIES

The Committee on Real Estate & Facilities of the Board of Regents of the University System of Georgia met at approximately 11:40 a.m. in Room 8003 of the Board's offices, 270 Washington Street SW, in Atlanta, Georgia. Committee Chairman Benjamin J. Tarbutton, III, called the meeting to order. Present, in addition to Chairman Tarbutton, were Committee Vice Chairman Neil L. Pruitt, Jr.; Regents Erin Hames; James M. Hull; Donald M. Leebern, Jr.; Sachin D. Shailendra; Kessel D. Stelling, Jr.; Richard L. Tucker; and Philip A. Wilheit, Sr. Chancellor Steve Wrigley, Board Chairman Don L. Waters, and Board Vice Chairman T. Rogers Wade also were present. Unless otherwise noted, the Regents present approved all items unanimously.

INFORMATION ITEMS

1. Vice Chancellor for Real Estate & Facilities Jim James presented an information item on a proposed renovation of Stillwell Baseball Stadium at Kennesaw State University.
2. Vice Chancellor James informed the Committee about a proposed campus-wide project to upgrade door access control hardware at the Georgia Institute of Technology.

APPROVAL ITEMS

3. The Committee recognized a commitment of philanthropic support to extend the naming of the Henry F. McCamish, Jr. Basketball Complex at the Georgia Institute of Technology.
4. The Committee authorized Project No. BR-30-1901, Cobb County Research Facility - Special Access Program Facility Expansion, at the Georgia Institute of Technology.
5. The Committee authorized a budget modification and the demolition of a building, Project No. J-320, Kell Hall Demolition and Infrastructure, at Georgia State University.
6. The Committee authorized a budget modification for Project No. J-330, College of Business Building, at the University of West Georgia.
7. The Committee approved a ground lease, Project No. PPV-91-1801, Student Housing, at the Middle Georgia State University Macon Campus.
8. The Committee approved a ground lease and rental agreement, Project No. PPV-30-1801, Campus Center (Student Center Expansion/Renovation), at the Georgia Institute of Technology.

ADJOURNMENT

There being no further business to come before the Committee, the meeting adjourned at approximately 12:08 p.m.

**MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
Buford, Georgia
March 11-12, 2019**

CALL TO ORDER

The Board of Regents of the University System of Georgia met at approximately 6:30 p.m. Monday, March 11, and approximately 8:00 a.m. Tuesday, March 12, 2019, in the Magnolia Room of the Lake Lanier Islands Legacy Lodge, 7000 Lanier Islands Parkway, Buford, Georgia. The Chairman of the Board, Regent Don L. Waters, called the meeting to order. Present, in addition to Chairman Waters, were Vice Chairman T. Rogers Wade; Regents C. Dean Alford; Chris Cummiskey; W. Allen Gudenrath; Erin Hames; Bárbara Rivera Holmes; C. Thomas Hopkins, Jr.; James M. Hull; Donald M. Leebern, Jr.; Laura Marsh; Sarah-Elizabeth Reed; Sachin D. Shailendra; E. Scott Smith; Kessel D. Stelling, Jr.; Benjamin J. Tarbutton, III; Richard L. Tucker; and Philip A. Wilheit, Sr. Regent Neil L. Pruitt, Jr., was excused.

STRATEGIC GOALS AND OPPORTUNITIES

Chancellor Steve Wrigley gave a presentation on University System of Georgia (USG) goals and opportunities.

STRATEGIC PLANNING SESSION

Former USG Chancellor Dr. Stephen R. Portch led the Board of Regents, Chancellor Wrigley, and University System Office administrators in a Strategic Planning Session. In preparing to create a new strategic plan, the Regents present reviewed the University System of Georgia's current mission, vision statement, and goals. From there, the Regents identified key themes and goals that would serve as the basis to begin working on an updated strategic plan for the University System of Georgia.

LEGAL AFFAIRS UPDATE

USG Legal Counsel Brooke Bowen led a presentation on the free expression rights embodied in the First Amendment to the United States Constitution and the Constitution of the State of Georgia.

FISCAL AFFAIRS UPDATE

Interim Executive Vice Chancellor for Strategy and Fiscal Affairs Tracey Cook provided the Board with preliminary information regarding Fiscal Year 2020 state funds allocation strategy, tuition, and fees.

EXECUTIVE SESSION

At approximately 12:40 p.m., Chairman Waters called for an executive session to discuss pending and potential litigation and personnel matters involving several institutions, including presidential search updates and evaluations. With motion properly made and seconded, the Regents present voted unanimously to enter into executive session. An affidavit regarding this executive session is on file with the Office of the Secretary to the Board.

RECONVENE

Following executive session, Chairman Waters reconvened the Board meeting in its regular session at approximately 1:10 p.m. and announced that the Board took no actions during the executive session.

ADJOURNMENT

There being no further business to come before the Board, the meeting adjourned at 1:10 p.m. on Tuesday, March 12, 2019.

Don L. Waters
Chairman, Board of Regents
University System of Georgia

Edward M. Tate
Secretary, Board of Regents
University System of Georgia

**MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
Atlanta, Georgia
March 28, 2019**

CALL TO ORDER

The Board of Regents of the University System of Georgia met on Thursday, March 28, 2019, via a special called telephonic meeting. The Chairman of the Board, Regent Don L. Waters, called the meeting to order at approximately 8:30 a.m. Present, in addition to Chairman Waters, were Board Vice Chairman T. Rogers Wade; Regents Chris Cummiskey; W. Allen Gudenrath; Erin Hames; C. Thomas Hopkins, Jr.; James M. Hull; Laura Marsh; Neil L. Pruitt, Jr.; Sarah-Elizabeth Reed; Sachin D. Shailendra; Kessel D. Stelling, Jr.; Richard L. Tucker; and Philip A. Wilheit, Sr. Regents C. Dean Alford; Bárbara Rivera Holmes; Donald M. Leebern, Jr.; E. Scott Smith; and Benjamin J. Tarbutton, III, were excused.

NEW BUSINESS

At approximately 8:31 a.m., Chairman Waters called for an executive session for the purpose of discussing personnel matters. With motion made and variously seconded, the Regents present voted unanimously to go into executive session. An affidavit regarding the executive session is on file with the Office of the Secretary to the Board.

RECONVENE

Chairman Waters reconvened the Board meeting in its regular session at approximately 8:36 a.m. and announced that no actions were taken during the executive session.

With motion made and variously seconded, the Regents present voted unanimously to name Dr. Jann Luciana Joseph as the finalist for the position of Georgia Gwinnett College president. The finalist will be presented for full Board of Regents consideration during a future meeting.

ADJOURNMENT

There being no further business to come before the Board, the meeting adjourned at approximately 8:39 a.m.

Don L. Waters
Chairman, Board of Regents
University System of Georgia

Edward M. Tate
Secretary, Board of Regents
University System of Georgia

**MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
Atlanta, Georgia
April 5, 2019**

CALL TO ORDER

The Board of Regents of the University System of Georgia met on Friday, April 5, 2019, via a special called telephonic meeting. The Chairman of the Board, Regent Don L. Waters, called the meeting to order at approximately 2:01 p.m. Present, in addition to Chairman Waters, were Board Vice Chairman T. Rogers Wade; Regents C. Dean Alford; C. Thomas Hopkins, Jr.; James M. Hull; Laura Marsh; Sachin D. Shailendra; E. Scott Smith; Kessel D. Stelling, Jr.; Benjamin J. Tarbutton, III; Richard L. Tucker; and Philip A. Wilheit, Sr. Regents Chris Cummiskey; W. Allen Gudenrath; Erin Hames; Bárbara Rivera Holmes; Donald M. Leebern, Jr.; Neil L. Pruitt, Jr.; and Sarah-Elizabeth Reed were excused.

NEW BUSINESS

With motion made and variously seconded, the Regents present voted unanimously to appoint previously named finalist Dr. Jann Luciana Joseph as President of Georgia Gwinnett College, at a level of compensation negotiated by the Chancellor, with a start date of July 1, 2019.

ADJOURNMENT

There being no further business to come before the Board, the meeting adjourned at approximately 2:04 p.m.

Don L. Waters
Chairman, Board of Regents
University System of Georgia

Edward M. Tate
Secretary, Board of Regents
University System of Georgia

AGENDA
FINANCE AND BUSINESS OPERATIONS

April 16, 2019

Agenda Item

APPROVAL ITEMS

1. Fiscal Year 2019 Amended Budget
2. Fiscal Year 2020 Tuition
3. Fiscal Year 2020 Mandatory Fees
4. Fiscal Year 2020 Elective Fees and Special Charges
5. Fiscal Year 2020 Budget Allocations

**This item to be sent
under separate cover
(on April 16, 2019)**

AGENDA
COMMITTEE ON ACADAMIC AFFAIRS
April 16, 2019

Agenda Items	Page No.
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ACTION ITEMS:

I. Academic Programs

New Program Requests:

- | | |
|--|---|
| 1. Establishment of a Bachelor of Fine Arts in Theatre, University of West Georgia | 3 |
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1. Establishment of a Bachelor of Fine Arts in Theatre, University of West Georgia

Recommended: That the Board approve the request of Interim President Michael Crafton that the University of West Georgia (“UWG”) be approved to offer the Bachelor of Fine Arts in Theatre, effective April 17, 2019.

Need and Demand: According to the FilmLA study on 2016, Georgia outpaced all filming locations, both nationally and internationally. (FilmLA, Inc.: 2016 Feature Film Study, p. 3) According to the Georgia Department of Economic Development’s *Team Work: FY16 Year in Review*, Georgia is ranked third in the US and fifth in the world for film production (as of 2017, Georgia is now ranked #1 in the world for film production). This resulted in an over \$7 billion economic windfall for the state. There are over 159 camera-ready communities in the state (camera-ready is understood to mean that film production companies can utilize these areas without having to convert them into film sets; they are ready for use).

According to Broadway World, there are over 80 institutions that offer the BFA degree in Theatre. Of that, only four institutions in Georgia offer the degree (CSU, VSU, UNG, and Brenau). According to the Georgia Department of Labor’s Long-Term Occupational Projections for 2016 – 2026, *actors* is the 16th fast-growing occupation in Georgia. The number of actors needed is projected to grow from 1,980 in 2016 to 2,600 in 2026. That is a 31% increase in the employment of actors generating demand for 620 by 2016 new actor positions. Each year 60 new positions are needed and the total number of annual openings in this field is 290. Conversely, the total number of USG degrees conferred in the CIP code 50.0501 was 158. The number of openings outpaces the current number of graduates by 32 students each year. The BFA in Theatre will contribute performers, designers, publicists, artists, and arts supporters to the Georgia economy.

Program Summary: Because the BFA in Theatre with concentrations in Acting and Design is a professional degree, it is important that our program goals and the learning outcomes for each concentration focus on preparing the student for the professional world of Theatre. In doing so, we are creating artists who will contribute culture, knowledge, and skills to their communities. They will go into graduate programs, if they so choose, with knowledge, skills, and experiences that will place them at the same level as their peers. Lastly, they will learn to approach the profession with confidence in their skills and abilities, and understand how they can contribute to the field and to the community.

List of Similar Existing USG Programs and Productivity:

Enrollments and Degrees Conferred	FY2014	FY2015	FY2016	FY2017	FY2018
Columbus State University (Enrollment) (Degrees Conferred)	76 19	86 22	87 25	87 13	96 14
Valdosta State University (Enrollment) (Degrees Conferred)	79 16	76 16	68 13	83 18	93 8

University of North Georgia (Enrollment) (Degrees Conferred)	34 3	38 6	41 8	41 9	40 11
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Fiscal and Facilities Impact: None

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

2. **Establishment of a Master of Science in Occupational Therapy Bridge Program, Middle Georgia State University**

Recommended: That the Board approve the request of President Christopher Blake that Middle Georgia State University (“MGSU”) be approved to offer a Master of Science in Occupational Therapy (Bridge Program) effective April 17, 2019.

Need and Demand: As the U.S. population ages, the Department of Labor is projecting an estimated 24% increase in job opportunity for occupational therapists between 2016-2026, which is much faster than the average profession. Projections also indicate that Georgia will have jobs for approximately 3,800 new OTs during that same timeframe. On October 24, 2018, President Trump, signed into law legislation to address the opioid epidemic that included occupational therapy as a non-pharmacological pain management treatment. This law will improve access to OT services in pain management and is expected to increase the need for occupational therapists in the near future.

Program Summary: The proposed MSOT program is designed as a bridge program from the associate to the master’s level and will provide the opportunity for MGA alumni and other currently licensed and certified occupational therapy assistants (COTAs) to advance their careers by becoming occupational therapists (OTRs). The principal goal of the proposed program is to prepare licensed and certified occupational therapy assistants to become fully licensed occupational therapists who are equipped to apply empirical findings in their practice, and to prepare administrators and leaders for the rapidly changing and dynamic nature of contemporary health and human services delivery systems. This program will facilitate the student’s clinical practice knowledge and skills, professional development, leadership and advocacy skills, and advanced knowledge base to inform clinical practice. The program is designed to be delivered in hybrid format to allow students to continue working while seeking a graduate degree. The proposed OTA to MSOT bridge program is designed to allow COTAs to continue working while taking graduate level classes in occupational therapy online and attend traditional, face-to-face classes approximately one weekend per month, Friday-Sunday.

List of Similar Existing USG Programs and Productivity:

Currently, there are two institutions that offer a Masters in Occupational Therapy however, no other USG institution offers a program designed as a bridge for COTAs to obtain a master’s degree in occupational therapy. There is also no MSOT program (bridge or traditional entry level) offered by a USG institution in MGA’s service area or the close surrounding areas. A private institution, Brenau University, in Gainesville, offers the only accelerated program in Georgia for COTAs to return to school and obtain the occupational therapist degree with a cost of approximately \$82,000.

Enrollments and Degrees Conferred	FY2014	FY2015	FY2016	FY2017	FY2018
Augusta University (Enrollment) (Degrees Conferred)	88 39	90 44	89 42	89 44	90 43
Georgia State University ¹ (Enrollment) (Degrees Conferred)				19	39

¹ Established in August 14, 2017

Fiscal and Facilities Impact: None

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

3. **Establishment of a Ph.D. with a major in agricultural leadership, education, and communication, University of Georgia**

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia (“UGA”) be approved to offer a Ph.D. with a major in Agricultural Leadership, Education, and Communication (ALEC), effective April 17, 2019.

Need and Demand: The Hanover Research Group conducted a market analysis in February 2015 to determine the market for a doctoral program in ALEC at UGA. Student demand and labor market demand were used to analyze the potential viability for an ALEC Ph.D. and potential areas for specialization for the proposed doctoral program. Findings indicated that an ALEC doctoral program would enable UGA to capitalize on a current unmet demand for doctoral programming in the combined areas of agricultural leadership, education, and communication. Specifically, the post-secondary agricultural education-related field is expected to grow by over 30% in Georgia between 2012 and 2022, with a teacher shortage projected in the next 10 years.

In addition, the Hanover Report (2015) found that the demand for leadership education and environmental education specifically are expected to increase in the coming years. The report stated, “An agricultural leadership Ph.D. program would be uniquely situated to prepare students not only for academic jobs but also for leadership roles in industry and government” (p. 4). In fact, the southeast region was responsible for nearly one-third of all ALEC-related Master’s degrees awarded between 2009 and 2013. The Hanover Report suggested that this trend indicates a large potential market for a Ph.D. program at the University of Georgia. National employment projections indicate a nearly 15% increase in demand for Ph.D.’s in ALEC-related disciplines between 2012 and 2022. The ALEC Ph.D. is prepared to meet this demand.

Program Summary: The proposed Ph.D. program in ALEC is designed to prepare graduates for both academic and non-academic careers. The degree requires a total of 45 hours of coursework and research hours and provides all doctoral students with a common set of core competencies and content areas (12 hours, referred to as the “common core”), while allowing students to specialize in one of four focus areas (12 hours). The focus areas are: 1) Agricultural Education (AGED), 2) Agricultural Communication (AGCM), 3) Environmental Education (ENED), or 4) Extension Education (EXED) with either a domestic or international concentration. Leadership and service learning theory and practices are interwoven throughout the curriculum. Within these four foci, doctoral students will become intellectual and programmatic leaders within their respective disciplines.

List of Similar Existing USG Programs and Productivity:

There are no ALEC Ph.D. degrees offered in the state of Georgia. The nearest similar program is offered at the University of Florida. The University of Florida’s Ph.D. in Agricultural Education and Communications graduates, on average, eight doctoral students per year.

Fiscal and Facilities Impact: None

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

4. **Termination of Academic Degree, Columbus State University**

Recommended: That the Board approve the request of President Chris Markwood that Columbus State University (“CSU”) be authorized to terminate the Master of Arts with a major in Secondary English.

Abstract: Columbus State has verified that there are no students enrolled in this degree program and no adverse impact on faculty or students.

5. Presentation on Admission Requirements

Abstract: The Office of Research, Policy and Analysis will provide a presentation on revising the freshman index and minimum admission scores for the four sectors of institutions (research, comprehensive, state universities, and state colleges).

6. a. Policy Manual Section 4.2 Undergraduate Admission

Recommended: That the Board approve revisions to 4.2 Undergraduate Admission and associated subsections of the Board of Regents' Policy Manual effective April 17, 2019.

Understandings: These proposed revisions bring consistency and increase the efficiency of the Policy Manual. The proposed changes include the addition of a sentence referencing the Academic & Student Affairs Handbook as the source for the standards, procedures, and guidelines relevant to the Undergraduate Admission policies. Suggested changes do not substantively alter the intent of the policy.

CURRENT POLICY LANGUAGE:**4.2 Undergraduate Admissions**

Individuals seeking undergraduate admission to any University System of Georgia (USG) institution shall meet the requirements for one of the categories listed below and any additional requirements that may be prescribed by the institution. Meeting minimum requirements does not guarantee admission to any USG institution.

Any exceptions to these admission policies may be made only with written approval of the USG chief academic officer.

EDITED POLICY LANGUAGE:**4.2 Undergraduate Admissions**

Individuals seeking undergraduate admission to any University System of Georgia (USG) institution shall meet the requirements for one of the categories listed below and any additional requirements that may be prescribed by the institution. Meeting minimum requirements does not guarantee admission to any USG institution.

These policies must be applied in accordance with the standards, procedures, and guidelines provided in the Academic & Student Affairs Handbook. Any exceptions to these admission policies may be made only with written approval of the USG Chief Academic Officer.

PROPOSED NEW POLICY LANGUAGE:**4.2 Undergraduate Admission**

Individuals seeking undergraduate admission to any University System of Georgia (USG) institution shall meet the requirements for one of the categories listed below and any additional requirements that may be prescribed by the institution. Meeting minimum requirements does not guarantee admission to any USG institution.

These policies must be applied in accordance with the standards, procedures, and guidelines provided in the Academic & Student Affairs Handbook. Any exceptions to these admission policies may be made only with written approval of the USG Chief Academic Officer.

6. **b. 4.2.1 Admission Requirements for Programs Leading to an Associate or Baccalaureate Degree**

Understandings: This proposed revision brings consistency and increases the efficiency of the Policy Manual. The suggested change does not substantively alter the intent of the policy. The following page contains an index of the current policy language, the edited policy language, and the proposed new policy language.

CURRENT POLICY LANGUAGE:

4.2.1 Admission Requirements for Programs Leading to an Associate or Baccalaureate Degree

These policies apply to first-time freshmen and individuals who have not earned the equivalent of 30 semester hours of transferable postsecondary credit.

EDITED POLICY LANGUAGE:

4.2.1 Admission Requirements for Programs Leading to an Associate or Baccalaureate Degree

~~These policies apply to first-time freshmen and individuals who have not earned the equivalent of 30 semester hours of transferable postsecondary credit.~~ These policies must be applied in accordance with the standards, procedures, and guidelines provided in the Academic & Student Affairs Handbook.

PROPOSED NEW POLICY LANGUAGE:

4.2.1 Admission Requirements for Programs Leading to an Associate or Baccalaureate Degree

These policies must be applied in accordance with the standards, procedures, and guidelines provided in the Academic & Student Affairs Handbook.

6. c. 4.2.1.1 Freshman Requirements

Understandings: These proposed revisions bring consistency and increase the efficiency of the Policy Manual. The proposed changes include moving procedural details, which are highlighted in blue, to the Academic & Student Affairs Handbook; making stylistic edits to improve readability; and removing outdated language, such as reference to the EPI and MPI calculations for Learning Support placement. These revisions also include proposed changes to the SAT Freshman Index (FI) formula and the minimum SAT requirements based on a recent analysis completed by the Office of Research and Policy Analysis on the current SA, which are highlighted in green. The state college FI minimum requirement has been removed to reflect that the state college's presidents may elect not to require SAT/ACT and an FI cannot be calculated without SAT/ACT scores. Lastly, the proposed revisions include moving the requirements for the admission of unaccredited homeschool and high school students from the current Policy Section 4.2.1.2, Exceptions to Freshman Admission Requirements for Special Groups of Students, to this section to reflect that non-accredited homeschool and high school students do not require an admission exception but rather may demonstrate their high school graduation and completion of the USG's Required High School Curriculum in an alternative way. Additional procedural details supporting this change will be incorporated in the Academic & Student Affairs Handbook and will better align the requirements for homeschool admission with those required of other freshman applicants. Suggested changes do not substantively alter the intent of the policy.

CURRENT POLICY LANGUAGE:**4.2.1.1 Freshman Requirements**

Students applying for freshman admissions to a USG institution must meet the following criteria.

Required High School Curriculum

Completion of the USG's Required High School Curriculum ("RHSC") requirements and graduation from a high school accredited by a regional accrediting association (such as the Southern Association of Colleges and Schools) or the Georgia Accrediting Commission or from a public school regulated by a school system and state department of education.

Students applying to any institution must present credit for sixteen (16) specified units. Students who graduate from high school in 2012 or later must present credits for seventeen (17) specified units. The 16 (17 for students who graduate in 2012 or later) specified USG units are:

1. **MATHEMATICS:** Four (4) units of Mathematics, including Algebra I, Algebra II, and Geometry. For students who graduate from a Georgia Public School in 2012 or later, the 4 units of Mathematics must include a course at the level of Math 3 or higher.
2. **ENGLISH:** Four (4) units of English which have as their emphasis grammar and usage, literature (American, English, World), and advanced composition skills.
3. **SCIENCE:** Three (3) units of science, with at least one laboratory course from the life sciences and one laboratory course from the physical sciences. Students who graduate in 2012 or later must have four (4) units of science. Georgia Public high School graduates must have at least one (1)

unit of biology, one (1) unit of physical science or physics, and one (1) unit of chemistry, earth systems, environmental science, or an advanced placement science course.

4. **SOCIAL SCIENCE:** Three (3) units of social science, with at least one (1) course focusing on United States studies and one (1) course focusing on world studies.
5. **FOREIGN LANGUAGE/AMERICAN SIGN LANGUAGE/COMPUTER SCIENCE:** Two (2) units in the same foreign language emphasizing speaking, listening, reading, and writing. Two (2) units of American Sign Language or two (2) units of Computer Science emphasizing coding and programming may be used to satisfy this requirement.

In addition to these minimum requirements, students are encouraged to take additional academic units in high school to improve their probability for admission and success.

SAT/ACT Scores

Students must present at least the following minimum test scores for admission to a research, comprehensive, or state university:

1. 24 on the Reading test and 22 on the Math test of the new SAT (administered March 2016 or later);
2. 430 on the Critical Reading section and 400 on the Mathematics section of the old SAT (administered prior to March 2016); or
3. 17 on the English test and 17 on the Mathematics test of the ACT.

Presidents of the state colleges at their option shall require one of the following:

1. Submission of SAT/ACT test scores and meeting of the Freshman Index, as described below; or,
2. A minimum high school grade point average (HSGPA) and mandatory evaluation for Learning Support in lieu of SAT/ACT test scores for admissions.

State colleges requiring SAT/ACT shall establish minimum test score requirements of at least the following:

1. 19 on the Reading test and 18 on the Math test of the new SAT (administered March 2016 or later);
2. 330 on the Critical Reading section and 310 Mathematics section of the old SAT (administered prior to March 2016); or,
3. 12 on the English test and 14 on the Mathematics test of the ACT.

Students meeting the above minimum SAT/ACT scores but without scores sufficient to exempt placement screening will have a Mathematics Placement Index (MPI) and English Placement Index (EPI) calculated as outlined in Section 2.9.1, Administrative Procedures for Learning Support Programs, of the Academic and Student Affairs Handbook.

Freshman Index

The Freshman Index (FI) is calculated using a combination of a student's SAT or ACT scores and high school grade point average (HSGPA).

Scores earned on the old SAT (administered prior to March 2016) are entered directly into the SAT FI formula. Scores earned on the new SAT (administered March 2016 or later) must be converted to the equivalent scores on the old SAT using the appropriate concordance tables provided by the College Board. The equivalent old SAT scores are then entered into the SAT FI formula.

The following are the FI formulas:

SAT FI = $500 \times (\text{HSGPA}) + \text{old SAT Critical Reading section score} + \text{old SAT Math section score}$
 ACT FI = $500 \times (\text{HSGPA}) + (\text{ACT Composite} \times 42) + 88$

The minimum FI required for admission to a: 1. Research university is 2500; 2. Comprehensive university is 2040; 3. State university is 1940; and, 4. State college requiring SAT/ACT is 1830.

Institutions may set higher requirements for admission. Students meeting the minimum FI and test score requirements are not guaranteed admission.

