AGENDA

1) Merit increase guidelines

2) LBW meeting (see attached fax)

3) Information Technology Project

4) Hiring procedures

5) Enrollment update - Spring Quarter

6) Followup on Distance Learning Committee meeting

7) Distribution of enrollment projections

8) SACS update

9) Safety Plan update

10) Pending student requests

11) Going the Distance project

12) Senate Bill 292 (See attached memo and copy of Bill)

13) Personnel Issue (See attached memo regarding outside employment)

14) 5 Year Capital Outlay/Allocation Plans: Discussion Points/Draft Principles
     (See attached memo from Dr. Desrochers)

15) Signage for main campus (See attached memo and recommendation from Doug Webb)

16) House Bill 870 - Vehicle license plates (See attached Bill)

17) Area reports

18) Other
GUIDELINES FOR MERIT INCREASES FOR FY 98

Salary increases for non-faculty personnel are awarded based upon merit, internal considerations and in accordance with guidelines annually provided by the Board of Regents. Institutional standards come in the form of performance definitions that are agreed upon by the Administrative Council. The salary increase process includes the employee’s performance evaluation and progress on professional development activities, an overall assessment by the supervisor, input by the appropriate vice president and the approval of the President, with the assistance of the President’s Cabinet when requested. Some consideration is also given to the salary of similar positions within the College and similar positions outside the College, as it is the general intent of the President to keep salaries at Floyd College internally equitable, based upon merit, and externally competitive, based upon market wages.

Salary increases for full-time teaching faculty are also awarded on the basis of merit. The criteria for the determination of the extent of such increases include: teaching ability, completion of significant professional development activities including the attainment of additional academic degrees, promotion in rank, seniority, research productivity, academic achievements and publications, academic honors and recognition, relevant professional achievements and recognition, and non-teaching services to the institution [Board of Regents Policy, 803.1402]. Floyd College has also identified specific criteria, consistent with this policy, upon which the determination of the extent of salary increases will be based. Academic division chairs have established definitions of performance criteria to be used as standards against which all faculty members are evaluated. These performance criteria are reevaluated annually by the division chairs.

Employees who are dissatisfied with their salary recommendations can appeal to the office of the President via normal administrative channels. The general policy of the President is to appoint a Board of Review to hear all salary appeals. Performance definitions for non-faculty personnel are included in these guidelines.
CONSIDERATIONS WHEN RECOMMENDING MERIT INCREASES

I. Guidelines given by the Board of Regents.
II. Guidelines given by Floyd College.
III. Employee performance: The recommended salary increase should be consistent with the employee's last performance evaluation and the employee's progress on professional development activities.
IV. Years of service to Floyd College.
V. Market Wages.

   a. For Professional and Support staff - the internal classified salary pay table should be used as a guideline. An employee is expected to reach the midpoint between 8-12 service with the College and the maximum pay for their salary grade around 18-22 years service.

   b. For Administrative Personnel - salary ranges are compared to published salary data from the College and University Personnel Association. Other considerations in addition to performance that are weighed include: years of service to the College, years of experience, preparation (academic degrees and professional certifications), reporting relationship and other internal criteria.

   c. For Faculty Members - salary ranges are compared to published salary data from the University System of Georgia, the College and University Personnel Association, the American Association of University Professors and other national and regional organizations. Additional consideration is given for academic discipline and academic preparation.

VI. If an employee has exceeded the salary grade or market wage for their position their merit increase should reflect this fact because salaries at Floyd College are tied to market wages. Every position has a value in the wage marketplace.

VII. If the employee is below the salary grade or average market wage for their position, their merit increase should reflect this fact. It is our obligation to correct internal deficiencies and to ensure internal salaries are competitive with external markets.

VIII. Merit increases are not the sole method of rewarding or disciplining employees. It is incumbent on the supervisor to reward employees in numerous creative ways throughout the year. We cannot expect to influence the employee's performance once a year at the time of merit increases.
INTERNAL GUIDELINES

A. It is the intent of Floyd College to give all employees a cost of living raise of 1.5% if the employee is performing at least minimally satisfactory.