(BoR Minutes, Aug. 2010; Aug. 2014; Sept. 2015; Nov. 2016)

EDITED POLICY LANGUAGE:**4.2.1.1 Freshman Requirements**

Freshman Requirements apply to first-time freshmen and individuals who have not earned the equivalent of 30 semester hours of transferable postsecondary credit. Students with fewer than 30 semester hours of transferable postsecondary credit must meet the Freshman Requirements at the institution to which they are transferring.

Students applying for freshman admissions to a USG institution must meet the following criteria and additional guidelines as set forth in the Academic & Student Affairs Handbook.

Academic Record ~~Required High School Curriculum~~

Applicants from a public school regulated by a school system and state department of education or a high school holding accreditation from an approved accrediting body must have graduated from the school and completed the USG's Required High School Curriculum (RHSC).

Applicants graduating from non-accredited homeschools or high schools must meet the admission criteria required of other applicants but may demonstrate their graduation and completion of the RHSC in an alternative way. USG institutions shall establish a methodology to evaluate completion of the RHSC and high school graduation from non-accredited homeschools or high schools based on guidelines set forth in the Academic & Student Affairs Handbook and approved by the Chief Academic Officer.

Completion of the USG's Required High School Curriculum ("RHSC") requirements and graduation from a high school accredited by a regional accrediting association (such as the Southern Association of Colleges and Schools) or the Georgia Accrediting Commission or from a public school regulated by a school system and state department of education.

Students applying to any institution must present credit for sixteen (16) specified units. Students who graduate from high school in 2012 or later must present credits for seventeen (17) specified units. The 16 (17 for students who graduate in 2012 or later) specified USG units are:

1. MATHEMATICS: Four (4) units of Mathematics, including Algebra I, Algebra II, and Geometry. For students who graduate from a Georgia Public School in 2012 or later, the 4 units of Mathematics must include a course at the level of Math 3 or higher.
2. ENGLISH: Four (4) units of English which have as their emphasis grammar and usage, literature (American, English, World), and advanced composition skills.
3. SCIENCE: Three (3) units of science, with at least one laboratory course from the life sciences and one laboratory course from the physical sciences. Students who graduate in 2012 or later must have four (4) units of science. Georgia Public high School graduates must have at least one (1) unit of biology, one (1) unit of physical science or physics, and one (1) unit of chemistry, earth systems, environmental science, or an advanced placement science course.
4. SOCIAL SCIENCE: Three (3) units of social science, with at least one (1) course focusing on United States studies and one (1) course focusing on world studies.
5. FOREIGN LANGUAGE/AMERICAN SIGN LANGUAGE/COMPUTER SCIENCE: Two (2) units in the same foreign language emphasizing speaking, listening, reading, and writing. Two (2) units of American Sign Language or two (2) units of Computer Science emphasizing coding and programming may be used to satisfy this requirement.

The RHSC is comprised of the following units:

Subject	Units
Mathematics	4
English	4
Science	4
Social Science	3
Foreign Language/American Sign Language/Computer Science	2

USG institutions shall require a minimum high school grade point average (HSGPA), which is calculated on the RHSC units.

In addition to these minimum requirements, students are encouraged to take additional academic units in high school to improve their probability for admission and success.

SAT/ACT Scores

Students must present at least the following minimum test scores for admission to a research, comprehensive, or state university:

1. ~~24 on the Reading test and 22 on the Math test of the new SAT (administered March 2016 or later);~~
2. ~~430 on the Critical Reading section and 400 on the Mathematics section of the old SAT (administered prior to March 2016); or~~
3. ~~17 on the English test and 17 on the Mathematics test of the ACT.~~

Research, comprehensive, and state universities shall establish minimum SAT and ACT score requirements of at least the following:

Test	Scores
SAT Administered March 2016 or Later	480 on the Evidence-Based Reading and Writing section, and 440 on the Math section
SAT Administered Prior to March 2016	430 on the Critical Reading section, and 400 on the Math section
ACT	17 on the English test or Reading test, and 17 on the Math test

Presidents of the state colleges at their option shall require one of the following:

1. ~~Submission of SAT/ACT test scores and meeting of the Freshman Index, as described below; or,~~
2. ~~A minimum high school grade point average (HSGPA) and mandatory evaluation for Learning Support in lieu of SAT/ACT test scores for admissions.~~

Presidents of state colleges may elect whether to establish minimum SAT and ACT score requirements.

State colleges requiring SAT/ACT shall establish minimum test score requirements of at least the following:

1. ~~19 on the Reading test and 18 on the Math test of the new SAT (administered March 2016 or later);~~
2. ~~330 on the Critical Reading section and 310 Mathematics section of the old SAT (administered prior to March 2016); or,~~
3. ~~12 on the English test and 14 on the Mathematics test of the ACT.~~

Students meeting the above minimum SAT/ACT scores but without scores sufficient to exempt placement screening will have a Mathematics Placement Index (MPI) and English Placement Index (EPI) calculated as outlined in Section 2.9.1, Administrative Procedures for Learning Support Programs, of the Academic and Student Affairs Handbook.

Freshman Index

The Freshman Index (FI) is calculated using a combination of an student's applicant's SAT or ACT scores and HSGPA as set forth below:-

~~Scores earned on the old SAT (administered prior to March 2016) are entered directly into the SAT FI formula. Scores earned on the new SAT (administered March 2016 or later) must be converted to the equivalent scores on the old SAT using the appropriate concordance tables provided by the College Board. The equivalent old SAT scores are then entered into the SAT FI formula.~~

The following are the FI formulas:

SAT Administered March 2016 or Later

$$FI = 500 \times (HSGPA) + 1.06 \times (\text{SAT Evidence-Based Reading and Writing section score} + \text{SAT Math section score}) - 74$$

SAT Administered Prior to March 2016

$$\text{SAT FI} = 500 \times (HSGPA) + \text{old SAT Critical Reading section score} + \text{old SAT Math section score}$$

ACT

$$\text{ACT-FI} = 500 \times (HSGPA) + (42 \times \text{ACT Composite} \times 42) + 88$$

~~The minimum FI required for admission to a: 1. Research university is 2500; 2. Comprehensive university is 2040; 3. State university is 1940; and, 4. State college requiring SAT/ACT is 1830.~~

Research, comprehensive, and state universities shall establish a minimum FI of at least the following:

Institution Sector	Minimum FI
Research Universities	2500
Comprehensive Universities	2040
State Universities	1940

Presidents of state colleges may elect whether to establish a minimum FI requirement.

~~Institutions may set higher requirements for admission. Students meeting the minimum FI and test score requirements are not guaranteed admission.~~

(BoR Minutes, Aug. 2010; Aug. 2014; Sept. 2015; Nov. 2016)

PROPOSED NEW POLICY LANGUAGE:**4.2.1.1 Freshman Requirements**

Freshman Requirements apply to first-time freshmen and individuals who have not earned the equivalent of 30 semester hours of transferable postsecondary credit. Students with fewer than 30 semester hours of transferable postsecondary credit must meet the Freshman Requirements at the institution to which they are transferring.

Students applying for freshman admissions to a USG institution must meet the following criteria and additional guidelines as set forth in the Academic & Student Affairs Handbook.

Academic Record

Applicants from a public school regulated by a school system and state department of education or a high school holding accreditation from an approved accrediting body must have graduated from the school and completed the USG's Required High School Curriculum (RHSC).

Applicants graduating from non-accredited homeschools or high schools must meet the admission criteria required of other applicants but may demonstrate their graduation and completion of the RHSC in an alternative way. USG institutions shall establish a methodology to evaluate completion of the RHSC and high school graduation from non-accredited homeschools or high schools based on guidelines set forth in the Academic & Student Affairs Handbook and approved by the Chief Academic Officer.

The RHSC is comprised of the following units:

Subject	Units
Mathematics	4
English	4
Science	4
Social Science	3
Foreign Language/American Sign Language/Computer Science	2

USG institutions shall require a minimum high school grade point average (HSGPA), which is calculated on the RHSC units.

SAT/ACT Scores

Research, comprehensive, and state universities shall establish minimum SAT and ACT score requirements of at least the following:

Test	Scores
SAT Administered March 2016 or Later	480 on the Evidence-Based Reading and Writing section, and 440 on the Math section
SAT Administered Prior to March 2016	430 on the Critical Reading section,

	and 400 on the Math section
ACT	17 on the English test or Reading test, and 17 on the Math test

Presidents of state colleges may elect whether to establish minimum SAT and ACT score requirements.

Freshman Index

The Freshman Index (FI) is calculated using a combination of an applicant's SAT or ACT scores and HSGPA as set forth below:

SAT Administered March 2016 or Later

$FI = 500 \times (HSGPA) + 1.06 \times (\text{SAT Evidence-Based Reading and Writing section score} + \text{SAT Math section score}) - 74$

SAT Administered Prior to March 2016

$FI = 500 \times (HSGPA) + \text{SAT Critical Reading section score} + \text{SAT Math section score}$

ACT

$FI = 500 \times (HSGPA) + (42 \times \text{ACT Composite}) + 88$

Research, comprehensive, and state universities shall establish a minimum FI of at least the following:

Institution Sector	Minimum FI
Research Universities	2500
Comprehensive Universities	2040
State Universities	1940

Presidents of state colleges may elect whether to establish a minimum FI requirement.

6. **d. 4.2.1.2 Exceptions to Freshman Admission Requirements for Special Groups of Students**

Understandings: These proposed revisions bring consistency and increase the efficiency of the Policy Manual. The proposed changes include moving procedural details to the Academic & Student Affairs Handbook and edits to improve readability (blue highlighted language). These revisions also include the removal of policy related to the admission of unaccredited homeschool and high school students. Policy related to the admission of unaccredited homeschool and high school students is proposed to be added to Section 4.2.1.1, Freshman Requirements and is recommended to reflect that non-accredited homeschool and high school students do not require an admission exception but rather may demonstrate their high school graduation and completion of the USG's RHSC in an alternative way. Additional procedural details supporting this change will be incorporated in the Academic & Student Affairs Handbook and will better align the requirements for homeschool admission with those required of other freshman applicants. These proposed changes include removing the policy related to the admission of international students from this policy and creating a new International Freshman Requirements policy that includes a requirement to demonstrate proficiency in the English language, as well as removing the policy related to the admission of Dual Enrollment students and creating a new Dual Enrollment Requirements policy. These changes are recommended to reflect that these two populations do not require utilizing exceptions for admission but rather use alternate admission criteria to determine appropriate academic preparation. Procedural details supporting the evaluation of international freshmen and Dual Enrollment applicants are provided in the Academic & Student Affairs Handbook. It is further recommended that the Presidential Exceptions policy be revised to reflect that Presidents may delegate authority to grant admission under the Presidential Exception provision to appropriate staff. The policies have been renumbered to reflect the additional policies and to keep related policies grouped together. These suggested changes do not substantively alter the intent of the policy.

CURRENT POLICY LANGUAGE:

4.2.1.2 Exceptions to Freshman Admission Requirements for Special Groups of Students

Students may also be admitted as freshmen based on alternative evidence of college readiness. The following are modified or additional requirements for specific groups of applicants.

Limited Admissions Category

In recognition of the fact that a limited number of students do not meet established standards but do demonstrate special potential for success, institutions are authorized to grant admission to a limited number of such students. Institutions will use multiple measures whenever possible, such as interviews, portfolios, and records of experiential achievements, for students being considered for Limited Admission.

The number of students who may be granted Limited Admissions will be restricted based on institutional sectors, with state colleges allowed the highest percentage for Limited Admissions. Nontraditional freshmen will not be included in the Limited Admissions percentage allowed for each institution.

Limited Admissions and the Required High School Curriculum (RHSC)

At research, comprehensive, and state universities, students granted Limited Admission must have completed the sixteen (16)-unit Required High School Curriculum, and students who graduate in 2012 or later must have completed seventeen (17) units. At state colleges, students may be considered for Limited Admission if they have a high school diploma or a state-issued high school equivalency diploma or certificate earned through the successful completion of a high school equivalency test approved by the BoR and meet the minimum SAT/ACT score requirements. A high school equivalency diploma or certificate is acceptable only if the student's high school class has graduated. Certificates of attendance or special education diplomas are not acceptable.

Students who enter under the Limited Admissions category, including Presidential Exceptions as noted below, must make up any Required High School Curriculum unit deficiencies in accordance with USG procedures. They also must be screened, as applicable, for placement in Learning Support as outlined in Section 2.9.1, Administrative Procedures for Learning Support Programs, of the Academic & Student Affairs Handbook.

Limited Admissions and SAT/ACT Scores

In order to be considered for Limited Admission, students must meet the minimum SAT/ACT test score requirements as outlined in BOR Policy 4.2.1.1, Freshman Requirements.

Limited Admissions and the Freshman Index (FI)

The FI required for Limited Admission to a:

1. Research university is 2020;
2. Comprehensive university is 1830; and
3. State university is 1790.

There is no minimum FI for Limited Admission to a state college.

Presidential Exceptions

Presidents of USG institutions may grant exceptions to the Required High School Curriculum units and FI requirements for Limited Admissions if the student shows promise for academic success in college and has at least a high school diploma or a state-issued high school equivalency diploma or certificate earned through the successful completion of a high school equivalency test approved by the BoR.

Institutions will be required to report to the USG chief academic officer on those students granted Presidential Exceptions. Presidential Exceptions must be included as part of the institution's maximum percentage for Limited Admissions.

Alternative Requirements for Home-Schooled Students and Graduates of Non-Accredited High Schools

Applicants from home schools or graduates of non- accredited high schools may validate the Required High School Curriculum in an alternative way. SAT scores and satisfactory documentation of equivalent competence in each of the areas at the college- preparatory level may be used in lieu of the FI and Required High School Curriculum unit requirements.

A student whose SAT Total score (Critical Reading plus Mathematics) on the old SAT (administered prior to March 2016), or equivalent on the new SAT (or ACT) is at or above the average SAT score of the previous year's fall semester first-time freshmen admitted to the USG institution to which he/she is applying and who has completed the equivalent of each of the areas as documented by the portfolio of work and/or other evidence that substantiates completion of the Required High School Curriculum qualifies for consideration for admission.

Students in this category must also meet the minimum SAT/ACT score requirements for the sector to which they are applying, as outlined in Policy 4.2.1.1, Freshman Requirements.

Applicants who achieve designated scores on each of the following SAT Subject Tests in an area will be considered to have demonstrated equivalent competence and do not need to submit additional documentation in that area: English, Literature, Math Level 1 or Math Level 2 U.S. History, World History, Biology E/M, and Chemistry or Physics.

Students admitted in this category with satisfactory documentation of competence in all areas will not be counted in the institution's Limited Admissions (including Presidential Exceptions) category. Those with qualifying SAT scores and documentation of partial completion of the Required High School Curriculum may be admitted on the same basis and with the same conditions as other students with deficiencies.

Admission of Students with Outstanding Scores

Students who demonstrate very high academic ability by achieving a SAT Total score (Critical Reading plus Mathematics) on the old SAT (administered prior to March 2016), or equivalent on the new SAT or ACT), in the upper five percent (5%) of national college-bound seniors according to the most recent report from the College Board and who show other evidence of college readiness may be admitted under this section.

Institutions must carefully evaluate such students to determine their ability to benefit from college coursework. Students admitted in this section will not count in an institution's Limited Admissions exceptions.

Admission of International Students

Freshman international students may be admitted in another admissions category or may be admitted in a separate category for international students under established USG procedures. If these students do not meet the alternative USG admission procedures, they might be considered as Presidential Exceptions.

Admission of Students with Disabilities

Because the core curriculum of each institution requires students to complete college-level courses in English, mathematics, social science, and science, all students must complete the Required High School Curriculum in these areas. Students with disabilities that preclude the acquisition of a foreign language may petition for admission without this requirement according to procedures established by the USG.

Students with disabilities are expected to meet the sector's minimum SAT or ACT score requirements, but should request the appropriate testing accommodations from the agencies administering the SAT or ACT.

Dual Enrollment/Joint Enrollment/Early Admission of High School Students

The USG recognizes the need to provide academically talented high school students with opportunities for acceleration of their formal academic programs. This recognition has led to the development of three organized programs:

1. A dual enrollment program in which a student, while continuing his/her enrollment in high school, enrolls in a course(s) for both high school and college credit.
2. A joint enrollment program in which a student, while continuing his/her enrollment in high school as a junior or senior, enrolls in courses for college credit.
3. An early admissions program in which the student enrolls as a full-time college student following completion of the junior year in high school.

The minimum admissions standards for the dual enrollment, joint enrollment, and early admissions programs have been developed to allow certain students to receive both high school and college credit for some courses. Procedures for admission, course selection, and instruction can be found in Section 3.0 of the Academic Affairs Handbook.

Residential Programs

The USG offers residential programs for gifted, talented, and motivated students at two institutions: the Advanced Academy of Georgia at the University of West Georgia, and the Georgia Academy of Mathematics, Engineering, and Sciences at Middle Georgia State University. Admissions and program requirements are established by the individual institutions.

Early College

Early Colleges enhance students' opportunities to accelerate their education by participating in a joint high school/college program. Each Early College represents an approved partnership between a Georgia public school system and a USG institution. Students in USG-recognized Early Colleges are eligible for enrollment in college courses while they are enrolled in the Early College.

(BoR Minutes, Sept. 2014; Aug. 2014; Nov. 2016; May 2017)

EDITED POLICY LANGUAGE:

4.2.1.2 International Freshman Requirements

Freshman applicants educated outside of the United States shall demonstrate academic preparation comparable to that required of applicants completing high school within the United States. Freshman applicants whose native language is not English shall be required to demonstrate proficiency in the English language.

4.2.1.23 Exceptions to Freshman Admission Requirements for Special Groups of Students

Students may also be admitted as freshmen based on alternative evidence of college readiness. The following are modified or additional requirements for specific groups of applicants. USG institutions may admit freshman applicants not meeting freshman requirements but showing evidence of college readiness using the following alternative categories.

Limited Admissions Category

In recognition of the fact that a limited number of students applicants do not meet established standards but do demonstrate special potential for success, institutions are authorized to grant admission to a limited number of such students applicants. Institutions shall establish minimum criteria for Limited Admission, which Institutions will shall include the use of multiple measures whenever possible, such as interviews, portfolios, and records of experiential achievements, for students being considered for Limited Admission. In addition, institutions shall require a high school diploma or state-issued high school equivalency diploma or certificate. Research, comprehensive, and state universities shall also require that applicants complete the RHSC and have at least the minimum SAT or ACT scores provided in the Freshman Requirements policy, as well as the minimum FI as specified in the Academic & Student Affairs Handbook.

The number of students who may be granted Limited Admissions will be restricted based on institutional sectors, with state colleges allowed the highest percentage for Limited Admissions. Nontraditional freshmen will not be included in the Limited Admissions percentage allowed for each institution.

Limited Admissions and the Required High School Curriculum (RHSC)

At research, comprehensive, and state universities students granted Limited Admission must have completed the sixteen (16) unit Required High School Curriculum, and students who graduate in 2012 or later must have completed seventeen (17) units. At state colleges, students may be considered for Limited Admission if they have a high school diploma or a state-issued high school equivalency diploma or certificate earned through the successful completion of a high school equivalency test approved by the BoR and meet the minimum SAT/ACT score requirements. A high school equivalency diploma or certificate is acceptable only if the student's high school class has graduated. Certificates of attendance or special education diplomas are not acceptable.

Students who enter under the Limited Admissions category, including Presidential Exceptions as noted below, must make up any Required High School Curriculum unit deficiencies in accordance with USG procedures. They also must be screened, as applicable, for placement in Learning Support as outlined in Section 2.9.1, Administrative Procedures for Learning Support Programs, of the Academic and Student Affairs Handbook.

Limited Admissions and SAT/ACT Scores

In order to be considered for Limited Admission, students must meet the minimum SAT/ACT test score requirements as outlined in BOR Policy 4.2.1.1, Freshman Requirements.

Limited Admissions and the Freshman Index (FI)

The FI required for Limited Admission to a:

1. Research university is 2020;
2. Comprehensive university is 1830; and
3. State university is 1790.

There is no minimum FI for Limited Admission to a state college.

Presidential Exceptions

Each institution Presidents or his or her designee of USG institutions may grant exceptions to the Required High School Curriculum units and FI requirements for Limited Admissions requirements if the student applicant shows promise for academic success in college and has at least a high school diploma or a state-issued high school equivalency diploma or certificate earned through the successful completion of a high school equivalency test approved by the BoR.

Institutions will be required to report to the USG chief academic officer on those students granted Presidential Exceptions. Presidential Exceptions must be are included as part of the institution's maximum percentage for Limited Admissions.

Alternative Requirements for Home-Schooled Students and Graduates of Non-Accredited High Schools

Applicants from home schools or graduates of non-accredited high schools may validate the Required High School Curriculum in an alternative way. SAT scores and satisfactory documentation of equivalent competence in each of the areas at the college preparatory level may be used in lieu of the FI and Required High School Curriculum unit requirements.

A student whose SAT Total score (Critical Reading plus Mathematics) on the old SAT (administered prior to March 2016), or equivalent on the new SAT (or ACT) is at or above the average SAT score of the previous year's fall semester first-time freshmen admitted to the USG institution to which he/she is applying and who has completed the equivalent of each of the areas as documented by the portfolio of work and/or other evidence that substantiates completion of the Required High School Curriculum qualifies for consideration for admission.

Students in this category must also meet the minimum SAT/ACT score requirements for the sector to which they are applying, as outlined in Policy 4.2.1.1, Freshman Requirements.

Applicants who achieve designated scores on each of the following SAT Subject Tests in an area will be considered to have demonstrated equivalent competence and do not need to submit additional documentation in that area: English, Literature, Math Level 1 or Math Level 2 U.S. History, World History, Biology E/M, and Chemistry or Physics.

~~Students admitted in this category with satisfactory documentation of competence in all areas will not be counted in the institution's Limited Admissions (including Presidential Exceptions) category. Those with qualifying SAT scores and documentation of partial completion of the Required High School Curriculum may be admitted on the same basis and with the same conditions as other students with deficiencies.~~

Admission of Students Applicants with Outstanding Scores

~~Students~~ Institutions may grant admission to applicants who demonstrate very high academic ability by achieving a Total SAT Total score (Critical Reading plus Mathematics) on the old SAT (administered prior to March 2016), or equivalent on the new SAT or ACT), or Composite ACT score in the upper five percent (5%) of national college-bound seniors according to the most recent report from the College Board for the most recent test year and who show other evidence of college readiness may be admitted under this section.

~~Institutions must carefully evaluate such students to determine their ability to benefit from college coursework. Students admitted in this section will not count in an institution's Limited Admissions exceptions.~~

Admission of International Students

~~Freshman international students may be admitted in another admissions category or may be admitted in a separate category for international students under established USG procedures. If these students do not meet the alternative USG admission procedures, they might be considered as Presidential Exceptions.~~

Admission of Students with Disabilities

Because the core curriculum of each institution requires students to complete college-level courses in English, mathematics, social science, and science, all students must complete the Required High School Curriculum RHSC in these areas. Students Applicants with disabilities that preclude the acquisition of a foreign language may petition for admission without this requirement according to procedures established by the USG.

Students with disabilities are expected to meet the sector's minimum SAT or ACT score requirements, but should request the appropriate testing accommodations from the agencies administering the SAT or ACT.

Dual Enrollment/Joint Enrollment/Early Admission of High School Students

The USG recognizes the need to provide academically talented high school students with opportunities for acceleration of their formal academic programs. This recognition has led to the development of three organized programs:

- ~~1. A dual enrollment program in which a student, while continuing his/her enrollment in high school, enrolls in a course(s) for both high school and college credit.~~
- ~~2. A joint enrollment program in which a student, while continuing his/her enrollment in high school as a junior or senior, enrolls in courses for college credit.~~
- ~~3. An early admissions program in which the student enrolls as a full-time college student following completion of the junior year in high school.~~

The minimum admissions standards for the dual enrollment, joint enrollment, and early admissions programs have been developed to allow certain students to receive both high school and college credit for some courses. Procedures for admission, course selection, and instruction can be found in Section 3.0 of the Academic Affairs Handbook.

Residential Programs

The USG offers residential programs for gifted, talented, and motivated students at two institutions: the Advanced Academy of Georgia at the University of West Georgia, and the Georgia Academy of Mathematics, Engineering, and Sciences at Middle Georgia State University. Admissions and program requirements are established by the individual institutions.

Early College

Early Colleges enhance students' opportunities to accelerate their education by participating in a joint high school/college program. Each Early College represents an approved partnership between a Georgia public school system and a USG institution. Students in USG-recognized Early Colleges are eligible for enrollment in college courses while they are enrolled in the Early College.

(BoR Minutes, Sept. 2014; Aug. 2014; Nov. 2016; May 2017)

4.2.1.4 Dual Enrollment Requirements

Dual Enrollment provides academically talented high school students with the opportunity to enroll in college-level courses. Institutions shall establish criteria for the admission of high school students to participate in Dual Enrollment in accordance with the guidelines set forth in the Academic & Student Affairs Handbook.

Each Early College represents an approved partnership between a Georgia public school system and a USG institution. Early College participants are eligible for enrollment in college courses while they are enrolled in an Early College.

PROPOSED NEW POLICY LANGUAGE:

4.2.1.2 International Freshman Requirements

Freshman applicants educated outside of the United States shall demonstrate academic preparation comparable to that required of applicants completing high school within the United States. Freshman applicants whose native language is not English shall be required to demonstrate proficiency in the English language.