B. The salary increase ranges for all other considerations follow:

<table>
<thead>
<tr>
<th>PERFORMANCE LEVEL</th>
<th>MERIT RANGE</th>
<th>TOTAL ALLOWED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimally Satisfactory</td>
<td>Cost of living only</td>
<td>1.5%</td>
</tr>
<tr>
<td>Full Performance</td>
<td>1 - 4%</td>
<td>2.5% - 5.5%</td>
</tr>
<tr>
<td>Merit</td>
<td>2 - 6%</td>
<td>3.5% - 7.5%</td>
</tr>
<tr>
<td>Exceptional Merit</td>
<td>2 - 8.5%</td>
<td>3.5% - 10%</td>
</tr>
</tbody>
</table>

C. Eligibility for salary increases:

<table>
<thead>
<tr>
<th>Service Duration</th>
<th>Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or more years (9 months for faculty)</td>
<td>100% of the allowed/recommended amount</td>
</tr>
<tr>
<td>9-12 months of service</td>
<td>75% of the allowed/recommended amount</td>
</tr>
<tr>
<td>6-9 months of service</td>
<td>50% of the allowed/recommended amount.</td>
</tr>
<tr>
<td>0-6 months of service</td>
<td>0%</td>
</tr>
</tbody>
</table>

(Employee serving a probationary period are not normally recommended for merit increases.)

D. It is expected that about 10% of all employees perform at the Exceptional Merit level. Meritorious service is generally expected to characterize the service of about 30% of all Floyd College Personnel. Full Performance will generally reflect the performance of about 50 - 60% the College's employees. Minimally Satisfactory performance should occur with less than 10% of the employees and is normally documented in the employee's performance evaluation.

Three examples using above criteria:

1. An employee has served for 19 years and his or her wages far exceed the market wage because of years of quality performance. Even though the employee has performed at the exceptional merit level, it is expected that the recommended salary increase would be counterbalanced with the fact that the rate of current rate of pay is well above the market norm. It is also assumed that longer years of service brings with it a higher level of performance to reflect the higher wage rate the employee currently earns.

2. Another employee has six years of service with the institution but was hired at a wage far below the market wage. This year the employee has performed at the full performance level. It is expected that the recommended increase would reflect the fact that the employee earns less than a market wage. However, lackluster performance may justify only a modest increase.

3. A new faculty member was hired at a salary higher than most internal faculty members in the same discipline with similar experience because the current market wage is inflated. This junior faculty member's increase should reflect that fact that his or her salary is not in alignment with internal salaries and thus should probably receive a lower increase than his or her peers to ensure that internal wages are based on performance, tenure and other considerations noted above.
PERFORMANCE DEFINITIONS FOR NON-FACULTY PERSONNEL

MINIMALLY SATISFACTORY

General Description of this level of performance:

This employee meets the basic requirements of his or her job description in a timely fashion and to the satisfaction of his or her supervisor. He or she typically works an average work week and rarely is expected to go the extra mile in service to students or the institution.

* This employee demonstrates the ability to apply his or her knowledge and experience in his or her job/task area and in real world predictable situations.

FULL PERFORMANCE

General Description of this level of Performance:

This employee is very aware of his or her job and performs at optimal levels in critical areas and is in the process of fulfilling expectations in all other areas of his or her job's requirements.

FULL PERFORMANCE CONSISTS OF MEETING THE REQUIREMENTS OF MINIMALLY SATISFACTORY PLUS THE PARAMETERS OF THE FOLLOWING PASSAGES:

* This employee demonstrates the ability to apply his or her knowledge and experience in his or her job/task area, in his or her occupational group and in real world predictable situations.

* This employee has the ability to apply their knowledge and experience in their respective subject/task area.

* The full performance employee is a team player who has a healthy and productive attitude toward work and coworkers.

* This employee frequently attempts to find ways to make themselves and their office more efficient and effective.

* He or she is dependable, knows his or her position's duties and performs them in an accurate and timely manner.

* This employee is active in promoting the college and is loyal and committed to the college.

* The primary goal is to perform well and to improve the programs and services of the College.
MERIT

General characteristics of this level of performance:

This employee performs above and beyond his or her job description and beyond expectations in a number of areas. This is an employee who has become aware of their strengths and weaknesses and his or her job’s limitations and are attempting to resolve the discrepancies by frequent and consistent attempts at self improvement and clarification of duties and responsibilities.