4.2.1.3 Exceptions to Freshman Requirements

USG institutions may admit freshman applicants not meeting freshman requirements but showing evidence of college readiness using the following alternative categories.

Limited Admissions Category

In recognition of the fact that a limited number of applicants do not meet established standards but do demonstrate special potential for success, institutions are authorized to grant admission to a limited number of such applicants. Institutions shall establish minimum criteria for Limited Admission, which shall include the use of multiple measures whenever possible, such as interviews, portfolios, and records of experiential achievements. In addition, institutions shall require a high school diploma or state-issued high school equivalency diploma or certificate. Research, comprehensive, and state universities shall also require that applicants complete the RHSC and have at least the minimum SAT or ACT scores provided in the Freshman Requirements policy, as well as the minimum FI as specified in the Academic & Student Affairs Handbook.

Presidential Exceptions

Each institution Presidents or his or her designee may grant exceptions to the Limited Admission requirements if the applicant shows promise for academic success and has at least a high school diploma or a state-issued high school equivalency diploma or certificate.

Presidential Exceptions are included as part of the institution's maximum percentage for Limited Admission.

Applicants with Outstanding Scores

Institutions may grant admission to applicants who demonstrate very high academic ability by achieving a Total SAT or Composite ACT score in the upper five percent of national college-bound seniors for the most recent test year and who show other evidence of college readiness.

Admission of Students with Disabilities

Because the core curriculum of each institution requires students to complete college-level courses in English, mathematics, social science, and science, all students must complete the RHSC in these areas. Applicants with disabilities that preclude the acquisition of a foreign language may petition for admission without this requirement according to procedures established by the USG.

Students with disabilities are expected to meet the sector's minimum SAT or ACT score requirements, but should request the appropriate testing accommodations from the agencies administering the SAT or ACT.

4.2.1.4 Dual Enrollment Requirements

Dual Enrollment provides academically talented high school students with the opportunity to enroll in college-level courses. Institutions shall establish criteria for the admission of high school students to participate in Dual Enrollment in accordance with the guidelines set forth in the Academic & Student Affairs Handbook.

Each Early College represents an approved partnership between a Georgia public school system and a USG institution. Early College participants are eligible for enrollment in college courses while they are enrolled in an Early College.

6. **e. 4.2.1.3 Undergraduate Admission Requirements for Transfer Students**

Understandings: These proposed revisions bring consistency and increase the efficiency of the Policy Manual. The proposed changes include moving procedural details to the Academic & Student Affairs Handbook (blue highlighted language), edits to improve readability, and removing outdated language, such as reference to the regional universities. The creation of two new transfer student policies is recommended. The creation of the International Transfer Requirements policy is recommended to reflect requirements specific to applicants whose native language is not English or who have credentials from outside of the United States. Procedural details, including the methods through which English proficiency may be demonstrated, are provided in the Academic & Student Affairs Handbook. The creation of the Exceptions to Transfer Requirements policy is recommended to reflect that, as with freshman admission, institutions may grant admission to a limited number of transfer applicants not meeting regular criteria but showing potential to succeed in college. The procedural details, including the cap on the number of students who may be admitted under this provision, are provided in the Academic & Student Affairs Handbook. The policy has been renumbered to reflect proposed renumbering in earlier policy sections. Suggested changes do not substantively alter the intent of the policy.

CURRENT POLICY LANGUAGE:

4.2.1.3 Undergraduate Admission Requirements for Transfer Students

Students with fewer than thirty (30) transferable semester credit hours must meet the freshman admission requirements at the institution to which they are transferring. Students who have earned thirty (30) or more semester hours must have completed any learning support and Required High School Curriculum deficiency requirements if transferring from a USG institution. Depending on the sector of the institution to which students transfer, students must meet the transfer grade point average, as indicated in the following table:

MINIMUM SYSTEM ADMISSION STANDARDS FOR TRANSFER STUDENTS		
SECTOR	30-59 *SEMESTER CREDITS	60 OR MORE SEMESTER CREDITS
Research Universities	At least 2.30 GPA** and have met all LS and RHSC requirements	At least 2.30 GPA
Regional and State Universities	At least 2.00 GPA** and have met all LS and RHSC requirements	At least 2.00 GPA

State and Associate Degree Colleges	Eligible to continue or return to sending institution	Eligible to continue or return to sending institution
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*Transferable Hours are defined as hours which would be acceptable by the receiving institution according to the USG's and the receiving institution's prevailing policies. These hours should include transferable hours earned at all postsecondary institutions attended.

**Transfer GPA is defined as the GPA calculated on all transferable hours (see previous definition) plus all attempted but unearned hours at regionally accredited institutions in courses applicable to transfer programs at the receiving institution.

Students completing non-transfer associate degrees (e.g., Associate of Applied Science, Associate of Science in various health areas, and Associate of Applied Technology) at regionally accredited institutions will be evaluated on an individual basis to determine their eligibility for admission.

Priority Consideration

In addition to the minimum transfer standards listed above, students must meet higher USG and/or institutional standards to be considered for priority transfer admission. Institutions must give priority consideration for admission to students transferring from another USG institution who meet these established standards. Students meeting these higher standards would be ensured of receiving priority consideration for admission. In addition, transfer students must be given the same consideration as native students in determining program admissibility.

(BoR Minutes, Aug. 2014)

EDITED POLICY LANGUAGE:

4.2.1.3 **Undergraduate Admission Transfer Requirements for Transfer Students**

~~Students with fewer than thirty (30) transferable semester credit hours must meet the freshman admission requirements at the institution to which they are transferring. Students who have earned thirty (30) or more semester hours must have completed any learning support and Required High School Curriculum deficiency requirements if transferring from a USG institution. Depending on the sector of the institution to which students transfer, students must meet the transfer grade point average, as indicated in the following table:~~

Institutions shall establish minimum transfer admission criteria of at least the following:

MINIMUM SYSTEM ADMISSION STANDARDS FOR TRANSFER STUDENTS		
SECTOR Institution Sector	Minimum Transfer GPA 30-59 *SEMESTER CREDITS	60 OR MORE SEMESTER CREDITS

Research Universities	At least 2.30 GPA** and have met all LS and RHSC requirements	At least 2.30 GPA
Regional Comprehensive and State Universities	At least 2.00 GPA** and have met all LS and RHSC requirements	At least 2.00 GPA
State and Associate Degree Colleges	Eligible to continue or return to sending institution	Eligible to continue or return to sending institution

The transfer GPA is based on transferable credit hours from postsecondary institutions previously attended. It is obtained by dividing the total number of transferable credit hours attempted at all postsecondary institutions previously attended into the total number of quality points for those courses. It excludes institutional credit hours (such as Learning Support courses) and vocational course hours.

Students with fewer than 30 transferable semester credit hours must meet the freshman admission requirements at the institution to which they are applying.

~~*Transferable Hours are defined as hours which would be acceptable by the receiving institution according to the USG's and the receiving institution's prevailing policies. These hours should include transferable hours earned at all postsecondary institutions attended.~~

~~**Transfer GPA is defined as the GPA calculated on all transferable hours (see previous definition) plus all attempted but unearned hours at regionally accredited institutions in courses applicable to transfer programs at the receiving institution.~~

~~Students completing non-transfer associate degrees (e.g., Associate of Applied Science, Associate of Science in various health areas, and Associate of Applied Technology) at regionally accredited institutions will be evaluated on an individual basis to determine their eligibility for admission.~~

Priority Consideration

~~In addition to the minimum transfer standards listed above, students must meet higher USG and/or institutional standards to be considered for priority transfer admission. Institutions must give priority consideration for admission to students transferring from another USG institution who meet these established standards. Students meeting these higher standards would be ensured of receiving priority consideration for admission. In addition, transfer students must be given the same consideration as native students in determining program admissibility.~~

(BoR Minutes, Aug. 2014)

4.2.1.6 International Transfer Requirements

Transfer applicants educated outside of the United States shall demonstrate academic preparation comparable to that required of applicants completing their coursework within the United States. Transfer applicants whose native language is not English shall be required to demonstrate proficiency in the English language.

4.2.1.7 Exceptions to Transfer Requirements

In recognition of the fact that a limited number of transfer applicants do not meet established standards but do demonstrate special potential for success, institutions are authorized to grant admission to a limited number of such applicants. Institutions shall use multiple measures whenever possible to assess potential for success. The number of applicants who may be granted admission is restricted by institutional sector as set forth in the Academic & Student Affairs Handbook.

PROPOSED NEW POLICY LANGUAGE:

4.2.1.5 Transfer Requirements

Institutions shall establish minimum transfer admission criteria of at least the following:

Institution Sector	Minimum Transfer GPA
Research Universities	2.30
Comprehensive and State Universities	2.00
State Colleges	Eligible to continue or return to sending institution

The transfer GPA is based on transferable credit hours from postsecondary institutions previously attended. It is obtained by dividing the total number of transferable credit hours attempted at all postsecondary institutions previously attended into the total number of quality points for those courses. It excludes institutional credit hours (such as Learning Support courses) and vocational course hours.

Students with fewer than 30 transferable semester credit hours must meet the freshman admission requirements at the institution to which they are applying.

4.2.1.6 International Transfer Requirements

Transfer applicants educated outside of the United States shall demonstrate academic preparation comparable to that required of applicants completing their coursework within the United States. Transfer applicants whose native language is not English shall be required to demonstrate proficiency in the English language.

4.2.1.7 Exceptions to Transfer Requirements

In recognition of the fact that a limited number of transfer applicants do not meet established standards but do demonstrate special potential for success, institutions are authorized to grant admission to a limited number of such applicants. Institutions shall use multiple measures whenever possible to assess potential for success. The number of applicants who may be granted admission is restricted by institutional sector as set forth in the Academic & Student Affairs Handbook.

6. f. 4.2.1.4 Non-Traditional Students

Understandings: These proposed revisions bring consistency and increase the efficiency of the Policy Manual. The proposed changes include moving procedural details to the Academic & Student Affairs Handbook (blue highlighted language), edits to improve readability, and removing outdated language. The policy has been renumbered to reflect proposed renumbering in earlier policy sections. Suggested changes do not substantively alter the intent of the policy.

CURRENT POLICY LANGUAGE:**4.2.1.4 Non-Traditional Students**

In order to make the USG more accessible to citizens who are not of traditional college-going age and to encourage a higher proportion of Georgians to benefit from life-long learning, institutions may admit as many non-traditional students as is appropriate based on institutional mission, academic programs, and success in retaining and graduating non-traditional students.

The number of non-traditional students an institution enrolls will not be counted against the percent of Limited Admissions allowed each institution. Institutions may set additional criteria for admission of non-traditional students.

Non-Traditional Freshmen

Non-traditional freshmen are defined as individuals who meet all of the following criteria:

1. Have been out of high school at least five years and whose high school class graduated at least five years ago;
2. Hold a high school diploma from an accredited or approved high school as specified in Section 4.2.1.1 of this Policy Manual or have a state-issued high school equivalency certificate or diploma earned through the successful completion of a high school equivalency test approved by the BoR; and,
3. Have earned fewer than 30 transferable semester credit hours.

All non-traditional freshmen must be evaluated for Learning Support status in English (reading/writing) and mathematics using USG placement criteria (see Academic and Student Affairs 2.9.1).

For students transferring from a Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accredited TCSG college, comparable scores from the TCSG college may be used according to guidelines issued by the USG chief academic officer.

As an alternative, an institution may allow non-traditional freshmen who have within the past seven (7) years posted SAT scores of at least 500 in both Critical Reading and Mathematics on the old SAT

(administered prior to March 2016), or equivalent on the new SAT, or ACT scores of at least 21 on both English and Mathematics to exempt the placement test.

Non-Traditional Transfers

Non-traditional transfer students are defined as individuals who meet all of the following criteria:

1. Have been out of high school at least five years or whose high school class graduated at least five (5) years ago; and,
2. Have earned thirty (30) or more transferable hours of college credit, as defined in Section 4.2.1.1 of this Policy Manual.

A non-traditional transfer student can be admitted, according to the institution's policy, if his/her transfer GPA is below the transfer standard for the institution's sector. These students do not count against the number of Limited Admissions allowed for transfer students at that institution. Institutions should require placement evaluation as appropriate.

(BoR Minutes, Aug. 2014; Nov. 2016; May 2017)

EDITED POLICY LANGUAGE:

4.2.1.48 Non-Traditional Students Requirements

~~In order to make the USG more accessible to citizens who are not of traditional college-going age and to encourage a higher proportion of Georgians to benefit from life-long learning, i~~ Institutions may admit as many non-traditional students as is appropriate based on institutional mission, academic programs, and success in retaining and graduating non-traditional students **in accordance with the guidelines set forth in the Academic & Student Affairs Handbook.**

~~The number of non-traditional students an institution enrolls will not be counted against the percent of Limited Admissions allowed each institution. Institutions may set additional criteria for admission of non-traditional students.~~

Non-Traditional Freshmen

~~Non-traditional freshmen are defined as individuals who meet all of the following criteria:~~

1. **An applicant who** ~~Have~~ **has** been out of high school at least five years, **and** ~~whose~~ high school class graduated at least five years ago; **and**
2. **Applicants who** ~~hold a high school diploma from an accredited or approved high school as specified in the Section 4.2.1.1 of this Policy Manual or have a state issued high school equivalency certificate or diploma earned through the successful completion of a high school equivalency test approved by the BoR;~~ **and**
3. **Applicants who** ~~Have~~ **has** earned fewer than 30 transferable semester credit hours **may be evaluated as a non-traditional freshman.**

~~All non-traditional freshmen must be evaluated for Learning Support status in English (reading/writing) and mathematics using USG placement criteria (see Academic and Student Affairs 2.9.1).~~

~~For students transferring from a Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)-accredited TCSG college, comparable scores from the TCSG college may be used according to guidelines issued by the USG chief academic officer.~~

~~As an alternative, an institution may allow non-traditional freshmen who have within the past seven (7) years posted SAT scores of at least 500 in both Critical Reading and Mathematics on the old SAT (administered prior to March 2016), or equivalent on the new SAT, or ACT scores of at least 21 on both English and Mathematics to exempt the placement test.~~

Non-Traditional Transfers

~~Non-traditional transfer students are defined as individuals who meet all of the following criteria:~~

- ~~1. An applicant who~~ Have ~~has~~ been out of high school at least five years or whose high school class graduated at least five ~~(5)~~ years ago~~;~~ and,
- ~~2. Have who has~~ earned thirty (30) or more transferable ~~semester credit~~ hours ~~may be evaluated as a non-traditional transfer of college credit, as defined in the Section 4.2.1.1 of this Policy Manual.~~

~~A non-traditional transfer student can be admitted, according to the institution's policy, if his/her transfer GPA is below the transfer standard for the institution's sector. These students do not count against the number of Limited Admissions allowed for transfer students at that institution. Institutions should require placement evaluation as appropriate.~~

~~(BoR Minutes, Aug. 2014; Nov. 2016; May 2017)~~

PROPOSED NEW POLICY LANGUAGE:

4.2.1.8 Non-Traditional Requirements

Institutions may admit as many non-traditional students as is appropriate based on institutional mission, academic programs, and success in retaining and graduating non-traditional students in accordance with the guidelines set forth in the Academic & Student Affairs Handbook.

Non-Traditional Freshmen

An applicant who has been out of high school at least five years, whose high school class graduated at least five years ago, and who has earned fewer than 30 transferable semester credit hours may be evaluated as a non-traditional freshman.

Non-Traditional Transfers

An applicant who has been out of high school at least five years or whose high school class graduated at least five years ago, and who has earned 30 or more transferable semester credit hours may be evaluated as a non-traditional transfer.

6. g. 4.2.1.5 Persons Aged 62 or Over

Understandings: These proposed revisions bring consistency and increase the efficiency of the Policy Manual. The policy has been renumbered to reflect proposed renumbering in earlier policy sections. The following pages contain an index of the current policy language, the edited policy language, and the proposed new policy language.

CURRENT POLICY LANGUAGE:**4.2.1.5 Persons Aged 62 or Over**

Pursuant to the provisions of the Georgia Constitution, the USG establishes the following rules with respect to enrollment of persons 62 years of age or older in USG programs. To be eligible for enrollment under this provision such persons:

1. Must be residents of Georgia, 62 years of age or older at the time of registration, and shall present a birth certificate or other comparable written documentation of age to enable the institution to determine eligibility.
2. May enroll as a regular or auditing student in courses offered for resident credit on a “space available” basis without payment of fees, except for supplies, laboratory or shop fees.
3. Shall meet all USG and institution undergraduate or graduate admission requirements. However, institutions may exercise discretion in exceptional cases where circumstances indicate that certain requirements such as high school graduation and minimum test scores are inappropriate. In those instances involving discretionary admission institutions will provide diagnostic methods to determine whether or not participation in Learning Support will be required prior to enrollment in regular credit courses. Reasonable prerequisites may be required in certain courses.
4. Shall have all usual student and institutional records maintained. However, institutions will not report such students for budgetary purposes.
5. Must meet all USG, institution, and legislated degree requirements if they are degree-seeking students.
6. May not enroll in dental, medical, veterinary, or law schools under the provisions of this policy.

EDITED POLICY LANGUAGE:**4.2.1.95 Persons Aged 62 or Over**

Pursuant to the provisions of the Georgia Constitution, the USG establishes the following rules with respect to enrollment of persons 62 years of age or older in USG programs. To be eligible for enrollment under this provision such persons:

1. Must be residents of Georgia, 62 years of age or older at the time of registration, and shall present a birth certificate or other comparable written documentation of age to enable the institution to determine eligibility.
2. May enroll as a regular or auditing student in courses offered for resident credit on a “space available” basis without payment of fees, except for supplies, laboratory or shop fees.

3. Shall meet all USG and institution undergraduate or graduate admission requirements. However, institutions may exercise discretion in exceptional cases where circumstances indicate that certain requirements such as high school graduation and minimum test scores are inappropriate. In those instances involving discretionary admission institutions will provide diagnostic methods to determine whether or not participation in Learning Support will be required prior to enrollment in regular credit courses. Reasonable prerequisites may be required in certain courses.
4. Shall have all usual student and institutional records maintained. However, institutions will not report such students for budgetary purposes.
5. Must meet all USG, institution, and legislated degree requirements if they are degree-seeking students.
6. May not enroll in dental, medical, veterinary, or law schools under the provisions of this policy.

PROPOSED NEW POLICY LANGUAGE:

4.2.1.9 Persons Aged 62 or Over

Pursuant to the provisions of the Georgia Constitution, the USG establishes the following rules with respect to enrollment of persons 62 years of age or older in USG programs. To be eligible for enrollment under this provision such persons:

1. Must be residents of Georgia, 62 years of age or older at the time of registration, and shall present a birth certificate or other comparable written documentation of age to enable the institution to determine eligibility.
2. May enroll as a regular or auditing student in courses offered for resident credit on a “space available” basis without payment of fees, except for supplies, laboratory or shop fees.
3. Shall meet all USG and institution undergraduate or graduate admission requirements. However, institutions may exercise discretion in exceptional cases where circumstances indicate that certain requirements such as high school graduation and minimum test scores are inappropriate. In those instances involving discretionary admission institutions will provide diagnostic methods to determine whether or not participation in Learning Support will be required prior to enrollment in regular credit courses. Reasonable prerequisites may be required in certain courses.
4. Shall have all usual student and institutional records maintained. However, institutions will not report such students for budgetary purposes.
5. Must meet all USG, institution, and legislated degree requirements if they are degree-seeking students.
6. May not enroll in dental, medical, veterinary, or law schools under the provisions of this policy.

6. **h. 4.2.2 Admission Requirements for Undergraduate Programs Not Leading to the Baccalaureate Degree**

Understandings: This proposed revision brings consistency and increases the efficiency of the Policy Manual. The suggested change does not substantively alter the intent of the policy.

CURRENT POLICY LANGUAGE:

4.2.2 Admission Requirements for Undergraduate Programs Not Leading to the Baccalaureate Degree

EDITED POLICY LANGUAGE:

4.2.2 Admission Requirements for Undergraduate Programs Not Leading to the Baccalaureate Degree

These policies must be applied in accordance with the standards, procedures, and guidelines provided in the Academic & Student Affairs Handbook.

PROPOSED NEW POLICY LANGUAGE:

4.2.2 Admission Requirements for Undergraduate Programs Not Leading to the Baccalaureate Degree

These policies must be applied in accordance with the standards, procedures, and guidelines provided in the Academic & Student Affairs Handbook.

6. i. 4.2.2.1 Admission to Career Programs

Understandings: These proposed revisions bring consistency and increase the efficiency of the Policy Manual. The proposed changes include edits to improve readability and removing an outdated reference to CPC requirements. Suggested changes do not substantively alter the intent of the policy.

CURRENT POLICY LANGUAGE:**4.2.2.1 Admission to Career Programs**

Admissions requirements for career certificates and career degrees (Associate of Applied Science degrees and Associate of Science degrees in allied health areas) depend upon the extent to which the general education component is based on Core Curriculum courses.

There are two sets of admissions requirements, as specified in Section 3.02.01 of the Academic Affairs Handbook, for:

1. Programs with a Core-based general education component allowing more than twelve (12) semester hours of Core curriculum course work; and,
2. Programs with non-Core general education components allowing twelve (12) or fewer semester hours of Core Curriculum coursework.

Students admitted in the career degree or certificate category who have not completed a career degree may apply for admission to programs that lead to a baccalaureate degree if they meet regular or Limited Admission requirements. Students admitted in this category can be admitted into a program leading to a baccalaureate only if

1. On admission to the institution they would have met the requirements for regular or Limited Admission; or
2. They show exceptional promise and are admitted as a Presidential Exception. Students admitted in this category must fulfill all learning support and CPC requirements.

EDITED POLICY LANGUAGE:**4.2.2.1 Admission to Career Programs**

Admissions requirements for career certificates and career degrees (Associate of Applied Science degrees and Associate of Science degrees in allied health areas) depend upon the extent to which the general education component is based on Core Curriculum courses. There are two sets of admissions requirements, as specified in Section 3.02.01 of the Academic & Student Affairs Handbook, for:

1. Programs with a Core-based general education component allowing more than ~~twelve~~(12) semester hours of Core curriculum course work; and,
2. Programs with non-Core general education components allowing ~~twelve~~(12) or fewer semester hours of Core Curriculum coursework.

Students admitted in the career degree or certificate category who have not completed a career degree may apply for admission to programs that lead to a baccalaureate degree if they meet regular or Limited Admission requirements. Students admitted in this category can **only** be admitted into a program leading to a baccalaureate ~~only~~ if:

1. On admission to the institution they would have met the requirements for regular or Limited Admission; or,
2. They show exceptional promise and are admitted as a Presidential Exception. Students admitted in this category must fulfill all learning support and CPC **RHSC** requirements.

PROPOSED NEW POLICY LANGUAGE:

4.2.2.1 Admission to Career Programs

Admissions requirements for career certificates and career degrees (Associate of Applied Science degrees and Associate of Science degrees in allied health areas) depend upon the extent to which the general education component is based on Core Curriculum courses. There are two sets of admissions requirements, as specified in the Academic & Student Affairs Handbook:

1. Programs with a Core-based general education component allowing more than 12 semester hours of Core curriculum course work; and,
2. Programs with non-Core general education components allowing 12 or fewer semester hours of Core Curriculum coursework.

Students admitted in the career degree or certificate category who have not completed a career degree may apply for admission to programs that lead to a baccalaureate degree if they meet regular or Limited Admission requirements. Students admitted in this category can only be admitted into a program leading to a baccalaureate if:

1. On admission to the institution they would have met the requirements for regular or Limited Admission; or,
2. They show exceptional promise and are admitted as a Presidential Exception. Students admitted in this category must fulfill all learning support and RHSC requirements

6. **j. 4.2.2.2 Admission of Students to Certificate Programs at Designated Vocational Divisions**

Understandings: Designated vocational divisions no longer exist at the USG so this policy is recommended for deletion.

CURRENT POLICY LANGUAGE:

4.2.2.2 Admission of Students to Certificate Programs at Designated Vocational Divisions

Students admitted to vocational divisions at Bainbridge College, Clayton State University, College of Coastal Georgia, and Dalton State College are not required to meet the CPC and FI standards for regular or Limited Admissions; however, they are required to meet the admissions standards established by the TCSG for the same or similar programs, and they must meet prerequisite requirements for Core Curriculum courses. A student seeking admission to a transfer program must meet the requirements for freshman or transfer admissions.

EDITED POLICY LANGUAGE:

~~4.2.2.2 Admission of Students to Certificate Programs at Designated Vocational Divisions~~

~~Students admitted to vocational divisions at Bainbridge College, Clayton State University, College of Coastal Georgia, and Dalton State College are not required to meet the CPC and FI standards for regular or Limited Admissions; however, they are required to meet the admissions standards established by the TCSG for the same or similar programs, and they must meet prerequisite requirements for Core Curriculum courses. A student seeking admission to a transfer program must meet the requirements for freshman or transfer admissions.~~

NO PROPOSED POLICY LANGUAGE:

6. k. 4.2.2.3 Admission of Non-Degree Students

Understandings: These proposed revisions bring consistency and increase the efficiency of the Policy Manual. The proposed changes include an increase in the total hours that may be taken by a non-degree student from 12 to 18 semester hours and excluding ESL courses from the cap. These changes are needed to accommodate English Language Bridge Programs that allow students to take a mix of English language courses and academic courses prior to admission into an academic program. Recent changes made by USCIS do not allow English language learners to be admitted into a degree program until all admission requirements have been met, including English proficiency requirements. To accommodate highly desired students who need minimal English language learning prior to admission, schools can offer a Bridge program in order to maintain the relationship with the student who will be admitted into a degree program upon completion of the English language course work. The recommended revisions also include clarifying language indicating that the semester hour limit is a total rather than per semester limit. The creation of Policy 4.2.2.3, Admission of Post baccalaureate Students, is recommended to clarify that post baccalaureate admission requirements are distinct from those required for non-degree admission and that post baccalaureate students are not subject to the credit hour limit enforced for other non-degree students. The policy has been renumbered to reflect the proposed deletion of the current policy 4.2.2.2, Admission of Students to Certificate Programs at Designated Vocational Divisions. Procedural details have been added to the Academic & Student Affairs Handbook. Suggested changes do not substantively alter the intent of the policy.

CURRENT POLICY LANGUAGE:

4.2.2.3 Admission of Non-Degree Students

Institutions may permit students to enroll as non-degree students for a maximum of twelve (12) semester credit hours, including institutional credit. Students may not enroll in any course for which there is a Learning Support prerequisite unless they have been evaluated for and have been exempted from the relevant Learning Support course (BoR Minutes, Aug. 2014).

Institutions may permit students who have earned the baccalaureate degree from a regionally accredited institution to enroll as non-degree students in courses with no limitation on the number of hours of undergraduate credit these students can earn.

EDITED POLICY LANGUAGE:

4.2.2.3² Admission of Non-Degree Students

Institutions may ~~permit students~~ **admit applicants** to enroll as non-degree students for a maximum **total** of ~~twelve (12)~~ **18** semester credit hours, including institutional credit. **ESL coursework does not count towards the 18 semester hour limit.** ~~Students may not enroll in any course for which there is a Learning Support prerequisite unless they have been evaluated for and have been exempted from the relevant Learning Support course (BoR Minutes, Aug. 2014).~~

4.2.2.3 Admission of Post baccalaureate Students

Institutions may ~~permit students~~ **admit applicants** who have earned ~~the a~~ baccalaureate degree from a regionally accredited institution to enroll as non-degree **post baccalaureate** students in courses with no limitation on the number of hours of undergraduate credit these students can earn.

PROPOSED POLICY LANGUAGE:**4.2.2.2 Admission of Non-Degree Students**

Institutions may admit applicants to enroll as non-degree students for a maximum total of 18 semester credit hours, including institutional credit. ESL coursework does not count towards the 18 semester hour limit.

4.2.2.3 Admission of Post baccalaureate Students

Institutions may admit applicants who have earned a baccalaureate degree from a regionally accredited institution to enroll as non-degree post baccalaureate students in courses with no limitation on the number of hours of undergraduate credit these students can earn.

6. 1.4.2.2.4 Admission of Transient Students

Understandings: These proposed revisions bring consistency and increase the efficiency of the Policy Manual. The procedural details recommended for removal, which are highlighted in blue, have been added to the Academic & Student Affairs Handbook. The following pages contain an index of the current policy language, the edited policy language, and the proposed new policy language.

CURRENT POLICY LANGUAGE:**4.2.2.4 Admission of Transient Students**

An applicant who is enrolled in one institution and who wishes to take courses temporarily in another institution shall submit the documents outlined in Section 3.81 of the Academic and Student Affairs Handbook.

A student who is enrolled in a USG institution that is not currently affiliated with eCore, and who wishes to take online general education course(s) provided through eCore shall follow the guidelines in Section 3.8.2 of the Academic and Student Affairs Handbook. Per Board Policy 3.3.1, eCore courses, like any core curriculum course taken at a USG institution, are fully transferable to the student's home institution or upon transfer to another USG institution (BoR minutes, October 2014).

EDITED POLICY LANGUAGE:**4.2.2.4 Admission of Transient Students**

Institutions may admit applicants who are enrolled in another institution to temporarily enroll as transient students, as outlined in the Academic & Student Affairs Handbook.

~~An applicant who is enrolled in one institution and who wishes to take courses temporarily in another institution shall submit the documents outlined in Section 3.81 of the Academic and Student Affairs Handbook.~~

~~A student who is enrolled in a USG institution that is not currently affiliated with eCore, and who wishes to take online general education course(s) provided through eCore shall follow the guidelines in Section 3.8.2 of the Academic and Student Affairs Handbook. Per Board Policy 3.3.1, eCore courses, like any core curriculum course taken at a USG institution, are fully transferable to the student's home institution or upon transfer to another USG institution (BoR minutes, October 2014).~~

PROPOSED POLICY LANGUAGE:**4.2.2.4 Admission of Transient Students**

Institutions may admit applicants who are enrolled in another institution to temporarily enroll as transient students, as outlined in the Academic & Student Affairs Handbook.

6. m. 4.2.2.5 Admission of Auditors

Understandings: These proposed revisions bring consistency and increase the efficiency of the Policy Manual. The procedural details recommended for deletion have been added to the Academic & Student Affairs Handbook. Suggested changes do not substantively alter the intent of the policy.

CURRENT POLICY LANGUAGE:**4.2.2.5 Admission of Auditors**

Students who submit evidence of graduation from a high school, as specified in [Section 4.2.1.1 of this Policy Manual](#), or have a state-issued high school equivalency certificate or diploma earned through the successful completion of a high school equivalency test approved by the BoR, may register as auditors. Under extraordinary circumstances, the president may waive the requirement of high school diploma or equivalent. Students registered as auditors shall be required to pay the regular tuition and fees for enrollment.

EDITED POLICY LANGUAGE:**4.2.2.5 Admission of Auditors**

~~Students who submit evidence of graduation from a high school, as specified in [Section 4.2.1.1 of this Policy Manual](#), or have a state-issued high school equivalency certificate or diploma earned through the successful completion of a high school equivalency test approved by the BoR, may register as auditors. Under extraordinary circumstances, the president may waive the requirement of high school diploma or equivalent. Students registered as auditors shall be required to pay the regular tuition and fees for enrollment.~~ Institutions shall establish criteria for the admission of applicants to register as auditors in accordance with the guidelines provided in the Academic & Student Affairs Handbook.

PROPOSED POLICY LANGUAGE:**4.2.2.5 Admission of Auditors**

Institutions shall establish criteria for the admission of applicants to register as auditors in accordance with the guidelines provided in the Academic & Student Affairs Handbook.

7. **Border State Waiver**

Recommended: That the Board of Regents approve a request by President Brooks Keel to revise Augusta University's border waiver to remove the restriction to the Summerville campus location and add a limitation of excluding capacity limited programs. Capacity Limited Programs, including but not limited to health professions degrees are degrees that admit a cohort of students and pre-specified number each year.

Abstract: The Board of Regents approved Augusta University's- Summerville campus border waiver request at its August 14, 2018 meeting. At the time of Board approval, all non-capacity limited programs were at the Summerville campus. Since that time, the Nathan Deal Campus was built and houses the School of Computer and Cyber Sciences. In the near future, Augusta University will move the College of Science and Mathematics to the Health Sciences campus. Capacity Limited Programs would effectively exclude all health professions programs, each of which have a fixed maximum capacity due to accreditation limitations, physical facility and resource limitations, or both. This request for a revision to Augusta University's border waiver will continue to not displace any Georgia students.

8. **a. Establishment of the Dennis and Sara Carey Distinguished Professorship in Forestry and Natural Resources, University of Georgia**

Recommended: That the Board of Regents approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to establish the Dennis and Sara Carey Distinguished Professorship in Forestry and Natural Resources, effective April 17, 2019.

Abstract: The endowment will support a faculty member who will be engaged in research and teaching activities that focus on any area of study within the Warnell School of Forestry and Natural Resources. The University of Georgia Foundation has verified funding of \$500,000.00, sufficient to establish this position as required by Board of Regents Policy.

Bio: Dennis is a 1974 graduate of the Warnell School of Forestry and Natural Resources. He and Sara started Pine Timber Wood Production, Inc. and Pine Timber Trucking Inc. in Oglethorpe, GA in 1984 and have been industry leaders with these enterprises. Dennis was recognized by the Warnell School as its Distinguished Alumnus in 2016 and served as the inaugural chair of its Dean’s Advisory Board in 2017.

8. **b. Establishment of the Patty and D.R. Grimes Distinguished Professorship in Computer Science, University of Georgia**

Recommended: That the Board of Regents approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to establish the Patty and D.R. Grimes Distinguished Professorship in Computer Science, effective April 17, 2019.

Abstract: The endowment will support a faculty member who will be engaged in research and teaching in the field of computer science. The University of Georgia Foundation has verified funding of \$460,000.00, sufficient to establish this position as required by Board of Regents Policy.

Bio: Patty and D. R. Grimes have been involved with the University of Georgia for many years. Two of their three children have degrees from UGA, and one of them is an assistant professor in the College of Veterinary Medicine. Patty (Rhodes) Grimes has a B.S. degree in Mathematics from UGA. She had a career in banking and technology with SunTrust Banks, Inc., where she was Senior Vice President and Manager of Application Systems. D. R. Grimes, a native of Tulsa, OK, has a B.S. degree in Mathematics and has resided in the Atlanta area for over 50 years. He was the CEO of NetBank, Inc., the first profitable Internet bank and the most successful company in the early Internet era.

8. **c. Establishment of the Leon “Buddy” Hargreaves, Jr. Professorship in Forest Finance, University of Georgia**

Recommended: That the Board of Regents approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to establish the Leon “Buddy” Hargreaves, Jr. Professorship in Forest Finance, effective April 17, 2019.

Abstract: This professorship will honor the memory of Dean Leon “Buddy” Hargreaves who served the Warnell School as Dean from 1980-1991 and whose efforts in the areas of forest finance and management were visionary. The holder of this position will be engaged in research and teaching activities that focus on the financial aspects of private forest ownership and management. The University of Georgia Foundation has verified funding of \$260,000.00, sufficient to establish this position as required by Board of Regents Policy.

Bio: Dean Hargreaves earned a BSF and MS in forestry at the University of Georgia before earning a Masters of Public Administration and Ph.D. at the University of Michigan. He was inducted into the Georgia Foresters Hall of Fame in 1982. Dean Hargreaves was an untiring advocate of timberland valuation and tax reform to help improve the economic returns to Georgia forest landowners. His efforts gained the strong support of the forest industry and the Georgia General Assembly to maintain high standards of teaching, research, and extension in the Warnell School of Forestry & Natural Resources.

8. **d. Establishment of the Leon “Buddy” Hargreaves, Jr. Professorship in Forest Management, University of Georgia**

Recommended: That the Board of Regents approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to establish the Leon “Buddy” Hargreaves, Jr. Professorship in Forest Management, effective April 17, 2019.

Abstract: This professorship will honor the memory of Dean Leon “Buddy” Hargreaves who served the Warnell School as Dean from 1980-1991 and whose efforts in the areas of forest finance and management were visionary. The holder of this position will be engaged in research and teaching activities that focus on the financial aspects of private forest ownership and management. The University of Georgia Foundation has verified funding of \$500,000.00, sufficient to establish this position as required by Board of Regents Policy.

Bio: Dean Hargreaves earned a BSF and MS in forestry at the University of Georgia before earning a Masters of Public Administration and Ph.D. at the University of Michigan. He was inducted into the Georgia Foresters Hall of Fame in 1982. Dean Hargreaves was an untiring advocate of timberland valuation and tax reform to help improve the economic returns to Georgia forest landowners. His efforts gained the strong support of the forest industry and the Georgia General Assembly to maintain high standards of teaching, research, and extension in the Warnell School of Forestry & Natural Resources.

8. **e. Establishment of the R. Harold Harrison, Distinguished Professorship, University of Georgia**

Recommended: That the Board of Regents approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to establish the R. Harold Harrison, Distinguished Professorship, effective April 17, 2019.

Abstract: This position will reside in the Department of Poultry Science. Candidate selection can be either external or internal. The process will be at the discretion of the College of Agricultural and Environmental Sciences. The University of Georgia Foundation has verified funding of \$500,000.00 sufficient to establish this position as required by Board of Regents Policy.

Bio: R. Harold Harrison of Bethlehem, Georgia devoted his life’s work to the poultry business. When he first entered the poultry business, he sold most of his chicks to feed dealers in the area until 1954 when he started contract broiler growing. By 1966, Mr. Harrison’s poultry business was completely integrated by constructing a fully automated push-button feed mill in Winder. Today, Harrison Poultry employs approximately 600 people. They hatch, grow and process about 800,000 broilers per week. During his career, he was honored with distinguished service plaque and lifetime membership by the Georgia School Boards Association to the Barrow County Schools. He was Director of the National Broiler Council and awarded the Agri-Leader of the Year in 1984 by the Atlanta Farmers Club.

8. f. Establishment of the Koehler-Ayres Professorship, University of Georgia

Recommended: That the Board of Regents approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to establish the Koehler-Ayres Professorship, effective April 17, 2019.

Abstract: The purpose of this professorship in the Department of Food Science and Technology to honor Balasubramanian “Swami” and Mangal P. Swaminathan mentors and in the spirit of giving back to the institution. The University of Georgia Foundation has verified funding of \$240,000.00, sufficient to establish this position as required by Board of Regents Policy.

Bio: Balasubramanian Swaminathan (Swami) was enrolled as a graduate student in the Department of Food Science from 1972 to 1976 and received his M.S. and Ph.D. degrees in 1974 and 1977. Swami served as a Dawson Postdoctoral Fellow in the College of Agriculture until August 1977. Swami and Mangal met at UGA and were married at the Baptist Student Center at UGA. Swami has many fond memories of his time in the Department of Food Science. He went on to become a professor at Purdue University and later went to the Centers for Disease Control and Prevention (CDC) in Atlanta Georgia and retired with a distinguished career at the CDC. Mangal pursued her career in health information technology at HBO & Company and later became a Technical Projects Manager at McKesson Corporation. Mangal retired in 2007.

8. **g. Establishment of the H.M. Pulliam Chair, University of Georgia**

Recommended: That the Board of Regents approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to establish the H.M. Pulliam Chair, effective April 17, 2019.

Abstract: This position will reside in the College of Agricultural and Environmental Sciences. Candidate selection can be either external or internal. The process will be at the discretion of the College of Agricultural and Environmental Sciences. The University of Georgia Foundation has verified funding of \$930,000.00 sufficient to establish this position as required by Board of Regents Policy.

Bio: Henley Morris “H.M.” Pulliam became a teacher during the Great Depression because he believed there had to be a better way of life for rural youth. He received his BSA degree from the University of Georgia in 1931 after teaching elementary school before and during his first two years of college. He was an agricultural teacher at Newton High until his retirement in 1968 after a total of 45 years of teaching. H.M. Pulliam achievements and contributions to the community and county were numerous. They include the building of a vocational building and canning plant, which was chosen as a pilot demonstration project for the states Vocational Agricultural teachers. H.M. Pulliam’s son Dr. Morris Michael Pulliam, is an ophthalmologist and life-long resident of Covington, Georgia. Dr. Pulliam and his wife Elaine have 3 children. He is a graduate of UGA and his children graduated from UGA as well as 3 of his grandchildren. Dr. Mike Pulliam and his family created the H.M. Pulliam Chairs in the Agricultural and Environmental Sciences to honor H.M. Pulliam’s legacy to agriculture education and their family ties to UGA.

8. **h. Establishment of the Caroline Reid Ridlehuber, Professorship in Theatre Arts, University of Georgia**

Recommended: That the Board of Regents approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to establish the Caroline Reid Ridlehuber, Professorship in Theatre Arts, effective April 17, 2019.

Abstract: The candidate for this professorship should be qualified for tenure on appointment at the full professor level or, with approval from the Provost be currently tenured professor at the University. This individual must have an outstanding record in creative activity, scholarly publications, and/or externally funded research. The University of Georgia Foundation has verified funding of \$229,000.00 sufficient to establish this position as required by Board of Regents Policy.

Bio: Caroline Reid Ridlehuber moved to Athens in 1955 after spending four years with her family in Cairo, Egypt. She was a graduate of Athens High School and the University of Georgia where she was a member of Kappa Alpha Theta sorority. Caroline’s passion for children permeated her entire adulthood. At Athens Academy for almost 40 years, she served as an English teacher, Middle School Director, Curriculum Coordinator and Academic Dean for Grades K3-6. Generations of students and their families benefitted and will continue to benefit from her wisdom and loving guidance.

8. **i. Establishment of the Centennial Professorship in Women Studies, University of Georgia**

Recommended: That the Board of Regents approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to establish the Centennial Professorship in Women Studies, effective April 17, 2019.

Abstract: This professorship is in recognition of the centennial anniversary of women students at UGA. The holder of this professorship will contribute to the undergraduate and graduate curriculum in Women’s Studies as well as engage in research on women or gender studies. The person selected should be qualified for tenure on appointment at the full professorship level or, with approval from the Provost, be a currently tenure professor at the University; must be a core faculty member or an affiliated faculty member of the institute and/or its successor program focused on women and gender studies; must have an outstanding record in externally funded research and/or scholarly publications and not hold the Professorship in conjunction with any other chair or special professorship. The University of Georgia Foundation has verified funding of \$247,000.00 sufficient to establish this position as required by Board of Regents Policy.

9. Named Faculty Positions

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

Institution Name: Augusta University
University Faculty's Name: Dr. David L. Mattson
Named Position: GRA Eminent Scholar in Hypertension

Institution Name: Augusta University
University Faculty's Name: Dr. Terence O'Keeffe
Named Position: J. Harold Harrison, M.D. Distinguished University Chair in Trauma Surgery

Institution Name: University of Georgia
University Faculty's Name: Dr. Bin Mei
Named Position: Leon "Buddy" Hargreaves Jr. Professorship in Forest Finance

Institution Name: University of Georgia
University Faculty's Name: Dr. Pete Bettinger
Named Position: Leon "Buddy" Hargreaves Jr. Distinguished Professorship in Forest Management

Institution Name: University of Georgia
University Faculty's Name: Dr. Thomas P. Gallanis
Named Position: Verner F. Chaffin Chair in Fiduciary Law

Institution Name: University of Georgia
University Faculty's Name: Dr. Robert Cooper
Named Position: Dennis and Sara Carey Distinguished Professorship in Forestry and Natural Resources

Institution Name: University of Georgia
University Faculty's Name: Dr. Jesse Hostetter
Named Position: Barry G. Harmon Professorship in Veterinary Pathology

Institution Name: University of Georgia
University Faculty's Name: Dr. Samantha B. Joyce
Named Position: Regents' Professorship



UNIVERSITY SYSTEM OF GEORGIA

Revising the Freshman Index & Minimum Admission Scores

Research & Policy Analysis

Board of Regents Meeting

April 16, 2019

SAT Background

Pre March 2016

**SAT
Format**

Math

Critical Reading

Writing

**System
Admission**

Research, Comprehensive,
State Univ.

Math ≥ 400
Cr. Reading ≥ 430

State College (optional)

Math ≥ 310
Cr. Reading ≥ 330

$500 * (\text{HS GPA}) + \text{Cr. Reading} + \text{Math}$

Research

2500

Comprehensive

2040

State University

1940

State College (optional)

1830

March 2016-Present

Math

EBRW

Math

Reading

Writing

- Concord Math and Reading test to old SAT
- Use existing minimums

**Sector
Admission**

SAT Background

Fall 2020 entrants-forward

Goals

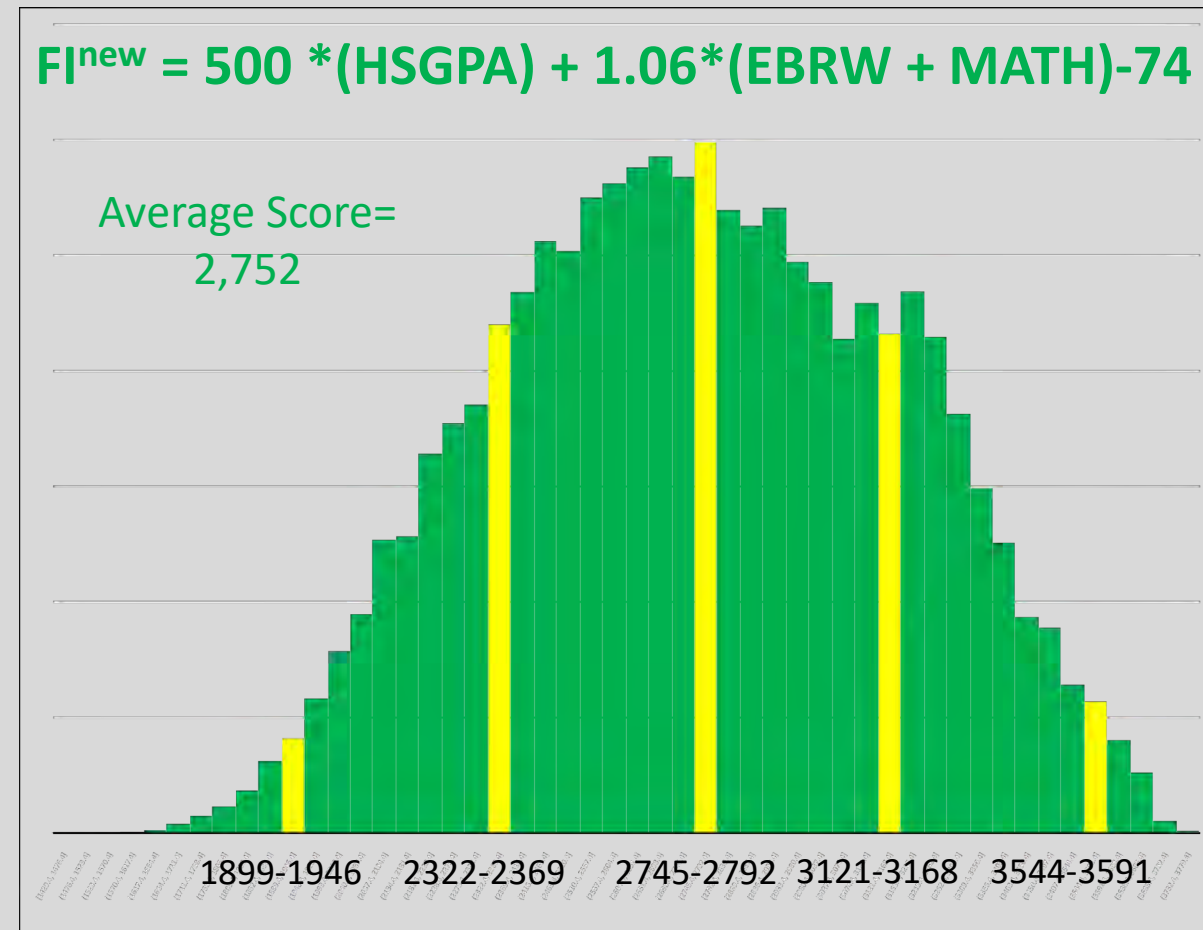
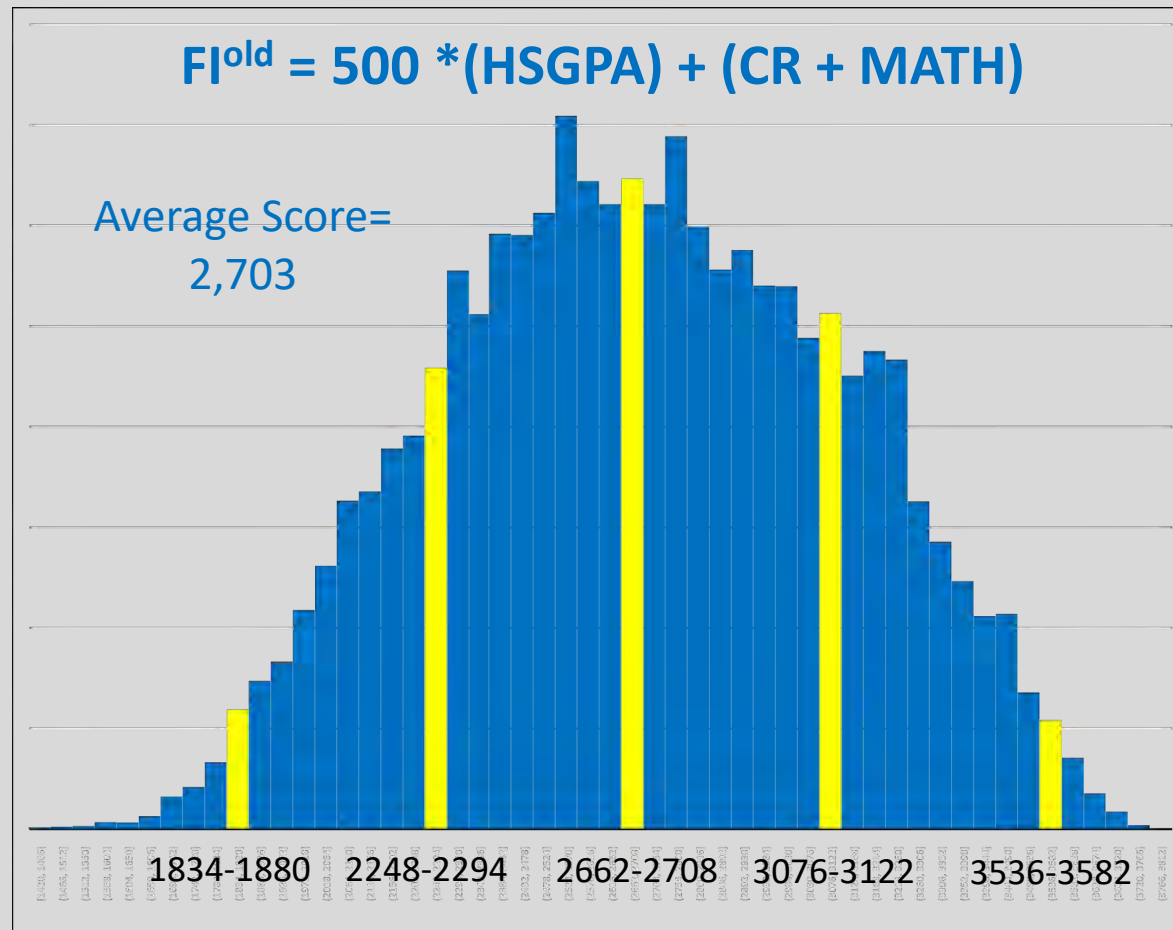
1. Develop new Freshman Index that uses EBRW and Math
2. Set minimum Sector admission scores for new Freshman Index
3. Set minimum System admission scores for EBRW and ACT Reading