MERITORIOUS SERVICE CONSISTS OF MEETING THE PARAMETERS OF FULL PERFORMANCE PLUS THREE OR MORE OF THE FOLLOWING MERITORIOUS ACTIONS:

* This employee demonstrates the ability to apply his or her knowledge and experience in his or her job/task area, in his or her occupational group, and in real world predictable situations.

* The employee does not need a lot of direction, is flexible and willing to go the extra mile because it benefits students and the institution.

* An employee who is not afraid to experiment with new ways of doing things, one who acknowledges their mistakes and learns from the mistakes.

* This employee is actively involved in personal development such as taking classes and visiting other offices or campuses in order to discover new ways of doing business or to enhance their skills.

* He or she is willing to teach others the skills they have acquired. This employee is eager to help others and offer aid to other offices when he or she has completed their assignments.

* This person takes the initiative to do what it takes for the College as a whole to meet its mission and goals.

* The incumbent voluntarily serves on committees and works on other special assignments.

* He or she puts in the time and effort to get the job done, even if it means working late or making an extra phone call, "whatever it takes."
EXCEPTIONAL MERIT

General Description of this Level of Performance.

This employee has fulfilled all the requirements of full and meritorious performance and now takes an institutional perspective of his or her job. The employee has become a partner with the institution. He or she understands their function and its affect on others and the institution as a whole.

EXCEPTIONALLY MERITORIOUS SERVICE CONSISTS OF MEETING THE REQUIREMENTS OF MERIT PLUS THREE OR MORE OF THE FOLLOWING:

* This employee demonstrates the ability to apply his or her knowledge and experience in his or her job/task area, in his or her occupational group, between jobs/occupations, and in real world predictable and unpredictable situations.

* This employee is proficient at his or her job and more. He or she consistently serves on committees, attends off-campus workshops and professional meetings, and he or she seeks ways to improve the quality of service the campus provides to students and the community.

* This employee consistently does things he or she would not ordinarily be asked to do, thereby freeing their supervisor from being bogged down in various tasks.

* He or she is imaginative and perhaps ambitious, willing to learn and grow. This employee believes in himself or herself and in the college.

* This person has become a critical thinker. This employee needs little or no supervision; relates well to others, has outstanding skills, volunteers their services and assumes additional responsibilities on his or her own.

* This employee is resourceful and goes above basic duties on a regular basis; provides services usually expected of someone at a higher job level.

* This employee provides input and suggestions for making improvements in ways of doing business. He or she is proactive and frequently anticipates problems, takes action to avoid potential problems and has the ability to solve problems as they occur.

End

PERFORMANCE CRITERIA FOR FACULTY MEMBERS ARE PUBLISHED BY THE VICE PRESIDENT OF ACADEMIC AFFAIRS
Winter Quarter 1997

MINORITY ADVISING PROGRAM
MAP NEWSLETTER

Dear Students,

MAP stands for Minority Advising Program, a program that has existed at Floyd College since 1983. This edition of the MAP Newsletter should reach you in the final weeks of Winter Quarter. The newsletter provides important information for all students, but especially for minority students. The students at Floyd College represent a wide range of cultures, and minority students number in the hundreds. They include African Americans, Asian Americans, Hispanics, and Native Americans. The Minority Advising Program -- or MAP -- is there to help make your experience at Floyd College a good one. Your success is very important to the strength of Floyd College, and MAP can help you succeed.

How can MAP help you? MAP can be an important source of information and help. If you need information about your classes, about campus activities and clubs, about registration or advising, about financial aid, about tutoring, about any aspect of Floyd College and your experience as a student here -- check with me. If I can't help you directly, I'll find out who can. MAP is here to serve you.

You can find me in the Student Development Office on the main campus. I share space with the Counseling and Career Services Office at the end of the main administration hallway. Please call or leave a message if I'm not around, and I will call you back. You can leave a message for me at any of these numbers: 706-295-6335, 706-295-6312, and 1-800-332-2406.

I hope your Winter Quarter classes are going well, and that you are making plans to register for Spring Quarter. If I can be of any assistance to you, please let me know.