Guiding Principles

1. Hold students harmless
 - Eligible for admission to same or higher sector.
2. Maintain standards of academic quality for admission across sectors.
 - No meaningful change in outcomes.
3. Transparent to students, parents, counselors, administrators

Goal 1: Develop Freshman Index that incorporates EBRW and Math

New FI constructed so that range and distribution of scores it produces matches old FI

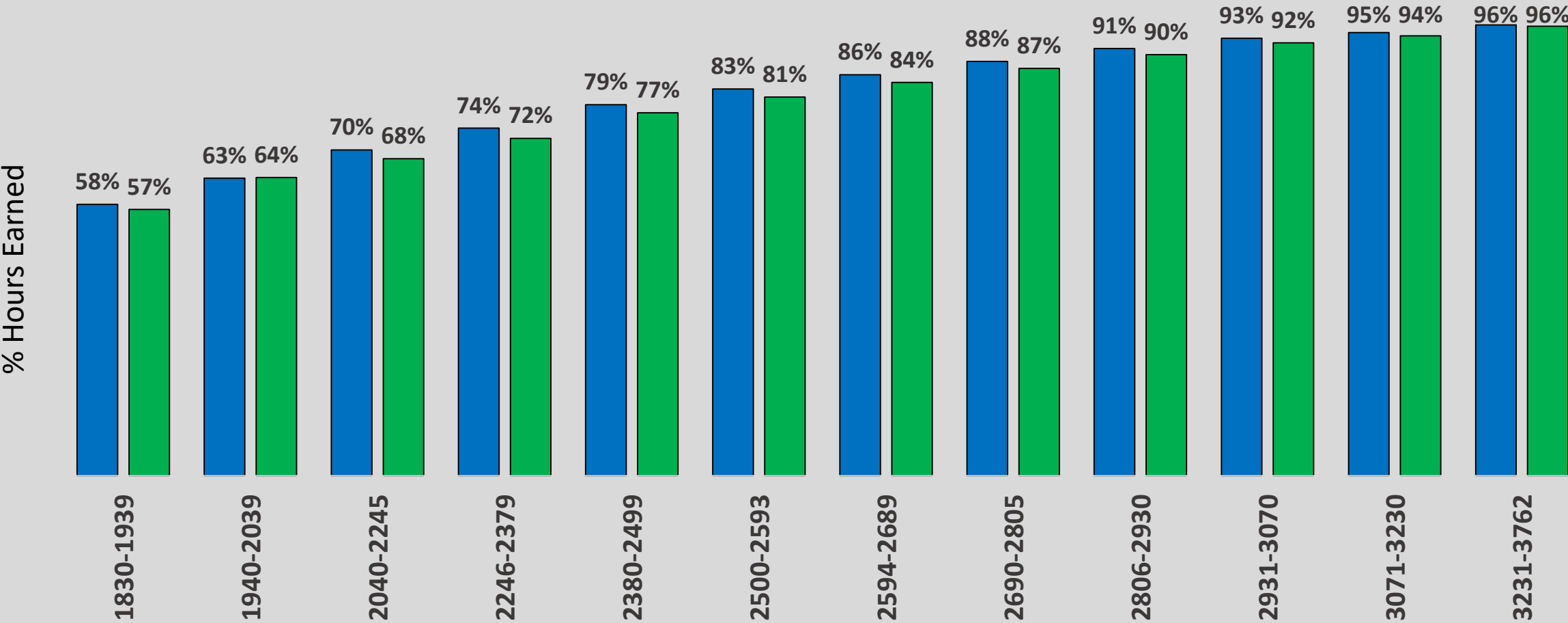


Goal 1: Develop Freshman Index that incorporates EBRW and Math

- $FI^{new} \geq FI^{old}$ for most students
 - New SAT assigns higher score compared to old for same level of achievement (old SAT Math = new SAT Math 440)
 - Students eligible for same or more selective sector
- For $FI^{new} < FI^{old}$, new score still high enough for admission into same sector

Goal 1: Develop Freshman Index that incorporates EBRW and Math

% Hours Earned at end of 1st Year Under **F^{old}** and **F^{new}**



Average % Hours Earned Overall: **84.5**



Goal 2: Set minimum Sector admission scores for FI^{new}

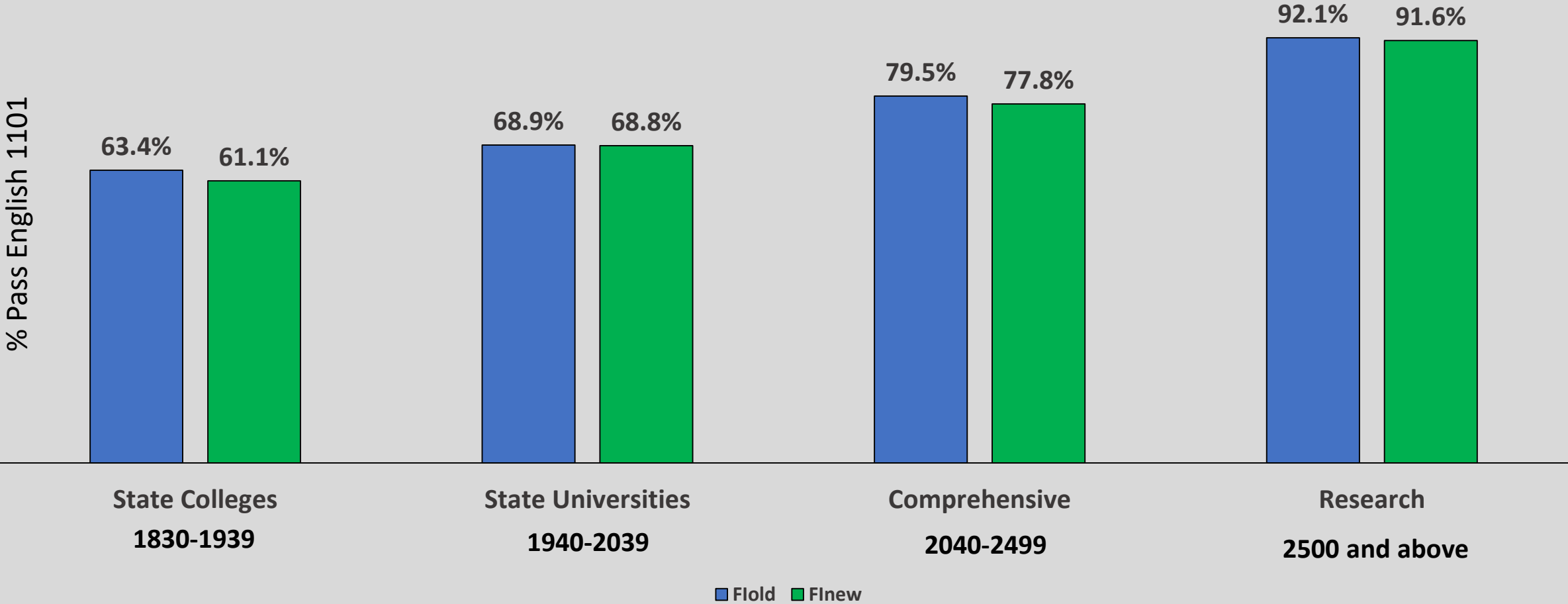
- Logical approach: Keep sector minimums the same
 - FI^{new} constructed with this intent
- Students are eligible for the same or even more selective sector
- Outcomes and academic quality of students eligible for sector admission not meaningfully changed
- Continuity and ease of socialization

Goal 2: Set minimum Sector admission scores for FI^{new}

Sector (minimum score)	# Admitted under FI ^{old}	# Admitted under FI ^{new}	# Now admitted under FI ^{new}	# Now not admitted under FI ^{new}
Research (2500)	18,797	19,936	1,151	12
Comprehensive (2040)	26,788	27,141	363	10
State Univ. (1940)	27,519	27,723	214	10
State Colleges (1830)	27,946	28,041	96	1

Goal 2: Set minimum Sector admission scores for **F^{new}**

% of Students who Passed English 1101 Under **F^{old}** and **F^{new}**



Average Pass Rate Overall: **85.6%**



Goal 3: Set minimum System admission scores for EBRW and ACT Reading

Minimum Scores for Admission to USG			
Old SAT	Math (400)	Cr. Reading (430)	
New SAT Section	Math (440)	EBRW	
ACT	Math (17)	English (17)	Reading

Approach

- Examine outcomes at known minimum score for old SAT and ACT
- Find minimum scores for EBRW and ACT Reading that produce same outcomes as at the old minimum

Goal 3: Set minimum System admission scores for EBRW and ACT Reading

Average Outcomes at SAT Minimum Scores (for population that has met Math requirement)			
	Old SAT Cr. Reading	New SAT Reading Test	New SAT EBRW
Minimum Score	430	24	
% students at or above min score	90.8%	92.1%	
Average GPA	2.39	2.37	
Average % Hours Earned	81.1%	79.4%	
% Passed English 1101	85.0%	83.7%	

Goal 3: Set minimum System admission scores for EBRW and ACT Reading

Average Outcomes at SAT Minimum Scores (for population that has met Math requirement)			
	Old SAT Cr. Reading	New SAT Reading Test	New SAT EBRW
Minimum Score	430	24	480
% students at or above min score	90.8%	92.1%	89.0%
Average GPA	2.39	2.37	2.35
Average % Hours Earned	81.1%	79.4%	79.5%
% Passed English 1101	85.0%	83.7%	83.3%

Goal 3: Set minimum System admission scores for EBRW and ACT Reading

Average Outcomes at or Above ACT Minimum Scores (for population that has met Math requirement)			
	ACT English ≥17	ACT English ≥17 <u>and</u> Reading ≥17	ACT English ≥17 <u>or</u> Reading ≥17
% students at or above min score	75%		
Average GPA	3.15		
Average % Hours Earned	91.8%		
% Passed English 1101	92.7%		

Goal 3: Set minimum System admission scores for EBRW and ACT Reading

Average Outcomes at or Above ACT Minimum Scores (for population that has met Math requirement)			
	ACT English ≥17	ACT English ≥17 <u>and</u> Reading ≥17	ACT English ≥17 <u>or</u> Reading ≥17
% students at or above min score	75%	72% (235 no longer “admitted”)	81% (521 new “admits”)
Average GPA	3.15	3.18	3.11
Average % Hours Earned	91.8%	92.1%	91.1%
% Passed English 1101	92.7%	93.0%	92.1%

Goal 3: Set minimum System admission scores for EBRW and ACT Reading

Minimum Scores for Admission to USG			
Old SAT	Math (400)	Cr. Reading (430)	
New SAT Section	Math (440)	EBRW (480)	
ACT	Math (17)	English (17)	Reading (17)

EBRW of 480 concords to
ACT English + Reading of 34

Conclusion

Fall 2020 entrants-forward

System Admission (<i>not applicable to State Colleges</i>)	(New) SAT Section	ACT
	Math (440) and EBRW (480)	Math (17) and English (17) or Reading (17)

Sector Admission Freshman Index	Research	Comp	State U	State College
SAT: $500 * (\text{HS GPA}) + 1.06 * (\text{EBRW} + \text{MATH}) - 74$ ACT: $500 * (\text{HS GPA}) + (42 * \text{ACT}) + 88$	2500	2040	1940	Open Access

Questions?

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angela.bell@usg.edu



AGENDA
COMMITTEE ON ECONOMIC DEVELOPMENT

April 16, 2019

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INFORMATION ITEMS

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| 1. Georgia Southern Economic Development Presentation | 1 |
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1. Georgia Southern Economic Development Presentation

Kendria Lee, Director for Economic Development and Community Relations at Georgia Southern, will provide the committee an overview of the major goals and objectives of her department. She will be joined by Brynn Grant, Chief Operating Officer of the Savannah Economic Development Authority, who will highlight her organization's strategic partnership with Georgia Southern to bring new jobs and investment to the region.

AGENDA
COMMITTEE ON ORGANIZATION & LAW

April 16, 2019

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APPROVAL ITEMS

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| 2. Renewal of Delegated Authority | 2 |

EXECUTIVE SESSION

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| 3. Executive Session | 3 |
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1. Honorary Degree Requests

President Chris Markwood of Columbus State University seeks the Board's approval to award an honorary degree to Mr. Jonny Walden, Jr.; President Cheryl Dozier of Savannah State University seeks the Board's approval to award an honorary degree to Mrs. Beauty Poole Baldwin; and President Ingrid Thompson-Sellers of South Georgia State College seeks the Board's approval to award an honorary degree to Mrs. JoAnne Lewis.



March 29, 2019

Chancellor Steve Wrigley
University System of Georgia
270 Washington St. SW
Atlanta, GA 30334

Dear Chancellor Wrigley:

On behalf of Columbus State University (CSU), I am writing to request approval to award an honorary degree to Mr. Johnny W. Walden, Jr. in Spring 2019. This request has been approved through CSU's internal process for nominating individuals for honorary degrees. The process includes review and recommendation from an institutional committee comprised of a faculty member from each college in addition to endorsement of the appropriate dean, the provost, and the president.

Mr. and Mrs. Johnny Walden have been longtime fans, supporters, and investors in Columbus State University athletics. As a member of the CSU Athletic Fund Board of Directors, Mr. Walden has generously supported all aspects of the athletic program. The Walden Endowment has provided financial support through scholarships to countless CSU student-athletes. The Walden Soccer Complex and the John W. Walden Tennis Facility are two of the finest athletic venues in the country, and were made possible through the investment of Mr. and Mrs. Walden. Simply put, Mr. Walden has provided generously in order for CSU student-athletes to have the opportunity to earn a degree. Though his family name adorns the facilities, it is the satisfaction of Cougar student-athletes achieving and graduating that he takes the most pride.

Mr. Walden has provided opportunities for outstanding CSU student-athletes through financial investment and encouragement. He has been an influential force in the overall competitive success of CSU athletic teams, while emphasizing graduation as the greatest victory any student can achieve. In addition, he has been steadfast in his support of athletic department leadership, our coaches, and the student-athletes. As a prominent leader in the Greater Columbus region, his involvement at CSU has encouraged tremendous external support and investment from the community for the Cougar athletic programs.

We would be happy to provide additional information as needed. Thank you for your consideration of this request.

Sincerely,

Dr. Chris Markwood, President
Columbus State University

April 2, 2019

Dr. Steve Wrigley, Chancellor
Board of Regents of the University System of Georgia
270 Washington Street, S.W.
Atlanta, Georgia 30334

Dear Chancellor Wrigley:

I am honored to nominate Mrs. Beauty Poole Baldwin, a lifelong educator, to receive an honorary doctoral degree from Savannah State University. Mrs. Baldwin is a pioneer in education, serving and educating the children of Georgia for over 40 years. A 1963 graduate of Savannah State University, Mrs. Baldwin graduated with a bachelor's degree in mathematics and received the master's and educational specialist degrees in administration and supervision from the University of Georgia.

In 1984, Mrs. Baldwin made history when she became the first African-American female superintendent of a Georgia school district. She started as a teacher, becoming an assistant principal and principal of Buford Middle School before earning the job of superintendent. She served the Buford City Schools in that capacity for 10 years. In 1997, she was instrumental in establishing Hopewell Christian Academy where she was the administrator for 16 years, and in 2014 she founded North Metro Academy of Performing Arts, a Gwinnett County Charter School.

Mrs. Baldwin has received many honors for her service and leadership in the education of Georgia's students. To pay tribute to her many contributions, the Gwinnett County Board of Education named a new Norcross elementary school Baldwin Elementary in her honor in 2016. She also is the recipient of the Gwinnett County Bicentennial Trailblazer Award.

Mrs. Baldwin has served on many state and national education association boards while maintaining memberships in civic, service and community organizations. She was a founding member of Leadership Gwinnett and a member of the Georgia Council on Adult Literacy (appointed by Governor Miller) and the Georgia Board of Medical Assistance (appointed by Governor Harris). Her extensive community engagement includes service on the Gwinnett County Board of Registration and Elections, the Gwinnett County Chamber of Commerce, the Jackson Electric Foundation Board, Gwinnett County Schools Community-Based Mentoring Program, Gwinnett County Schools Human Resources Advisory Council and serving as first vice chair of View Point Health Board.

Mrs. Baldwin's support of Savannah State University is unmatched. She is a major donor and serves as vice chair of the SSU Campaign for Transformation and Growth. She is a mentor to SSU students and young alumni. In 2013, she received the SSU Cyrus G. Wiley Distinguished Alumni Award, which recognizes outstanding alumni who have shown extraordinary support and loyalty to the university.

In 2017, Mrs. Baldwin was nominated for the "Real Life Woman Superhero" award, organized by the dine-in movie theater chain Studio Movie Grill. She was one of 11 women honored as a "Real Life Woman Superhero" at a "Wonder Woman" screening in Dallas, TX.

Mrs. Baldwin is a real life Georgia "Superwoman" with an untiring commitment to educational excellence. I appreciate the opportunity to recommend her for the esteemed honorary degree of Doctor of Humane Letters at her alma mater, Savannah State University.

Sincerely,



Cheryl D. Dozier
President

cc: Mr. Edward Tate
Vice Chancellor for Legal Affairs
Board of Regents of the University System of Georgia

Mrs. Kimberly B. Ballard-Washington
Associate Vice Chancellor for Legal Affairs
Board of Regents of the University System of Georgia



April 2, 2019

Dr. Steve Wrigley, Chancellor
Board of Regents of the University System of Georgia
270 Washington Street, S.W.
Atlanta, Georgia 30334

Dear Chancellor Wrigley:

On behalf of the South Georgia State College (SGSC) Community and upon the recommendation of the Faculty Assembly, I am seeking approval to award an Honorary Bachelor of Science in Business Management Degree to Mrs. JoAnne Lewis. With over 25 years of public service in the field of community and economic development with local and state governments, and her steadfast support of SGSC, we believe that Mrs. Lewis is well deserving of this accolade. Upon approval, the degree will be conferred during our spring commencement exercise on Wednesday, May 8, 2019.

Mrs. Jo Anne Lewis served as President of the Douglas-Coffee County Chamber of Commerce and Executive Director of the Douglas-Coffee Economic Development Authority prior to her retirement in 2015. During this time, her workplace objectives embraced quality of life improvements and job growth for the citizens of Coffee County, the region and the state of Georgia. Accolades given in her honor is proof she found success in her efforts.

She served as the Georgia's Chairman of the State Economic Developer's Association and also served on the Board of Directors for the Georgia Association of Chamber of Commerce Executives. She received Georgia's Al Burrell Lifetime Achievement Award from the State of Georgia, Regional Partnership Award from the Technical College System of Georgia and was recognized as a national recipient for the Economic Development Leadership Award by the National Rural Economic Development Association. She was also recognized statewide when presented with the Rip Wiley award for professional excellence for the State of Georgia.

Her leadership roles as a professional extended beyond "job duties" and often touched the lives of those in need through voluntary service. Perhaps the greatest example of service can be best identified through her efforts in leading the acquisition, development, opening and management of a Christian Women's Substance Abuse Recovery Center in Coffee County - *Still Waters Outreach*. The program at Still Waters supports substance abuse recovery through faith, and faith through recovery. The facility is much more than a place to live. It is a place where women can deal with their challenges, grow spiritually and prepare for workforce reentry and living drug-free.

Her combined knowledge of economic development and the need for a qualified workforce played a big part in her plans for Still Waters. Mrs. Lewis understands it is essential to offer opportunities for women to regain self-respect and improve their workplace skills if they truly hope to become self-sufficient quality citizens. She supports this tenet through her most recent gift of a scholarship to South Georgia State College for a victim or a family of substance abuse.

Thank you for your consideration of my request on behalf of South Georgia State College. Please let me know if you have any questions or need any additional information.

Regards,



Ingrid N. Thompson-Sellers, Ph.D.
President

cc: Mr. Edward Tate
Vice Chancellor for Legal Affairs
Board of Regents of the University System of Georgia

2. Renewal of Delegated Authority

Annual renewal delegating authority to the Chancellor to act on behalf of the Board between meetings.

**BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
270 WASHINGTON STREET, S.W.
ATLANTA, GEORGIA 30334-1450**

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

WHEREAS, the Board of Regents of the University System of Georgia desires to delegate to the Chancellor authority to take actions on behalf of the Board between meetings of the Board;

WHEREAS, there are certain time sensitive actions that need to be taken before a scheduled meeting of the Board;

WHEREAS, the Board would like to delegate to the Chancellor authority to take such actions after consultation with the Chair and the Vice Chair;

WHEREAS, should the Chancellor take such action pursuant to this delegated authority, the appropriate committee of the Board should be notified at its next meeting; and

WHEREAS, this delegation of authority shall be limited to one year and may be renewed annually or terminated at any point by the Board;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Regents of the University System of Georgia, hereby delegates to the Chancellor the authority to take actions otherwise required of the Board at times between meetings;

FURTHER, RESOLVED, that before taking any such action pursuant to delegated authority the Chancellor shall consult with the Chair and Vice Chair;

FURTHER, RESOLVED, that any action taken pursuant to delegated authority shall be reported to the Board, or appropriate committee thereof, during the Board meeting immediately following such action; and

FURTHER, RESOLVED, that this delegated authority shall expire after one year, or sooner if desired by the Board, and it may be renewed annually thereafter.

RESOLVED this 17th day of April 2019 in Savannah, Georgia.

Chair, Board of Regents of
The University System of Georgia

Secretary, Board of Regents of
The University System of Georgia

3. Executive Session

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

AGENDA
COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

April 16, 2019

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INFORMATION ITEM

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| 1. USG Capital Liability Management Plan | 1 |
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APPROVAL ITEMS

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| 2. Request for Multi-Year Leasing Contract Value Authority | 2 |
| 3. Policy Manual Revisions: Section 10.4 Cybersecurity | 3 |
| 4. Policy Manual Addition: Section 7.8.2.3 Cyber Insurance | 9 |

AGENDA

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

April 16, 2019

1. Information Item: USG Capital Liability Management Plan

Cynthia Robinson Alexander, Executive Finance Director, will update the committee on the performance of the lease revenue bond portfolio and outline the System's capital liability management plan for FY 2019-2023.

2. **Approval Item: Request of Resolution for Multi-Year Leasing Contract Value Authority**

Recommended: That the Board approve by resolution a request to the Georgia State Financing and Investment Commission (GSFIC) for contract value authority of \$25 million for multi-year office leases for FY 2020.

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

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

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

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

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

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

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

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

WHEREAS FURTHER, the BOR has considered its expected needs for multi-year lease and rental agreements for fiscal year 2020, will comply with the aforementioned fiscal policies governing multi-year agreements, and determined to request the specific amount of contract value authority to be established for fiscal year 2020 in the amount of \$25,000,000.

NOW THEREFORE, BE IT RESOLVED THAT:

The BOR has considered its expected needs for multi-year lease and rental agreement for fiscal year 2020 and requests the Georgia State Financing and Investment Commission establish contract value authority for the BOR for fiscal year 2020 in the amount of \$25,000,000.

This resolution is adopted this ____ day of April, 2019.

Board of Regents of the University System of Georgia

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

(SEAL)

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

Recommended: That the Board approve revisions to Policy Section 10.4 Cybersecurity, effective immediately.

Understandings: The Board of Regents and the University System of Georgia are dedicated to maintaining a robust cybersecurity operation to ensure the confidentiality, integrity, and availability of data and information maintained by the University System Office and all USG institutions. Edits to the current Cybersecurity Policy build upon guidance issued by the Chancellor and strengthen those efforts by requiring the University System Office and each USG institution to maintain a user awareness, training, and education plan that is consistent with the guidelines provided by USG Cybersecurity, as well as a trained and dedicated information security officer.

CURRENT POLICY LANGUAGE:

10.4 Cybersecurity

Information created, collected, or distributed using technology by the University System Office (USO), all University System of Georgia (USG) institutions, and the Georgia Public Library Service (GPLS) is a valuable asset and must be protected from unauthorized disclosure, modification, and destruction. The degree of protection needed is determined by the nature of the resource and its intended use. The USO, all USG institutions, and the GPLS shall employ prudent cybersecurity policies, standards, and practices to minimize the risk to the confidentiality, integrity, availability, and privacy of data and information and shall create and maintain an internal cybersecurity program.

10.4.1 System-Level Responsibilities

The USG chief information security officer shall develop and maintain a cybersecurity organization and architecture in support of cybersecurity across the USG between USG institutions.

The USG chief information security officer shall maintain cybersecurity implementation guidelines that the USO, all USG institutions, and the GPLS shall follow in the development of their individualized cybersecurity plans.

10.4.2 Institutional- and Organizational-Level Responsibilities

The President of each USG institution and the GPLS State Librarian shall ensure that appropriate and auditable information security controls are in place.

The USO, all USG institutions, and the GPLS shall each develop, implement, and maintain a cybersecurity plan consisting of cybersecurity policies, standards, procedures, and guidelines that

3. Approval Item: Policy Manual Revisions: Section 10.4 Cybersecurity (continued)

is consistent with the guidelines provided by USG Cybersecurity and submit the plan to USG Cybersecurity for review.

Methods for ensuring that applicable laws, regulations, guidelines, and policies are followed shall be distributed and readily available to each organization's user community and included in the cybersecurity plan.

Clear procedures for reporting and managing cybersecurity incidents shall be documented, adhered to, and contained in the cybersecurity plan. These procedures shall include the reporting of incidents to the USO in a timely manner.

10.4.3 Identity Theft

The USG shall maintain a program and policies designed to protect against identity theft and to safeguard personal and financial information maintained by the USG and its institutions and organizations. The program shall comply with all applicable credit reporting and electronic transaction laws, be reviewed at least annually for effectiveness and legal compliance, and be widely distributed.

EDITED POLICY LANGUAGE:

10.4 Cybersecurity

Information created, collected, or distributed using technology by the University System Office (USO), all University System of Georgia (USG) institutions, and the Georgia Public Library Service (GPLS) is a valuable asset and must be protected from unauthorized disclosure, modification, and destruction. The degree of protection needed is determined by the nature of the resource and its intended use. The USO, all USG institutions, and the GPLS shall employ prudent cybersecurity policies, standards, and practices to minimize the risk to the confidentiality, integrity, **and** availability, ~~and privacy~~ of data and information and shall create and maintain an internal cybersecurity program.

10.4.1 System-Level Responsibilities

The USG chief information security officer shall develop and maintain a cybersecurity organization and architecture in support of cybersecurity across the USG **and** between USG institutions.

3. Approval Item: Policy Manual Revisions: Section 10.4 Cybersecurity (continued)

The USG chief information security officer shall maintain cybersecurity implementation guidelines that the USO, all USG institutions, and the GPLS shall follow in the development of their individualized cybersecurity plans.

10.4.2 Institutional- and Organizational-Level Responsibilities

The President of each USG institution and the GPLS State Librarian shall ensure that appropriate and auditable information security controls are in place, which shall include maintaining a trained and dedicated information security officer.

The USO, all USG institutions, and the GPLS shall each develop, implement, and maintain a cybersecurity plan consisting of cybersecurity policies, standards, procedures, and guidelines that is consistent with the guidelines provided by USG Cybersecurity and submit the plan to USG Cybersecurity for review upon request.

Cybersecurity implementation must include a user awareness, training, and education plan, which is consistent with the guidelines provided by USG Cybersecurity and shall be submitted to USG Cybersecurity for review upon request. Methods for ensuring that applicable laws, regulations, guidelines, and policies concerning cybersecurity awareness training are followed shall be distributed and readily available to each organization's user community and included in the cybersecurity plan.

Clear procedures for reporting and managing cybersecurity incidents shall be documented, adhered to, and contained in the a cybersecurity incident response plan, which shall be submitted to USG Cybersecurity for review upon request. These procedures shall include the reporting of incidents to the USO in a timely manner.

10.4.3 Identity Theft

The USG shall maintain a program and policies designed to protect against identity theft and to safeguard personal and financial information maintained by the USG and its institutions and organizations. The program shall comply with all applicable credit reporting and electronic transaction laws, be reviewed at least annually for effectiveness and legal compliance, and be widely distributed.

3. Approval Item: Policy Manual Revisions: Section 10.4 Cybersecurity (continued)

PROPOSED NEW POLICY LANGUAGE:**10.4 Cybersecurity**

Information created, collected, or distributed using technology by the University System Office (USO), all University System of Georgia (USG) institutions, and the Georgia Public Library Service (GPLS) is a valuable asset and must be protected from unauthorized disclosure, modification, and destruction. The degree of protection needed is determined by the nature of the resource and its intended use. The USO, all USG institutions, and the GPLS shall employ prudent cybersecurity policies, standards, and practices to minimize the risk to the confidentiality, integrity, and availability of data and information and shall create and maintain an internal cybersecurity program.

10.4.1 System-Level Responsibilities

The USG chief information security officer shall develop and maintain a cybersecurity organization and architecture in support of cybersecurity across the USG and between USG institutions.

The USG chief information security officer shall maintain cybersecurity implementation guidelines that the USO, all USG institutions, and the GPLS shall follow in the development of their individualized cybersecurity plans.

10.4.2 Institutional- and Organizational-Level Responsibilities

The President of each USG institution and the GPLS State Librarian shall ensure that appropriate and auditable information security controls are in place, which shall include maintaining a trained and dedicated information security officer.

The USO, all USG institutions, and the GPLS shall each develop, implement, and maintain a cybersecurity plan consisting of cybersecurity policies, standards, procedures, and guidelines that is consistent with the guidelines provided by USG Cybersecurity and submit the plan to USG Cybersecurity for review upon request.

Cybersecurity implementation must include a user awareness, training, and education plan, which is consistent with the guidelines provided by USG Cybersecurity and shall be submitted to USG Cybersecurity for review upon request. Methods for ensuring that applicable laws, regulations, guidelines, and policies concerning cybersecurity awareness training are followed shall be distributed and readily available to each organization's user community.

Clear procedures for reporting and managing cybersecurity incidents shall be documented, adhered to, and contained in a cybersecurity incident response plan, which shall be submitted to USG

3. Approval Item: Policy Manual Revisions: Section 10.4 Cybersecurity (continued)

Cybersecurity for review upon request. These procedures shall include the reporting of incidents to the USO in a timely manner.

10.4.3 Identity Theft

The USG shall maintain a program and policies designed to protect against identity theft and to safeguard personal and financial information maintained by the USG and its institutions and organizations. The program shall comply with all applicable credit reporting and electronic transaction laws, be reviewed at least annually for effectiveness and legal compliance, and be widely distributed.

Recommended: That the Board approve the addition of Policy Section 7.8.2.3 Cyber Insurance, effective immediately.

Understandings: As part of the ongoing cybersecurity efforts, the Board of Regents of the University System of Georgia obtained Cyber Insurance. The main purpose of this policy addition is to ensure that Cyber Insurance will be maintained for the University System Office and all USG institutions.

EDITED POLICY LANGUAGE:

7.8.2.3 Cyber Insurance

The Board of Regents shall establish or participate in a program of cyber insurance administered by the University System Office (USO) whereby the USO, all USG institutions, the Georgia Public Library Service, and the Georgia Archives are insured against financial loss sustained from not less than cybercrime, privacy and security liability, regulatory liability, payment card industry liability, multimedia liability, business income loss, digital asset restoration, investigation costs and crisis management expenses.

PROPOSED NEW POLICY LANGUAGE:

7.8.2.3 Cyber Insurance

The Board of Regents shall establish or participate in a program of cyber insurance administered by the University System Office (USO) whereby the USO, all USG institutions, the Georgia Public Library Service, and the Georgia Archives are insured against financial loss sustained from not less than cybercrime, privacy and security liability, regulatory liability, payment card industry liability, multimedia liability, business income loss, digital asset restoration, investigation costs and crisis management expenses.

AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK, & COMPLIANCE

April 16, 2019

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Information Items

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| 2. | Revision to the Policy Manual: Section 8.2.18.2 Conflicts of Interest and Conflicts of Commitment | 2 |

AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK, & COMPLIANCE

April 16, 2019

1. Information Item: Update on the University System of Georgia's Ethics Awareness Week

Each year since 2014, the University System of Georgia has promoted a week-long awareness campaign called Ethics Awareness Week. The USG uses this awareness event to celebrate and reinforce our shared ethical values and code of conduct. Central to this event is our shared core values of integrity, excellence, accountability and respect. As part of this awareness campaign, each USG institution takes part in campus activities to bring awareness to the importance of an Ethical Culture and compliance with USG policies and both state and federal laws.

This awareness program is part of a comprehensive Ethics and Compliance Program which includes a system-level ethics policy, on-board ethics training, periodic ethics refresher training, compliance audits, special reviews and an ethics and compliance reporting hotline. Vice Chancellor John Fuchko will review the results of the most recent Ethics Awareness Initiative.

2. Information Item: Revision to the Policy Manual: Section 8.2.18.2 Conflicts of Interest and Conflicts of Commitment

Abstract: The proposed revisions will provide additional guidance to USG employees regarding conflicts of interest, required disclosures, outside consulting and compensated outside activities. Additionally, policy language is being proposed for consideration that would address research and institutional conflicts of interest. This information is being presented in draft with anticipated presentation in May for approval.

Section 8.2.18.2 Conflicts of Interest and Conflicts of Commitment

CURRENT POLICY LANGUAGE:

8.2.18.2 Conflicts of Interest and Conflicts of Commitment

8.2.18.2.1 Conflicts of Interest and Appearances of Conflicts of Interest

Each University System of Georgia (USG) employee shall make every reasonable effort to avoid actual or apparent conflicts of interests and also the appearance of a conflict of interest. An appearance of a conflict exists when a reasonable person would conclude from the circumstances that the employee's ability to protect the public interest, or perform public duties, is compromised by a personal, financial, or business interest. An appearance of conflict can exist even in the absence of a legal conflict of interest. USG employees are referred to State Conflict of Interest Statutes O.C.G.A. § 45-10-20 through § 45-10-70 and institutional policies governing professional and outside activities.

8.2.18.2.2 Conflicts of Commitment

A USG employee shall not engage in any occupation, pursuit, or endeavor that will interfere with the regular and punctual discharge of that employee's official duties.

8.2.18.2.3 Compensated Outside Activities: Restrictions & Approval Process

All employees are encouraged to participate in professional activities; however, those activities must be consistent with the mission of the USG. Each USG employee must obtain written approval in advance from institution president or designee prior to engaging in compensated outside activities that relate to the employee's expertise or responsibilities as a USG employee. Such activities include consulting, teaching, speaking, and participating in business, professional, or service enterprises. Employees assigned to the System Office and USG presidents must obtain approval from the Chancellor or designee. Except as authorized for eligible faculty employees,

annual leave must be used by USG employees for compensated outside activities during normal work hours consistent with the USG procedures governing the use of annual leave.

USG employees are generally prohibited from consulting or otherwise receiving compensation from a current USG vendor or an entity seeking a vendor relationship with the USG. Exceptions to this provision may be granted by the institution president or designee for employees that do not supervise, regularly interact with, or participate in the selection of vendors of that employee's institution or System Office. Exceptions for University System Office employees may be granted by the Chancellor or designee. This prohibition applies only to those employees supervising or participating in vendor selection and/or providing oversight of vendor performance and to vendors / prospective vendors of that employee's institution or the System Office. This prohibition does not apply to vendor or service relationships between the USG and other government entities.

The nature of institutional and System Office executive positions is such that outside activities and potential conflicts of interest require an additional level of scrutiny in order to protect the public trust. Executive positions shall include direct reports to the president in addition to those with a title of Vice President, Vice Chancellor, equivalent, or higher. Individuals in executive positions desiring to participate in compensated outside activities or seeking approval for a conflict of interest management plan must obtain approval from the institutional president or from the USG Chancellor or designee for USO employees and USG presidents. Proposed approvals shall first be reviewed by USG Ethics & Compliance and USG Legal.

8.2.18.2.4 Faculty Consulting

Recognizing that teaching, research, and public service are the primary responsibilities of USG faculty members, it is reasonable and desirable for faculty members to engage in additional activity beyond duties assigned by the institution, which are professional in nature and based in the appropriate discipline for which the individual receives additional compensation during the contract year.

Each USG institution shall adopt guidelines governing consulting activities of faculty members which shall include the following:

1. Time that faculty may consult during regular work hours, if any. For nine-month employees the maximum limit is one day per week. Twelve-month faculty assigned to administrative positions must take annual leave when engaged in consulting during their normal work hours consistent with the USG procedures governing the use of annual leave.
2. A determination of what institutional resources may be used for consulting work;
3. A plan for reimbursing the institution for use of the institution's personnel, facilities, equipment, and or materials consistent with rates charged outside groups or persons;

4. A procedure for obtaining prior approval of the President or his or her designee; and,
5. A procedure for defining and managing conflicts of interest and conflicts of commitment regarding faculty consulting.

8.2.18.2.5 Disclosure

Each USG employee has an ongoing responsibility to report and fully disclose any personal, professional, or financial interests, relationships, or activities that has the potential to compromise an employee's objectivity in fulfilling the employees' responsibilities to the USG. Each USG employee must also report and fully disclose any financial and business interests that the employee or the employee's spouse, partner, parent, child, sibling, and any in-laws of any of the foregoing may have that relate to the USG employee's expertise or responsibilities as a USG employee.

EDITED POLICY LANGUAGE:

*NOTE: Highlighted language in italics moved from elsewhere in policy section. Struck-through language in italics moved elsewhere in policy section.

8.2.18.2 Conflicts of Interest, ~~and Conflicts of Commitment~~, and Outside Activities

8.2.18.2.1 Conflicts of Interest and ~~Apparent Appearance of Conflicts of Interest~~

Each University System of Georgia (USG) employee shall make every reasonable effort to avoid actual or apparent conflicts of interests ~~and also the appearance of a conflict of interest~~. An ~~appearance of a~~ **apparent** conflict exists when a reasonable person would conclude from the circumstances that the employee's ability to protect the public interest, or perform public duties, is compromised by a personal, financial, or business interest. An ~~apparent appearance of~~ **apparent** conflict can exist even in the absence of a legal conflict of interest. USG employees are referred to State Conflict of Interest Statutes O.C.G.A. § 45-10-20 through § 45-10-70 and institutional policies governing professional and outside activities.

Each USG employee has an ongoing responsibility to report and fully disclose any personal, professional, or financial interest, relationship, or activity that has the potential to create an actual or apparent conflict of interest with respect to the employee's USG duties.

Institutions shall adopt guidelines governing conflicts of interest and may further define methods of reporting conflicts of interest, how to manage said conflicts, and terms used within this policy section, so long as such guidelines and definitions are not inconsistent with this policy.

Conflicts of Interest – Research and Institutional

The USG recognizes the benefits of collaboration and commercialization with the private sector and other third-party entities that supports the USG mission. The resulting relationships and agreements, however, must not undermine the public's trust, compromise the integrity of the USG mission, or inappropriately influence teaching, research, and service activities. Under no circumstances should a grant, gift, contract or other funding be accepted that in any way limits the ability of USG employees to conduct or report the results of research in accordance with applicable scientific, medical, professional, and ethical standards.

Institutions shall incorporate policy and review procedures within its institutional guidelines consistent with this policy.

8.2.18.2.2 Conflicts of Commitment

A USG employee shall not engage in any occupation, pursuit, or endeavor that will interfere with the regular and punctual discharge of that employee's official duties.

8.2.18.2.3 ~~Compensated~~ Outside Activities: ~~Restrictions & Approval Process~~**Compensated Outside Activities of Full-Time Faculty and Staff**

~~All employees are encouraged to participate in professional activities; however, those activities must be consistent with the mission of the USG.~~ Each full-time USG employee, which is defined as a faculty member on contract of nine months or more or an employee who works 30 or more hours per week (.75 FTE), must obtain written approval in advance ~~from institution president or designee~~ prior to engaging in compensated outside activities that relate to the employee's expertise or responsibilities as a USG employee. Such activities include consulting, teaching, speaking, and participating in business, professional, or service enterprises. Full-time employees at USG institutions must obtain written approval from the institution President or his or her designee. ~~Employees assigned to the System Office~~ employees and USG presidents must obtain approval from the Chancellor or his or her designee. Direct reports of USG presidents and those with a title of Vice President or equivalent must obtain approval from the USG institution President, whose authority cannot be delegated, using procedures established by the Chancellor.

Compensated Outside Activities of Part-Time Faculty and Staff

Each part-time USG employee, which is defined as a faculty member on contract less than nine months or an employee who works fewer than 30 hours per week (.75 FTE), does not need written approval in advance of engaging in compensated outside activities so long as the outside activity does not create an impermissible conflict of interest, use USG resources without written permission, or otherwise violate Board of Regents' policy.

Required Leave for Outside Activities

Except as authorized for eligible faculty employees, as set forth in Board of Regents' Policy 8.2.18.2.4, annual appropriate leave must be used by USG employees for compensated outside activities during normal the employee's work hours consistent with the USG procedures governing the use of annual leave.

Non-faculty employees may not receive Honoraria, as defined in Board of Regents' Policy 8.2.18.2.4, for activities during the employee's work hours.

Consulting for USG Vendors

USG institution employees are generally prohibited from consulting with or otherwise receiving compensation from a current USG vendor of, or an entity seeking a vendor relationship with, the USG institution where the employee works. System Office employees are generally prohibited from consulting with or otherwise receiving compensation from a current System Office vendor or an entity seeking a vendor relationship with the System Office. This prohibition does not apply in those cases where Exceptions to this provision may be granted by the institution President or his or her designee has confirmed that the for USG institution employees that does does not supervise, regularly interact with, or participate in the selection of vendors of for that employee's institution or the System Office or in those instances where the president or his or her designee grants an exception. Similarly, this prohibition does not apply to System Office employees who do not supervise, regularly interact with, or participate in the selection of vendors for the System Office or for a USG institution. Exceptions for University System Office employees and USG presidents may be granted by the Chancellor or his or her designee. This prohibition applies only to those employees supervising or participating in vendor selection and/or providing oversight of vendor performance and to vendors / prospective vendors of that employee's institution or the System Office. This prohibition does not apply to vendor or service relationships between the USG and other government entities.

The nature of institutional and System Office executive positions is such that outside activities and potential conflicts of interest require an additional level of scrutiny in order to protect the public trust. Executive positions shall include direct reports to the president in addition to those with a title of Vice President, Vice Chancellor, equivalent, or higher. Individuals in executive positions desiring to participate in compensated outside activities or seeking approval for a conflict of interest management plan must obtain approval from the institutional president or from the USG Chancellor or designee for USG employees and USG presidents. Proposed approvals shall first be reviewed by USG Ethics & Compliance and USG Legal.

8.2.18.2.4 Institution Guidelines for Faculty Outside Consulting**Definitions**

“Compensation” is defined as any payment, deferred payment, equity, or deferred equity provided in exchange for the expectation that the ~~employee~~ ~~faculty member~~ will perform work or services for the benefit of the outside payer. Compensation does not include standard Honoraria.

“Honoraria” are defined as any payments given for professional or voluntary services that are rendered nominally without charge, and any payments in recognition of these services typically forbids a price to be set. See Board Policy 8.2.18.4 Gratuities for guidance on accepting expense reimbursement from outside parties.

“Faculty Primary Responsibilities” are defined as teaching, research, clinical practice, service, administrative duties, and other appropriate duties assigned by the institution to the faculty member.

“Faculty Secondary Responsibilities” are defined as professional activities or affiliations traditionally undertaken by faculty outside of the immediate institution employment context but where the faculty member represents the institution and his or her affiliation to it. Secondary Responsibilities may or may not entail the receipt of Honoraria, remuneration, or the reimbursement of expenses.

“Outside Consulting” is defined as any activity for Compensation other than Primary Responsibilities or Secondary Responsibilities (for a faculty member) or that an employee ~~a faculty member~~ may engage in that, (1) is based upon professional knowledge, experience, and abilities of the employee ~~faculty member~~ that relate to the employee’s ~~faculty member’s~~ expertise or USG responsibilities ~~as a USG faculty member~~, and (2) is performed for any business, self-employment, or public or private entity other than his or her institution.

Required Institution Guidelines

Recognizing that teaching, research, and public service are the primary responsibilities of USG faculty members, it is reasonable and desirable for faculty members to engage in additional activity beyond duties assigned by the institution, which are professional in nature and based in the appropriate discipline for which the individual receives additional compensation during the contract year. As noted in Board Policy 8.2.18.2.3, it also is permissible for non-faculty employees to engage in outside consulting activities insofar as those outside consulting activities have been properly approved. Additionally, non-faculty employees should conform to provisions two through five as outlined below.

Each USG institution shall adopt guidelines governing ~~outside~~ consulting activities of faculty members ~~which~~ ~~that~~ shall include the following:

1. Time that faculty may ~~engage in outside~~ consulting ~~during regular~~ work hours, if any;-

- a. If faculty outside consulting is permitted during work hours, ~~For nine-month employees the maximum limit is,~~ on average, one day per week.
 - b. Unless express permission is granted by the institution President, whose approval authority may not be delegated, ~~Twelve-month faculty assigned to administrative positions who earn annual leave must take annual leave~~ consistent with USG and institutional procedures governing the use of leave when engaged in consulting during their normal faculty member's work hours ~~consistent with the USG procedures governing the use of annual leave.~~
2. A determination of what institutional resources may be used for outside consulting work;
 3. A plan for reimbursing the institution for non-incidental use of the institution's personnel, facilities, equipment, and/or materials consistent with rates charged outside groups or persons;
 4. A procedure for obtaining prior approval of the President or his or her designee; and,
 5. A procedure for defining and managing conflicts of interest and conflicts of commitment regarding outside faculty consulting.

8.2.18.2.5 Disclosure

~~Each USG employee has an ongoing responsibility to report and fully disclose any personal, professional, or financial interests, relationships, or activities that has the potential to compromise an employee's objectivity in fulfilling the employees' responsibilities to the USG. Each USG employee must also report and fully disclose any financial and business interests that the employee or the employee's spouse, partner, parent, child, sibling, and any in laws of any of the foregoing may have that relate to the USG employee's expertise or responsibilities as a USG employee.~~

PROPOSED NEW POLICY LANGUAGE:

8.2.18.2 Conflicts of Interest, Conflicts of Commitment, and Outside Activities

8.2.18.2.1 Conflicts of Interest and Apparent Conflicts of Interest

Each University System of Georgia (USG) employee shall make every reasonable effort to avoid actual or apparent conflicts of interests. An apparent conflict exists when a reasonable person would conclude from the circumstances that the employee's ability to protect the public interest, or perform public duties, is compromised by a personal, financial, or business interest. An apparent conflict can exist even in the absence of a legal conflict of interest. USG employees are referred to State Conflict of Interest Statutes O.C.G.A. § 45-10-20 through § 45-10-70 and institutional policies governing professional and outside activities.

Each USG employee has an ongoing responsibility to report and fully disclose any personal, professional, or financial interest, relationship, or activity that has the potential to create an actual or apparent conflict of interest with respect to the employee's USG duties.

Institutions shall adopt guidelines governing conflicts of interest and may further define methods of reporting conflicts of interest, how to manage said conflicts, and terms used within this policy section, so long as such guidelines and definitions are not inconsistent with this policy.

Conflicts of Interest – Research and Institutional

The USG recognizes the benefits of collaboration and commercialization with the private sector and other third-party entities that supports the USG mission. The resulting relationships and agreements, however, must not undermine the public's trust, compromise the integrity of the USG mission, or inappropriately influence teaching, research, and service activities. Under no circumstances should a grant, gift, contract or other funding be accepted that in any way limits the ability of USG employees to conduct or report the results of research in accordance with applicable scientific, medical, professional, and ethical standards.

Institutions shall incorporate policy and review procedures within its institutional guidelines consistent with this policy.

8.2.18.2.2 Conflicts of Commitment

A USG employee shall not engage in any occupation, pursuit, or endeavor that will interfere with the regular and punctual discharge of that employee's official duties.

8.2.18.2.3 Outside Activities

Compensated Outside Activities of Full-Time Faculty and Staff

Each full-time USG employee, which is defined as a faculty member on contract of nine months or more or an employee who works 30 or more hours per week (.75 FTE), must obtain written approval prior to engaging in compensated outside activities that relate to the employee's expertise or responsibilities as a USG employee. Such activities include consulting, teaching, speaking, and participating in business, professional, or service enterprises. Full-time employees at USG institutions must obtain written approval from the institution President or his or her designee. System Office employees and USG presidents must obtain approval from the Chancellor or his or her designee. Direct reports of USG presidents and those with a title of Vice President or equivalent must obtain approval from the USG institution President, whose authority cannot be delegated, using procedures established by the Chancellor.

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Each part-time USG employee, which is defined as a faculty member on contract less than nine months or an employee who works fewer than 30 hours per week (.75 FTE), does not need written approval in advance of engaging in compensated outside activities so long as the outside activity does not create a conflict of interest, use USG resources without written permission, or otherwise violate Board of Regents' policy.

Required Leave for Outside Activities

Except as authorized for eligible faculty employees, as set forth in Board of Regents' Policy 8.2.18.2.4, appropriate leave must be used by USG employees for outside activities during the employee's work hours consistent with the USG procedures governing the use of leave.

Non-faculty employees may not receive Honoraria, as defined in Board of Regents' Policy 8.2.18.2.4, for activities during the employee's work hours.

Consulting for USG Vendors

USG institution employees are generally prohibited from consulting with or otherwise receiving compensation from a current vendor of, or an entity seeking a vendor relationship with, the USG institution where the employee works. System Office employees are generally prohibited from consulting with or receiving compensation from a current System Office vendor or an entity seeking a vendor relationship with the System Office.

This prohibition does not apply in those cases where the institution President or his or her designee has confirmed that the USG institution employee does not supervise, regularly interact with, or participate in the selection of vendors for that employee's institution or the System Office or in those instances where the president or his or her designee grants an exception. Similarly, this prohibition does not apply to System Office employees who do not supervise, regularly interact with, or participate in the selection of vendors for the System Office or for a USG institution. Exceptions for System Office employees and USG presidents may be granted by the Chancellor or his or her designee. This prohibition does not apply to vendor or service relationships between the USG and other government entities.