Jon Hershey
MAP Coordinator

MINORITY AFFAIRS OFFICE

The Minority Affairs Office is located in the Student Life wing of the Main Campus (between the pool room and the solarium). You will find a lot there of interest to you. You can pick up materials on the college experience and careers. There are copies of magazines, such as Black Enterprise. On the shelves are books by or about minorities that you can check out, including books by Black Elk, Louise Erdrich, Pablo Neruda, and Amy Tan. There are a desk, a table, and a couple of chairs that you can use to read or study. Feel free to drop by anytime the Student Life Office is open and look around.

go right on to the next page
IMPORTANT DATES

Winter Quarter 1997
Final Exams March 18-20

Spring Quarter 1997
Registration Day March 31
Classes Begin April 1
Drop/Add April 1-7
Mid-quarter May 5 (last day to withdraw from classes without penalty)

COURSES TO CONSIDER TAKING SPRING QUARTER

One section of English 102 Composition 2 is being offered Spring Quarter with an African-American Literature focus. This section of English 102 has the same requirements as other sections of English 102. The only difference is that you will read, discuss, and write about literature written by African-American authors. This section is offered only during Spring Quarter. Mr. Mack is the instructor.
(ENGL 102 30132 MW 11 a.m. to 1:10 p.m. main campus)

Floyd College Studies 101 (FCST 101)--The College Experience FCST 101 is a 2 credit hour course that assists students in adjusting to college life. Emphasis is on study skills, stress management, exploration of personal goals, and using college resources. There are 3 sections offered this spring. For more information call 706-295-6336.
Main Campus:
8:30 am - 9:20 am Monday/Wednesday
11:00 am - 11:50 am Tuesday/Thursday

North Metro Tech Campus:
9:00 am - 11:30 am Friday

NEW WITHDRAWAL PROCEDURE

Any student who withdraws from a course after mid-quarter will receive a grade of "WF" which will count the same as an "F" on his or her grade point average (GPA). If you have to withdraw after mid-quarter from a course or courses because of special hardship (such as injury, illness, family or work problems, etc.), you may submit a written statement or documentation about the problem to the Vice President for Academic Affairs. If your situation is considered a true hardship, your instructor may be allowed to give you a "W" which will not count in your GPA. If you have questions, call the Academic Affairs Office at 295-6331.

Don’t Stop Now—Keep Going
The Black Awareness Society is a group of students interested in learning about and sharing African American culture, traditions and history. They are a service organization that is one of the most active student groups on campus. Students of all ethnic backgrounds are welcome to join. The current president is Bobbie Turner. If you want more information, check with Bobbie or call Jon Hershey in the Student Development Office, 295-6335.

STUDENT LIFE NEWS

There is a new Director of Student Life at Floyd College, as well as a couple of new student organizations. The Interim Director of Student Life is Ms. Dorothy Morgan. If you get a chance, stop by her office and say hello.

A new club, the Environmental Club, is advised by Dr. Michael Windelspecht. If you are interested in finding out more about the club, call Dr. Windelspecht at 295-6306.

The Academic Success Achievement Program (or ASAP) for Non-Traditional Students is a new initiative from the Division of Student Development. ASAP will be a source of information and assistance for Floyd College’s non-traditional students — that is, students who are over 25 years old. Over a third of all students at Floyd fit into this category. If you have any questions about ASAP, call Ms. Nihal Gunay in the Counseling and Career Services Office, 295-6336.

COMING SOON

Nationally known speaker on diversity, Dr. William Parker, will be on the main campus and talking with students, faculty, and staff on Wednesday, April 30, at 9:30 a.m. More information will be announced soon on this exciting event. I hope you will try your best to hear and meet Dr. Parker when he is on campus. I am certain you won’t regret it.

ESL TUTORING and the TUTORIAL CENTER

The Tutorial Center, which is located in the main campus Library, provides free assistance to all Floyd College students in mathematics, English, and reading. Computers are there for students to use. The Tutorial Center has also begun to offer special tutoring to students for whom English is a second language. An ESL tutor is available several hours a week. Call for more information. The Tutorial Center is open 5 days a week from 9 a.m. until 2 p.m. and Monday and Thursday nights from 5 p.m. until 9 p.m. For information call Ms. Jeannie Cassity at 706-295-6371. She will be delighted to help you.
ACHIEVEMENT WORKSHOPS OFFERED

The following workshops are being offered by the Counseling and Career Services Office. The workshops present ways you can better achieve your goals at Floyd College and beyond. All of the workshops are free. If you have any questions about them, call 706-295-6336.

"Taking Charge of Stress"  March 5
10:45 am - 11:45 am (Quiet Dining Room)
"Declaring a Major"  March 5
2:00 pm - 3:00 pm (Solarium)
"Using CGIS for Career Planning"  March 5
4:30 pm - 5:00 pm (Counseling & Career Services Conference Room)
"Help! What's My Major"  April 17
10:00 am & 3:00 pm (Student Affairs Conference Room)
"Help What's My Major"  May 1
10:00 am & 3:00 pm (Student Affairs Conference Room)
Stress & Relaxation  May 7
11:00 am - 12:00 pm (Solarium)
Reading & Writing  May 14
11:00 am - 12:00 pm (Solarium)
"Help! What's My Major"  May 15
10:00 am & 3:00 pm (Student Affairs Conference Room)
Study Skills & Memory  May 21
11:00 am - 12:00 pm (Solarium)
Test Taking  May 28
11:00 am - 12:00 pm (Solarium)
Relationships & Communication  June 4
11:00 am - 12:00 pm (Solarium)

IMPORTANT PHONE NUMBERS

On the Main Campus in Rome
Academic Advising  706-295-6364
Admissions  706-295-6339
Financial Aid Office  706-295-6311
Counseling & Career Service  706-295-6336
Security  706-295-6347
Student Development  706-295-6335
Student Life Office  706-295-6363
Switchboard  706-802-5000
Tutorial Center  706-295-6371

Other locations
Cartersville Office  770-387-3775
Haralson County Office (Waco)  770-537-5145
Heritage Hall Security (downtown Rome)  706-802-5004
North Metro Office (Acworth)  770-975-408

ALMOST HOME—DON'T QUIT NOW
WHAT'S ON??
Channel 99, Floyd College Television, works hard to present programming that will serve both Floyd College and the community. They have been able to feature many shows of particular interest to minority students. World News is a good example. This spring, the following newscasts will be shown live from their originating countries:
News from Mexico: Monday through Friday at 8 a.m.
News from South Korea: Saturdays at 11:30 p.m.

LIBRARY UPDATE
The Floyd College Library continues to acquire new books and periodicals to serve students, staff, and faculty. There are many materials there that are of special interest to minority students too. Here are just a few new books that might appeal to you. As they say in the library, check them out.
Voices of the Spirit: Sources for Interpreting the African-American Experience by Denise Glover
Between God and Gangsta Rap: Bearing Witness to Black Culture by Michael Eric Dyson
The American Black Male: His Present Status and Future edited by Richard G. Majors and Jacob U. Gordon
Double V: The Civil Rights Struggle of the Tuskegee Airmen by Lawrence P Scott and William M. Womack, Sr.

Good luck on your Winter Quarter finals. And remember--MAP is here to serve you. Take advantage of all it has to offer.
To: USG Presidents
Fax #: 
From: Dr. Lindsay A. Desrochers
Subject: 

Date: March 6, 1997
Pages: 6 Pages
(including this cover sheet)

COMMENTS:

RECEIVED
FLOYD COLLEGE
PRESIDENT'S OFFICE

- 6 1997
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA  
544 WASHINGTON STREET, S.W.  
ATLANTA, GEORGIA 30338  
Phone (404) 656-2231  
Fax (404) 657-7433

MEMORANDUM

March 6, 1997

To: Presidents
University System of Georgia

From: Dr. Lindsay A. Desrochers  
Senior Vice Chancellor for Capital Resources

Subject: 5 Year Capital Outlay/Allocation Plans: Discussion Points/Draft Principles

As you know, the Comprehensive Planning Group and The Board of Regents has been engaged in the development of principles for future planning since September. Coming up in April as a part of this overall effort, is the “first reading” of the principles for capital outlay allocations.

The Comprehensive Planning Group has revised and approved the draft that is attached. There was good consensus in the group on this draft. The goal was to keep the principles straightforward, simple and focused on those issues which are decision points for The Regents as they review major capital projects and set priorities in the June Board meeting for the next 5 years. Also, while we are not presenting minor capital project requests to The Board in June, you should know that the same principles will apply to the minor capital budget proposals by The Office of Capital Resources and the Chancellor for Board review in September.