8.2.18.2.4 Institution Guidelines for Outside Consulting

Definitions

"Compensation" is defined as any payment, deferred payment, equity, or deferred equity provided in exchange for the expectation that the employee will perform work or services for the benefit of the outside payer. Compensation does not include standard Honoraria.

“Honoraria” are defined as any payments given for professional or voluntary services that are rendered nominally without charge, and any payments in recognition of these services typically forbids a price to be set. See Board Policy 8.2.18.4 Gratuities for guidance on accepting expense reimbursement from outside parties.

“Faculty Primary Responsibilities” are defined as teaching, research, clinical practice, service, administrative duties, and other appropriate duties assigned by the institution to the faculty member.

“Faculty Secondary Responsibilities” are defined as professional activities or affiliations traditionally undertaken by faculty outside of the immediate institution employment context but where the faculty member represents the institution and his or her affiliation to it. Secondary Responsibilities may or may not entail the receipt of Honoraria, remuneration, or the reimbursement of expenses.

“Outside Consulting” is defined as any activity for Compensation other than Primary Responsibilities or Secondary Responsibilities (for a faculty member) or that an employee may engage in that, (1) is based upon professional knowledge, experience, and abilities of the employee that relate to the employee’s expertise or USG responsibilities, and (2) is performed for any business, self-employment, or public or private entity other than his or her institution.

Required Institution Guidelines

Recognizing that teaching, research, and public service are the primary responsibilities of USG faculty members, it is reasonable and desirable for faculty members to engage in additional activity beyond duties assigned by the institution, which are professional in nature and based in the appropriate discipline for which the individual receives additional compensation during the contract year. As noted in Board Policy 8.2.18.2.3, it also is permissible for non-faculty employees to engage in outside consulting activities insofar as those outside consulting activities have been properly approved. Additionally, non-faculty employees should conform to provisions two through five as outlined below.

Each USG institution shall adopt guidelines governing outside consulting activities of faculty members that shall include the following:

1. Time that faculty may engage in outside consulting during work hours, if any;
 - a. If faculty outside consulting is permitted during work hours, the maximum limit is, on average, one day per week.
 - b. Unless express permission is granted by the institution President, whose approval authority may not be delegated, twelve-month faculty who earn annual leave must take leave consistent with USG and institutional procedures governing the use of leave when engaged in consulting during the faculty member’s work hours.

2. A determination of what institutional resources may be used for outside consulting work;
3. A plan for reimbursing the institution for non-incidental use of the institution's personnel, facilities, equipment, and materials consistent with rates charged outside groups or persons;
4. A procedure for obtaining prior approval of the President or his or her designee; and,
5. A procedure for defining and managing conflicts of interest and conflicts of commitment regarding outside consulting.

AGENDA
PERSONNEL AND BENEFITS

April 16, 2019

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APPROVAL ITEM

- | | | |
|----|--|---|
| 1. | Revision to Board of Regents Policy 8.2.12 Annuity Programs/Deferred Compensation Programs | 1 |
| 2. | Resolution to consolidate institution 403(b) and 457(b) plans into one system wide administered plan effective May 1, 2019 | 3 |

1. **Approval Item: Revision to Board of Regents Policy 8.2.12 Annuity Programs/Deferred Compensation Programs**

Dr. Juanita Hicks will present on the revision to Board of Regents Policy 8.2.12 Annuity Programs/Deferred Compensation Programs for approval. This revision will remove the ability for institutions to set up institutional voluntary retirement savings plans. As part of the Retirement Modernization project, institutional voluntary retirement savings plans will be consolidated into one system wide voluntary 403(b) retirement savings plan and one system wide voluntary 457(b) retirement savings plan. The consolidation of these plans will result in administration efficiencies and reduced participant fees.

In addition, the revision will prohibit institutions from setting up institutional deferred compensation programs and instead institutions will utilize the USG deferred compensation plans when providing deferred compensation to employees. The Chancellor will approve institution contributions to deferred compensation programs.

CURRENT POLICY LANGUAGE

8.2.12 Annuity Programs/Deferred Compensation Programs

USG institutions are authorized to enter into tax-sheltered annuity plans and are authorized to enter into deferred compensation plans to make available for employees a nonforfeitable annuity contract and/or a nonforfeitable deferred compensation contract under the provisions of Internal Revenue Code, Section 403(b), and Internal Revenue Code, Section 457(b), respectively.

USG institutions are authorized to enter into nonqualified deferred compensation plans for USG employees under the provisions of Internal Revenue Code, Section 403(b), and Internal Revenue Code, Section 457(f). Any contribution by the employer must be pursuant to an approved deferred compensation agreement by the Board (BoR Minutes, August 2004).

USG institutions are authorized to provide for employee deductions for the Georgia Higher Education Savings Plan under the provisions of Internal Revenue Code Section 529.

EDITED POLICY LANGUAGE

8.2.12 Voluntary Savings Plans /Deferred Compensation Programs

Effective May 1, 2019, the USG will offer a system wide voluntary 403(b) retirement savings plan and a system wide voluntary 457(b) retirement savings plan to which all USG employees are eligible to contribute under the provisions of Internal Revenue Code, Section 403(b), and Internal Revenue Code, Section 457(b), respectively. USG institutions shall not offer any separate voluntary retirement savings plans or nonqualified deferred compensation plans after that date. Previously created institution plans will be consolidated into the system wide plans.

USG institutions shall utilize the USG deferred compensation plans when providing deferred compensation to employees.

Any contribution to the USG deferred compensation plan by an institution for an employee other than the President must be approved by the Chancellor.

All USG institutions shall provide for employee deductions for the Georgia Higher Education Savings Plan under the provisions of Internal Revenue Code Section 529.

PROPOSED NEW POLICY LANGUAGE

8.2.12 Voluntary Savings Plans/Deferred Compensation Programs

Effective May 1, 2019, the USG will offer a system wide voluntary 403(b) retirement savings plan and a system wide voluntary 457(b) retirement savings plan to which all USG employees are eligible to contribute under the provisions of Internal Revenue Code Sections 403(b) and 457(b), respectively. USG institutions shall not offer any separate voluntary retirement savings plans or nonqualified deferred compensation plans after that date. Previously created institution plans will be consolidated into the system wide plans.

USG institutions shall utilize the USG deferred compensation plans when providing deferred compensation to employees. Any contribution to the USG deferred compensation plan by an institution for an employee other than the President must be approved by the Chancellor.

All USG institutions shall provide for employee deductions for the Georgia Higher Education Savings Plan under the provisions of Internal Revenue Code Section 529.

2. **Approval Item: Resolution to consolidate institution 403(b) and 457(b) plans into one system wide administered plan effective May 1, 2019**

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

WHEREAS, the member institutions of the Board of Regents of the University System of Georgia (the “Board”) maintain a series of stand-alone defined contribution retirement plans for the benefit of their employees;

WHEREAS, the Board has determined, pursuant to the USG Retirement Plans Modernization Project, to merge the member institutions' 403(b) and 457(b) retirement plans (Attachment A) into plans maintained by the Board, effective on or about May 1, 2019, and to consolidate the various recordkeeping, investment and other services to provide an improved and more consistent experience to employees of the member institutions;

WHEREAS, the Board is authorized to take any action that can be taken by any member institution;

WHEREAS, the Board wishes to take and authorize such actions as are necessary and appropriate to implement the merger and consolidation of the member institutions' plans, contracts and investment options; and

WHEREAS, the Board desires to delegate to the Executive Vice Chancellor for Administration the authority to adopt the contracts and plan documents necessary to provide for the orderly consolidation of the member institutions' retirement plans.

NOW THEREFORE, THE BOARD HEREBY RESOLVES AS FOLLOWS:

RESOLVED, that the Board hereby authorizes and empowers the Executive Vice Chancellor for Administration to adopt and execute all contracts, trust agreements, plan documents and amendments that are required or are advisable to carry out the transitions described above.

RESOLVED FURTHER, that the Board directs the following actions:

1. The approximately thirty 403(b) plans maintained by its member institutions (the "Member 403(b) Plans") shall be merged into the Board of Regents of the University System of Georgia 403(b) Plan, which Plan was adopted effective as of January 1, 2019.

2. The approximately twenty-eight 457(b) plans maintained by its member institutions (the "Member 457(b) Plans") shall be merged into the Board of Regents of the University System of Georgia 457(b) Plan, which Plan was adopted effective as of January 1, 2019.
3. Each Member 403(b) Plan and Member 457(b) Plan (collectively, the "Member Plans") is hereby amended to provide (i) that the Board of Regents may take any action, including the adoption of amendments, that is, pursuant to the relevant plan document or otherwise, reserved for any other individual or entity, including the member institution (other than actions that are reserved for the participants and beneficiaries under the plan document), and (ii) for the merger of each Member Plan into the appropriate Board-sponsored plan, with the Board-sponsored plan as the surviving plan.

RESOLVED FURTHER, that individuals who are employees of the Board shall take the steps and execute the documents that are necessary and appropriate to carry out the intent of these resolutions.

IT IS HEREBY FURTHER ORDERED that a true copy of this resolution be recorded in the Board's minutes as of this date.

SO RESOLVED, this _____ day of April, 2019.

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA

By:

Don L. Waters
Chairman, Board of Regents
University System of Georgia

Edward M. Tate
Secretary, Board of Regents
University System of Georgia

ATTACHMENT A

University System of Georgia Member Institutions

- (1) Abraham Baldwin Agriculture College
- (2) Albany State University
- (3) Atlanta Metropolitan State College
- (4) Augusta University
- (5) Clayton State University
- (6) College of Coastal Georgia
- (7) Columbus State University
- (8) Dalton State College
- (9) East Georgia State College
- (10) Fort Valley State University
- (11) Georgia Board of Regents – University System Office
- (12) Georgia College & State University
- (13) Georgia Gwinnett College
- (14) Georgia Highlands College
- (15) Georgia Institute of Technology
- (16) Georgia Southern University
- (17) Georgia Southwestern State University
- (18) Georgia State University
- (19) Gordon State College
- (20) Kennesaw State University
- (21) Middle Georgia State University
- (22) Savannah State University
- (23) South Georgia State College
- (24) University of Georgia
- (25) University of North Georgia
- (26) University of West Georgia
- (27) Valdosta State University

403(b) Plans

- (1) Abraham Baldwin Agriculture College 403(b) Plan;
- (2) Albany Atlantic State University 403(b) Plan;
- (3) Armstrong Atlantic State University 403(b) Plan;
- (4) Atlanta Metropolitan College 403(b) Plan;
- (5) Augusta State University 403(b) Plan;
- (6) Bainbridge College 403(b) Plan;
- (7) Clayton State University 403(b) Plan;
- (8) College of Coastal Georgia 403(b) Plan;
- (9) Columbus State University 403(b) Plan;
- (10) Dalton State College 403(b) Plan;
- (11) East Georgia College 403(b) Plan;
- (12) Fort Valley State University 403(b) Plan;
- (13) Georgia Board of Regents 403(b) Plan;
- (14) Georgia College & State University 403(b) Plan;
- (15) Georgia Gwinnett College 403(b) Plan;
- (16) Georgia Highlands College 403(b) Plan;
- (17) Georgia Institute of Technology 403(b) Plan;
- (18) Georgia Southern University 403(b) Plan;
- (19) Georgia Southwestern State University 403(b) Plan;
- (20) Georgia State University 403(b) Plan;
- (21) Gordon College 403(b) Plan;
- (22) Kennesaw State University 403(b) Plan;
- (23) Middle Georgia College 403(b) Plan;
- (24) North Georgia College & State University 403(b) Plan;
- (25) Savannah State University 403(b) Plan;
- (26) South Georgia College 403(b) Plan;
- (27) University of Georgia 403(b) Plan;
- (28) University of North Georgia 403(b) Plan;
- (29) University of West Georgia 403(b) Plan; and
- (30) Valdosta State University 403(b) Plan.

457(b) Plans

- (1) Abraham Baldwin Agriculture College 457(b) Plan;
- (2) Albany State University 457(b) Plan;
- (3) Armstrong Atlantic 457(b) Plan;
- (4) Atlanta Metropolitan College 457(b) Plan;
- (5) Augusta State University 457(b) Plan;
- (6) Bainbridge College 457(b) Plan;
- (7) Clayton State University 457(b) Plan;
- (8) College of Coastal Georgia 457(b) Plan;
- (9) Columbus State University 457 Plan;
- (10) Dalton State College 457(b) Plan;
- (11) East Georgia College 457(b) Plan;
- (12) Fort Valley State University 457(b) Deferred Compensation Plan;
- (13) Georgia Board of Regents 457(b) Plan;
- (14) Georgia College & State University Deferred Compensation Plan;
- (15) Georgia Gwinnett College Deferred Compensation Plan;
- (16) Georgia Highlands College 457(b) Plan;
- (17) Georgia Institute of Technology 457(b) Plan;
- (18) Georgia Southern University 457(b) Plan;
- (19) Georgia Southwestern State University 457(b) Plan;
- (20) Georgia State University 457(b) Deferred Compensation Plan;
- (21) Kennesaw State University 457(b) Deferred Compensation Plan;
- (22) Middle Georgia State College Section 457(b) Plan;
- (23) North Georgia College & State University Deferred Compensation Plan;
- (24) Savannah State University Deferred Compensation Plan;
- (25) University of Georgia 457(b) Plan;
- (26) University of North Georgia 457(b);
- (27) University of West Georgia Deferred Compensation Plan; and
- (28) Valdosta State University 457(b) Plan.

AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

April 16, 2019

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AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

April 16, 2019

1. Chancellor's Action

Vice Chancellor Jim James will update the Board on an action taken by the chancellor pursuant to authority delegated by the Board.

Approval of Rental Agreement, Project No. PPV-91-1801, Student Housing, Macon Campus, Middle Georgia State University

Recommended: That the Board authorize the execution of a rental agreement between USG Real Estate Foundation IX, LLC ("USG REF IX, LLC"), as Landlord, and the Board of Regents, as Tenant, for a new student housing facility and related amenities totaling approximately 74,000 square feet on the Macon campus of Middle Georgia State University ("MGSU"), for the initial term commencing on the first day of the month after USG REF IX, LLC obtains a certificate of occupancy and ending the following June 30 at a base rent not to exceed \$1,532,000 per year, along with an option to renew annually for up to twenty-nine (29) consecutive, one-year periods, for the use of MGSU.

Understandings: In October 2018, the Board authorized Project No. PPV-91-1801 to construct the new student housing facility utilizing lease revenue bond financing and other fund sources for the total project cost of approximately \$1,900,000 (the "Project"). In February 2019, the Board authorized the execution of a ground lease of approximately 0.842 acres of real property on the Macon campus of MGSU to USG REF IX, LLC for construction of the Project. This new student housing facility will be located northeast of the existing Recreation & Wellness Center. In addition to providing approximately 310 new beds, the facility will include spaces to accommodate residence life activities.

The Project is consistent with MGSU's Macon Campus Master Plan. USG REF IX, LLC will contract for and facilitate the planning, design and construction of the Project. USG REF IX, LLC anticipates securing financing in April 2019, with Project construction to start immediately thereafter and completion expected by June 2020.



**Middle Georgia
State University**

100 University Parkway
Macon, Georgia 31206
(478) 471-2700 www.mga.edu

Student Housing



2. Annual Report on Contracting

In conformance with Board of Regents policy 9.4.7, Sharon Ferguson Pope, Assistant Vice Chancellor for Design and Construction, will give an annual report on facilities design and construction-related contracting and qualifications-based selections.

3. **Real Estate Actions Taken within Delegated Authority**

The following are the real estate actions taken within the authority delegated by the Board to the Vice Chancellor for Facilities for the period beginning November 1, 2018 and ending February 28, 2019:

<u>Institution</u>	<u>Location</u>	<u>Square Feet/Rent</u>	<u>Use</u>
Dalton State College	730 College Dr. Dalton, Georgia	15,506 sf multi-story building \$0/month	Administrative office space
University of Georgia	Cortona, Italy	323 sf office 400 Euro/month	Office support space for the Severini School
University of North Georgia	156 Chestatee St. Dahlonega, Georgia	2,142 sf office \$2,368.67/month	Parking & Transportation Office
University of North Georgia	22 Wimpy Mill Rd. Dahlonega, Georgia	1,600 sf residential \$1,990.00/month	Two (2) apartments for international scholars hosted by the Center of Global Engagement
University of Georgia	3475 Lenox Rd Atlanta, Georgia	4,547/sf office/classroom \$12,978/month	Expansion of Terry College of Business Executive Education Center

4. Ground Lease for Solar Energy Generation Facility, Fort Valley State University

Fort Valley State University (“FVSU”) proposes to ground lease approximately 107 acres of unimproved real property to Georgia Power Company (“GPC”) as part of a long-term, collaborative effort to enhance FVSU’s academic programs through the development and operation of a commercial renewable solar energy generation facility and ancillary solar demonstration site.

GPC would develop, construct, own, and operate a 10.8 megawatts fixed-tilt solar generation facility (the “Facility”), with the generated power distributed to the commercial power grid. During development and operation of the Facility, FVSU students would have the opportunity to shadow GPC personnel and gain insight into the decision-making process for integrating renewable resources into the grid. FVSU and GPC would collaboratively identify degree and curriculum enhancements based on the Facility’s presence on campus, and GPC would make available all appropriate data related to the Facility to support student learning.

The Georgia Public Service Commission has approved the scope and budget for the Facility through their Integrated Resource Planning process. At a minimum, GPC would pay fair market value for the ground lease and the necessary easements to access, construct and operate the Facility. As additional consideration, GPC would construct and contribute in-kind to FVSU an ancillary solar demonstration site for hands-on educational and research use by students and faculty.

At the end of the lease term, GPC would decommission the Facility and restore the property to its original condition.

Future Board action will be required to authorize execution of the ground lease for the Facility.

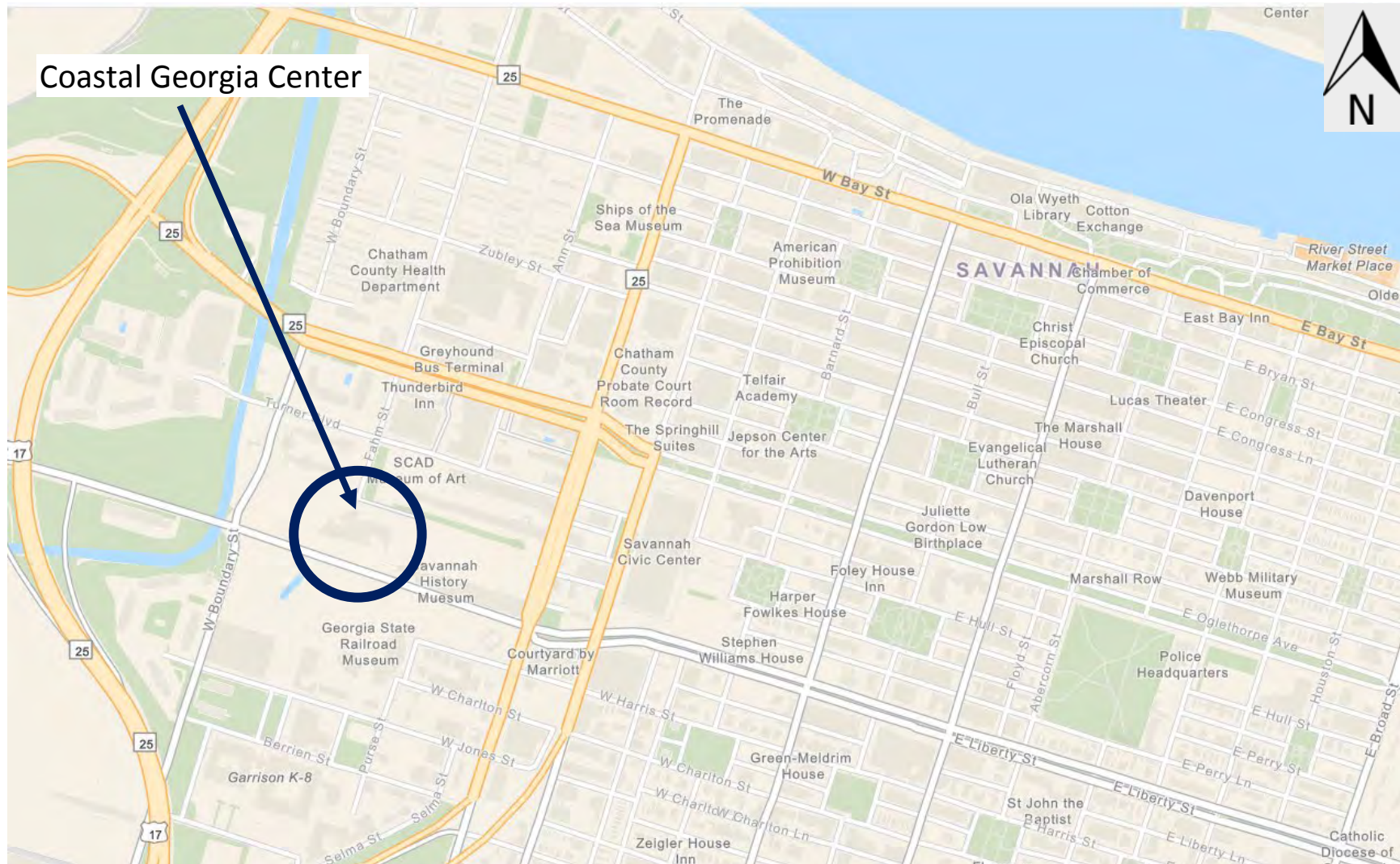
5. Rental Agreement, Coastal Georgia Center, 305 Fahm Street, Savannah, Savannah State University

Savannah State University (“SSU”) proposes to lease approximately 34,734 net rentable square feet of space comprising the East Wing of the Coastal Georgia Center (the “Center”) to the Mayor and Alderman of the City of Savannah (the “City”) for an initial rental rate of \$13.75 per square foot (\$477,592.50 per year). Escalating three percent (3%) annually over the term of the agreement, this triple net rate would exclude utilities, janitorial service, and pest control service, while maintenance of the Center would remain the responsibility of SSU. The initial term would be three years commencing on or about June 1, 2019, and expiring on or about May 31, 2022, with subsequent mutual extension options for two additional, one-year terms.

Located at 305 Fahm Street in Savannah’s Historic District, the Center is adjacent to a seven-acre parcel owned by the City and improved with the Savannah Visitor Center and Savannah History Museum. Constructed in 1988 and expanded around 1991, the two-story facility contains classrooms, offices, and meeting and event space. Each wing of the Center has its own separate entrance, allowing for a logical division of the space. The City plans to use the East Wing to relocate back office administrative staff and a public-facing payment center from its current location on Broughton Street. SSU would retain control over access to the Center’s West Wing, where it would continue to offer graduate courses in Public Administration, Urban Studies and Planning, Social Work, and Business Administration.

The City and SSU have an agreement-in-principle to lease the space, and the terms of the intergovernmental rental agreement are currently being negotiated. It is anticipated that the City will take action to approve the agreement in April, with Board action to be requested at the May meeting.

Rental Agreement, Coastal Georgia Center, 305 Fahm Street, Savannah



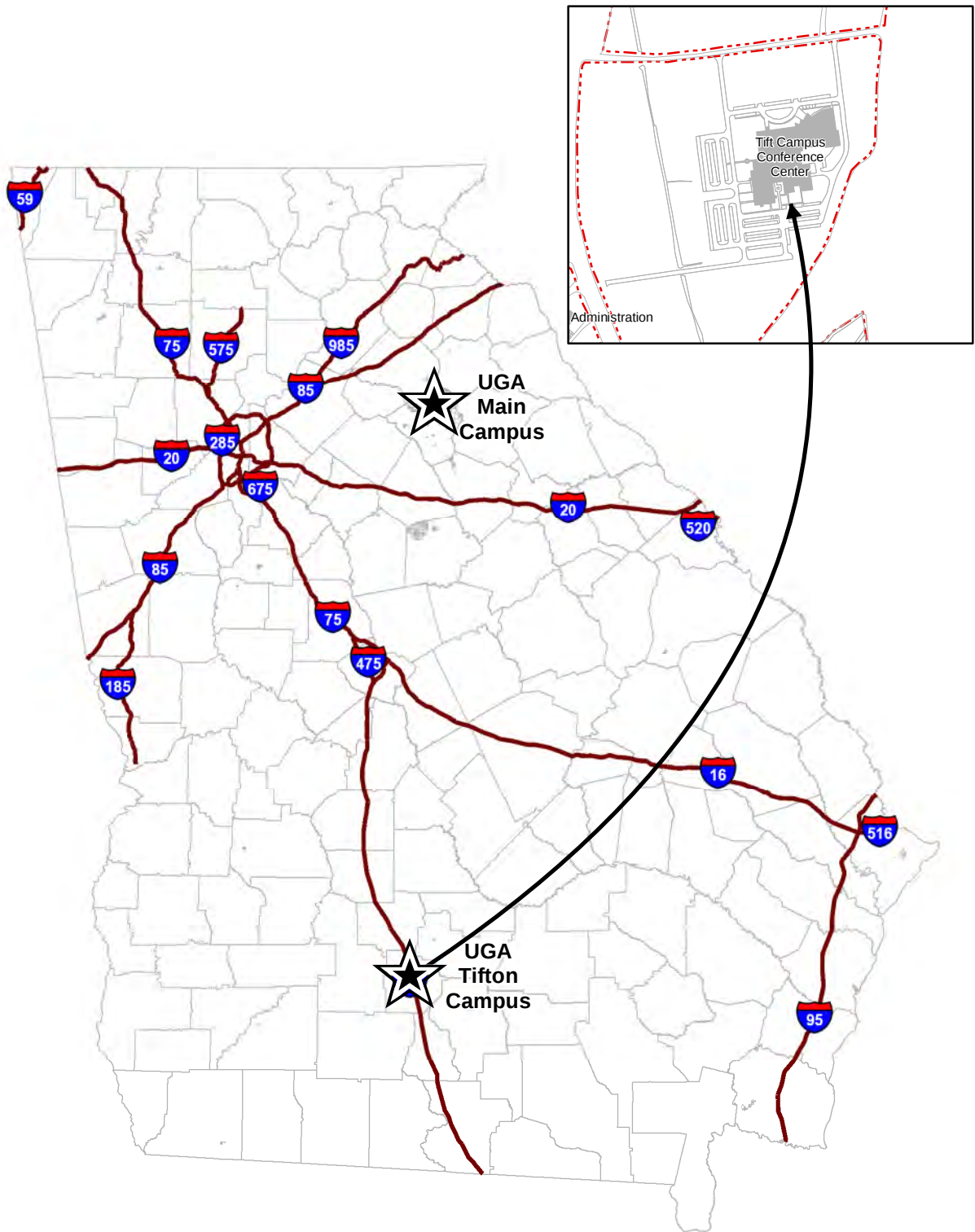
6. **Authorization of Project No. BR-10-1905, Tifton Campus Conference Center Parking, University of Georgia**

Recommended: That the Board authorize Project No. BR-10-1905, Tifton Campus Conference Center Parking for the University of Georgia (“UGA”) with a total project budget of \$1,965,000 to be funded by institution funds.

Understandings: UGA’s Tifton Campus Conference Center (“TCCC”) hosts numerous events each year, drawing a large number of attendees to Tift County and the UGA Tifton Campus annually. The TCCC has an approximate one-time capacity of 2,500 attendees and currently offers 439 paved parking spaces on its southern and western sides. Most events take place in the northern part of the TCCC, which has limited adjacent paved parking.

This project would improve the quantity and quality of parking available near the TCCC’s main northern entrance by adding 360 paved parking spaces. Handicapped-accessible spaces, storm water management features, curb and gutter, lighting, and landscaping would be included in the project scope. The improved, accessible parking area would better serve clientele and increase the TCCC’s overall utility as an event venue.

The estimated construction cost for this project is \$1,704,000. If authorized by the Board, UGA staff will proceed with design and construction of the project in accordance with Board of Regents procedures.



7. **Authorization of Project No. BR-68-1903, Public Safety Facility, Dahlonega, University of North Georgia**

Recommended: That the Board authorize Project No. BR-68-1903, Public Safety Facility, University of North Georgia (“UNG”) with a total project budget of \$5,350,000, to be funded from institution funds.

Understandings: UNG’s Public Safety Department (the “Department”) provides law enforcement services on all five of the institution’s campuses. The Department’s headquarters are currently located on the Dahlonega campus in a 3,700 square foot former residence that was built in 1938. The Department's needs, which include administration offices, equipment and evidence storage, an emergency dispatch center, and patrol operations have outgrown the current space.

This project would involve construction of a new, hardened public safety facility encompassing approximately 10,000 square feet. A portion of this space would be utilized for a new information technology data center that would continue to serve all five campuses. This new data center is needed to mitigate business continuity risks that exist at the current location.

The estimated construction cost for this project is \$4,000,000. The project is consistent with UNG’s master plan.

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



Public Safety Facility, Dahlonega Proposed Location



8. Authorization of Project No. BR-10-1904, Henry Feild Stadium, Grandstands and Press Box Replacement, University of Georgia

Recommended: That the Board authorize Project No. BR-10-1904, Henry Feild Stadium, Grandstands and Press Box Replacement for the University of Georgia (“UGA”) with a total project budget of \$8,500,000 to be funded by University of Georgia Athletic Association (“UGAA”) cash reserves.

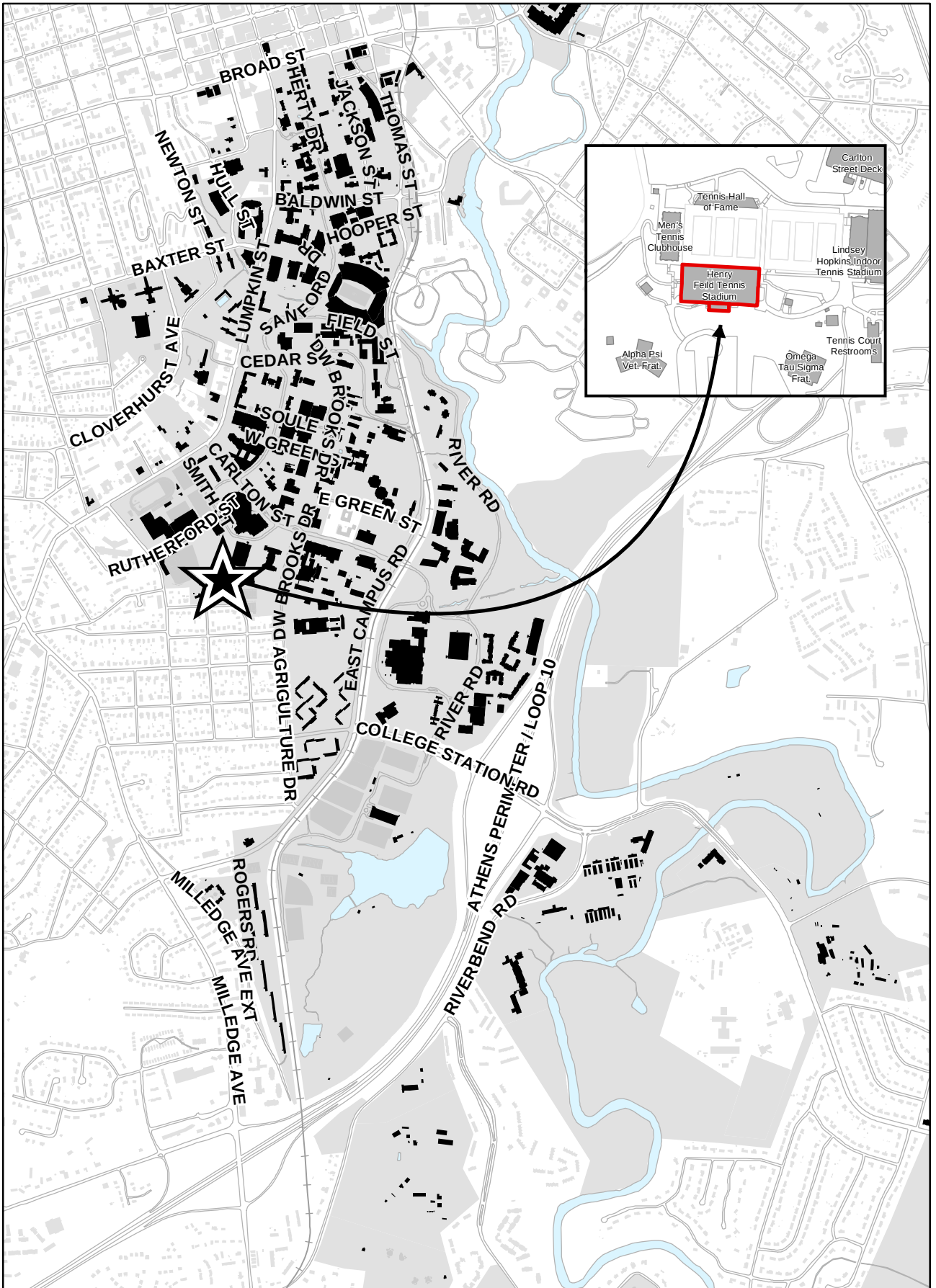
Understandings: Located within the Dan Magill Tennis Complex (the “Complex”), Henry Feild Stadium includes grandstands and a press box centered on three outdoor tennis courts. Completed in 1977, the grandstands can seat approximately 3,000 spectators, but typically only reach capacity when UGA hosts the NCAA Division I Tennis Championships. Although air-conditioned, the 580-square foot press box is significantly undersized and is not ADA-accessible.

This project would involve replacement of the existing grandstands and press box. The new grandstands would have permanent seating reduced to approximately 1,862 spectators, but associated infrastructure would allow use of temporary bleachers to increase capacity near current levels. In addition to the new, 1,750-square foot press box with elevator access, permanent restrooms, concessions and storage areas, and other spaces would be constructed to improve the fan experience and support practice and competition matches at the Complex.

The estimated construction cost for this project is \$6,718,000. If authorized by the Board, UGAA and UGA staff will proceed with design and construction of the project in accordance with Board of Regents procedures.



Henry Feild Stadium Grandstand & Pressbox Replacement



9. **Authorization of Project No. BR-30-1903, Renovation of Russ Chandler Baseball Stadium, Georgia Institute of Technology**

Recommended: That the Board authorize Project No. BR-30-1903, Renovation of Russ Chandler Baseball Stadium, for Georgia Institute of Technology (“GIT”) with a total project budget of \$10,000,000 to be funded by Georgia Tech Athletic Association (“GTAA”) gifts and donations.

Understandings: With an objective of improving the operational functionality of the Russ Chandler Baseball Stadium for student-athletes, coaches, alumni, and spectators, this project would involve a reorganization of team areas and construction of new interior batting cages, a pitching lab and a video room. These spaces would be directly accessible from the field, dugout, home team areas, and through the new multi-purpose Heritage Hall. Stairs and an elevator would provide access to the concourse and rooftop levels, while minor renovations to the officials’ locker room would allow for dual use of the space as an alumni locker room.

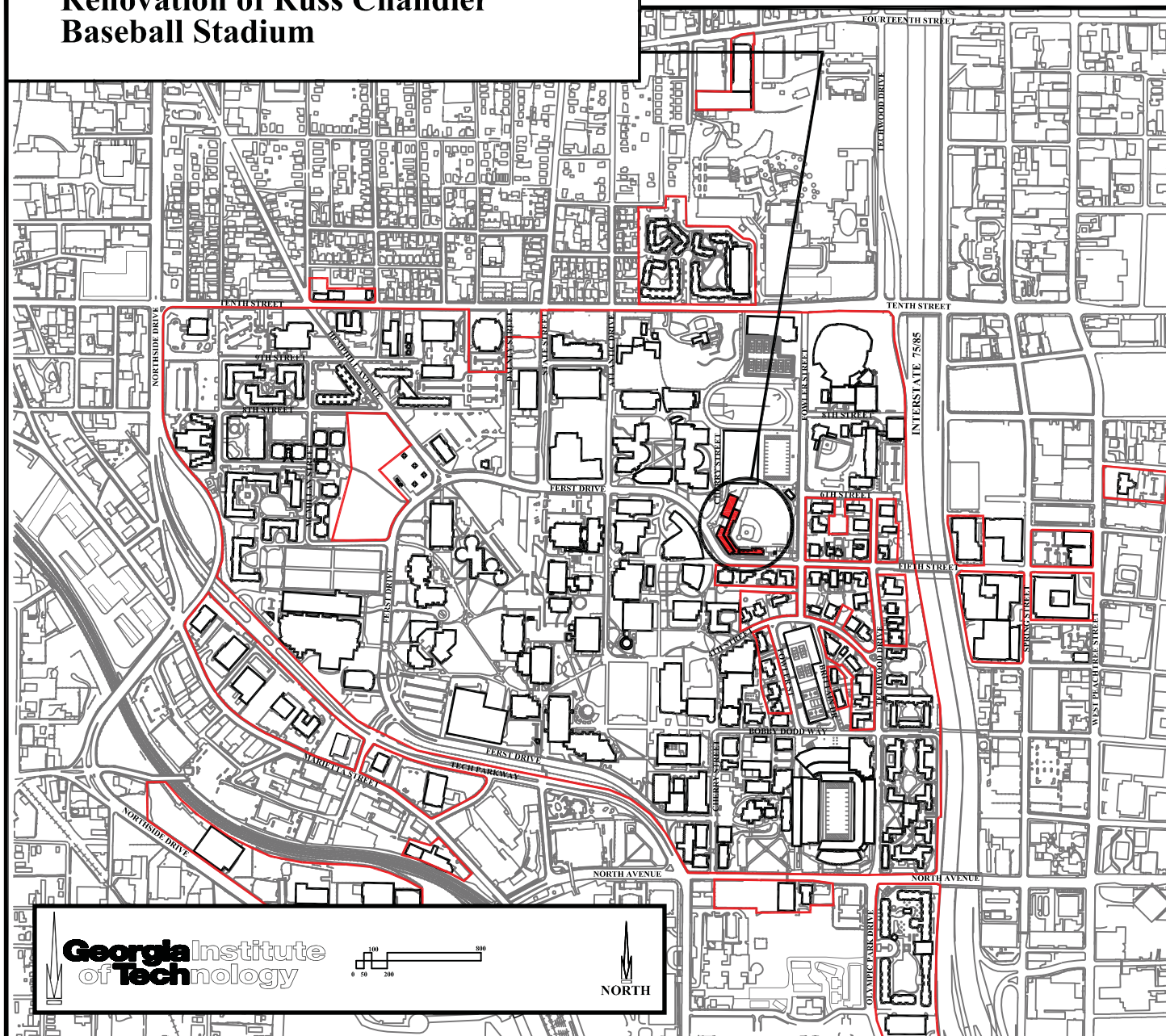
In an effort to improve the fan experience, new concessions, restrooms, and ticketing spaces would be added at the concourse level. The new, multipurpose Heritage Hall would serve as a front door to the stadium and could be utilized for full team and staff meetings or as event space.

The estimated construction cost for this project is \$7,300,000. GIT has planned for construction of this project to commence in June 2020 following the close of the baseball season, with completion expected by the start of the 2021 season.

If authorized by the Board, the University System Office and GIT staff will proceed with design and construction of the project in accordance with Board of Regents procedures. Georgia Tech Facilities Inc., a cooperative organization of GIT, would contract for and facilitate project planning, design and construction on behalf of GTAA and GIT.

Renovation of Russ Chandler Baseball Stadium

Georgia Institute of Technology Campus Map 2019



10. Authorization of Project No. BR-30-1902, Door Access Control Hardware Upgrade Program, Georgia Institute of Technology

Recommended: That the Board authorize Project No. BR-30-1902, Door Access Control Hardware Upgrade Program, Georgia Institute of Technology (“GIT”), with a total project budget of \$12,000,000 to be funded by institution funds.

Understandings: In February 2019, the Board was informed about this multi-year project to implement a single, campus-wide physical access control service through the replacement of existing access control hardware on over 2,200 doors across campus (the “Project”).

The Project would improve GIT’s ability to manage the assignment and revocation of access privileges and enhance the overall security of its campus facilities. Multiple existing access control systems, some of which are near obsolescence, would be replaced with a scalable, non-proprietary, and integrated solution. The newly installed hardware would also provide a foundation to allow for cost-effective adoption of future security advancements, such as the use of biometric credentials.

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. GIT anticipates that the Project would be completed over a period of about four years.

11. Transfer of Real Property, Lanier Technical College Oakwood Campus, University of North Georgia

Recommended: That the Board accept a gift of approximately 41.88 acres of real property known as the Oakwood Campus of Lanier Technical College (the “Property”) from the State Properties Commission (“SPC”) for the use and benefit of the University of North Georgia (“UNG”).

Recommended further: That acquisition of this Property be subject to completion of an environmental site assessment indicating no significant problems or, if environmental problems are indicated, completion of an action plan for mitigation of such problems.

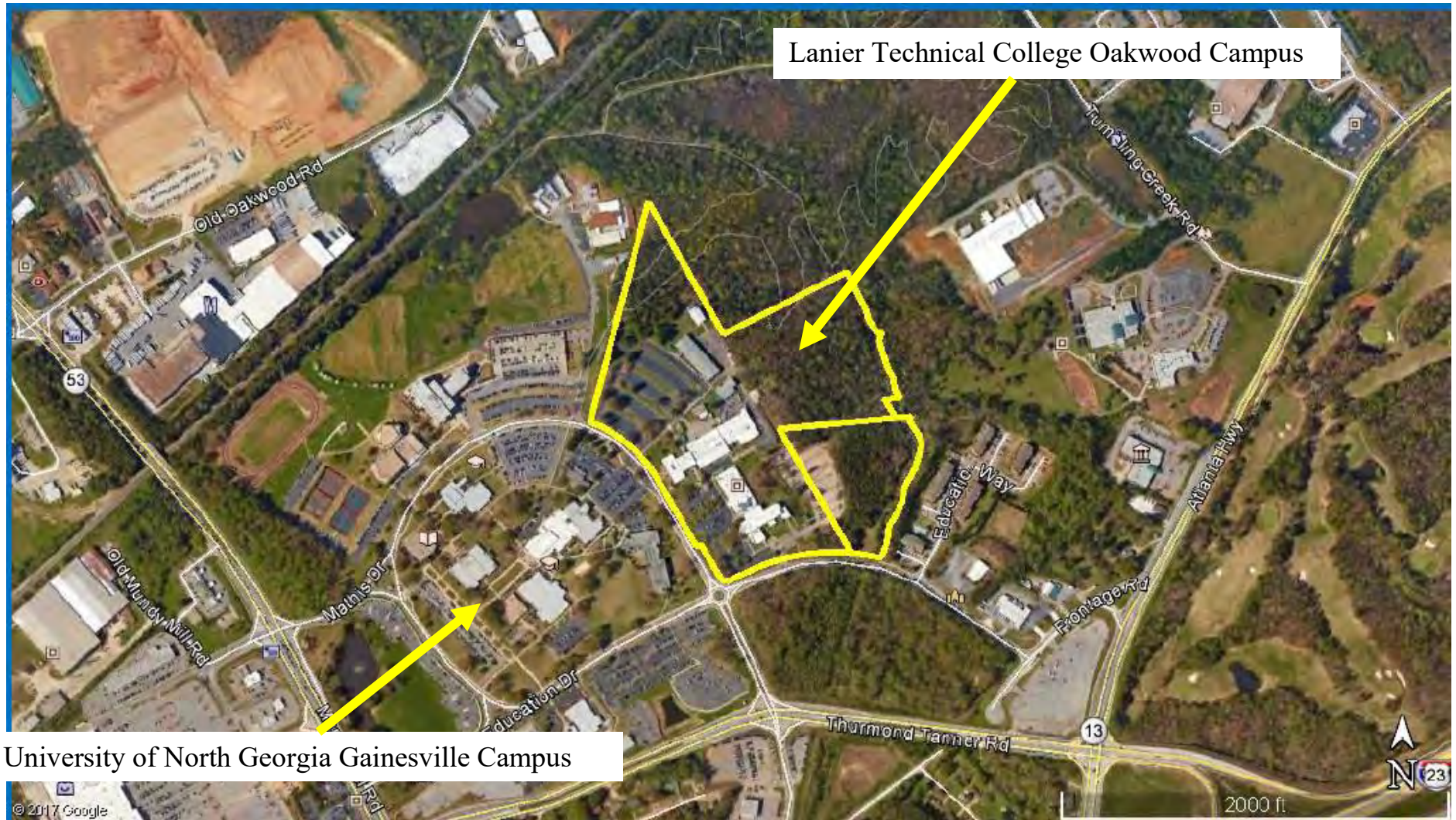
Recommended further: That acquisition of this Property be subject to completion of a recordable survey showing no easements or restrictions that would be considered to adversely affect the use of the Property.

Understandings: Effective December 3, 2018, Lanier Technical College relocated from the Oakwood Campus at 2990 Landrum Education Drive to its new Hall Campus at 2535 Lanier Tech Drive in Gainesville. At its meeting on December 6, 2018, the State Board of the Technical College System of Georgia approved a resolution to surplus the Oakwood Campus property and requested SPC’s assistance with disposition. During the 2019 legislative session, the General Assembly passed a resolution to surplus the Property to the Board of Regents, subject to a public use in perpetuity restriction and the Board’s acceptance of the property.

The Property is improved with seven buildings and a maintenance shed totaling approximately 166,099 square feet, as well as approximately 203,715 square feet of paved parking area. A 2012 facility condition assessment of the Property identified needed repairs totaling approximately \$2,600,000. These repairs would be addressed as part of a planned extensive renovation of the Property funded through State General Obligation bonds totaling approximately \$18,900,000.

If acquired, the Property would be used to expand UNG’s academic space in Gainesville to accommodate programs such as Nursing, Visual Arts, Continuing Education, Information Technology, Film and Digital Media, and the Institute for Environmental and Spatial Analysis.

Transfer of Real Property, Lanier Technical College Oakwood Campus, University of North Georgia



Board of Regents April 16-17, 2019



Safety and Security Briefing

GEORGIA SOUTHERN DEPARTMENT OF PUBLIC SAFETY

912-344-3333



Savannah Weather



**GEORGIA
SOUTHERN**
UNIVERSITY

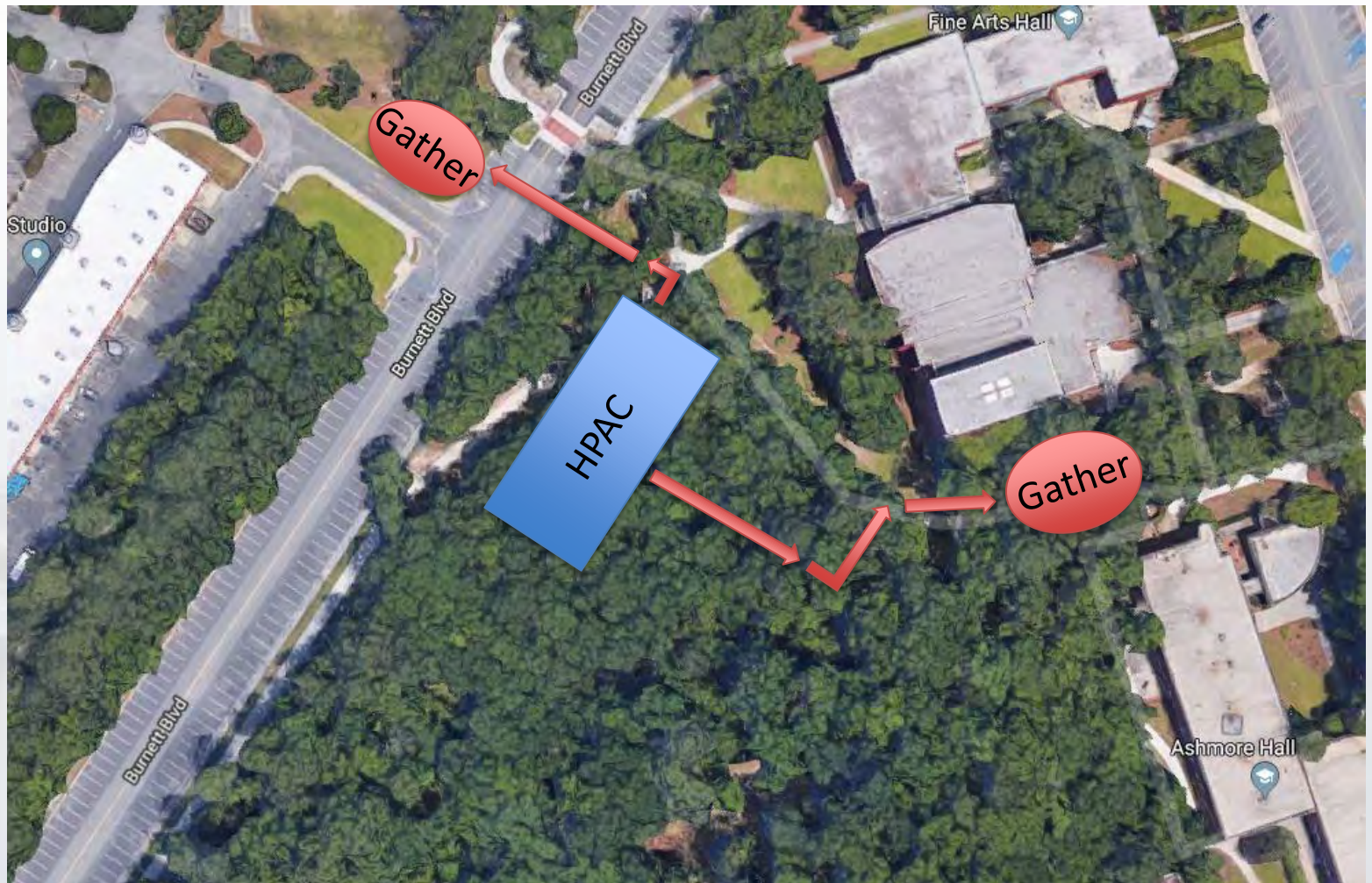
First Floor Evacuation Route



Second Floor Evacuation Route



Gathering Locations



**GEORGIA
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Shelter In Place



WELCOME TO GEORGIA SOUTHERN UNIVERSITY



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AGENDA
MOMENTUM YEAR AWARDS

April 17, 2019

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AGENDA

MOMENTUM YEAR AWARDS

April 17, 2019

1. Information Item: Momentum Year Awards

Executive Vice Chancellor and Chief Academic Officer, Dr. Tristan Denley will present the University System of Georgia Regents' Momentum Year Awards.

AGENDA
GEORGIA FILM ACADEMY UPDATE

April 17, 2019

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AGENDA

GEORGIA FILM ACADEMY UPDATE

April 17, 2019

1. Information Item: Georgia Film Academy Update

Georgia Film Academy Executive Director, Mr. Jeffrey Stepakoff, will provide an update on the Georgia Film Academy.