I am sending the draft principles at this time for two reasons. First, if you should have any questions or comments on the draft, I would appreciate receiving your feedback by March 20th. (A fax would be sufficient.) Second, your campus has already submitted your five year capital outlay plan to The Office of Facilities. By giving you advance notice of the likely “principles” (to be reviewed by the Board of Regents in April and finally approved in May), you have the opportunity to reconsider the important priorities you have in the capital outlay plans. We do not expect that your priorities would change that much given these principles, but you have the option of submitting any changes at this time.

Please be in touch with The Office of Facilities by April 21st. should you wish to make any changes in your capital outlay priorities.

encl.

[Signature]

Chancellor S. Portch
J. Muyssens, Sr. Vice Chancellor for Academic Affairs
W. Chatham, Vice Chancellor for Facilities
The purpose of this document is to set the stage for discussion of the capital outlay allocation plan for the next five years. The goal is to present to the Board of Regents this month (April) some preliminary points/considerations which affect capital resources planning and a draft set of principles for the development of a capital outlay allocation plan. Our hope is to generate Board discussion and to obtain the advice and counsel of the Board on the draft principles.

In May we will bring back a final draft and ask the Board's approval of the principles which will guide the capital outlay allocation planning process. Also, in May the Board will review enrollment targets for the 34 campuses.

In June, we are planning a special Board session during which campus presidents will present their capital priorities to the Board directly. The Chancellor's staff will have pre-screened all requests to assure that projects meet the minimum criteria as adopted by the Board in April. At the June meeting the Board will be asked to set its priorities for the major capital projects portion (over $5 million) of the five year plan.

This document contains two parts:

- discussion points intended to frame a Board session on capital resource allocation plan for next five years and,

- draft principles for the plan intended for discussion and refinement over the next month.

**Discussion Points**

As the Board begins the process of setting capital outlay priorities for the next five years the context of current facilities conditions is important. On some campuses, enrollment growth has already outstripped the campus' carrying capacity. In some cases, however, enrollments have declined and there is additional capacity which might be captured with appropriate marketing and policy articulation by the Board. In some cases, campus needs relate to support space more than direct instructional space. Libraries, laboratories, research space, student centers, recreational centers, housing, and some infrastructure requirements exist. Also, on many campuses there are facilities which require major renovation or modernization. This problem, of course, relates to the quality of space for current program, but can also relate to the potential for expansion of capacity or adaptation to new academic program. Since the value of current facilities exceeds $4 billion, the USG has a responsibility to ensure that these facilities are maintained and their use maximized.
Additionally, the Office of Capital Resources is currently working with campuses on a comprehensive effort to develop consistent master plans for each campus. The goal is to maximize land use and articulate the physical environment of the campuses to best suit the academic program. While priorities for capital outlay projects will be set for the next 5 years, this Spring by the Board of Regents, some alterations in this prioritized plan may be necessary after master planning is completed.

The following considerations are starting points for discussion and development of capital resources allocation principles.

- The need to attain an appropriate balance between the desire/need to construct new facilities and the need to properly maintain, rehabilitate, and modernize existing facilities.

- The need to provide adequately for current enrollment versus the need to anticipate and provide for future enrollment growth.

- The need to attain an appropriate volume of space versus the need to attain an appropriate quality in facilities.

- The need to prioritize types of space, all of which play a role in the comprehensive physical plant of any given campus (i.e. instructional, library, laboratories, research, utilities and other aspects of infrastructure housing, recreational space, etc.)

- The need to recognize mixed funding resources in financial planning for some capital projects.

- The need to assure that adequate consideration has been given to the technology requirements of modern instructional delivery in facilities planning.

- The need to support only those requests which are offered within the context of optimal campus size (as determined by enrollment targets) and which support the mission, academic program and attendant physical master plans of the campuses.
Draft Principles for Capital Resources Allocation Plan

Principle 1

The construction or acquisition of new space to accommodate existing enrollment should generally take precedence over the construction or acquisition of facilities to serve future growth target in the five year capital allocation plan (subsequently referred to as “the plan”)

Principle 2

The construction or acquisition of new space should parallel the future growth targets adopted by the Board for each campus in the plan and should be consistent with institutional missions and strategic plans.

Principle 3

There should be a balance between the need for new facilities and the need to maintain, rehabilitate or modernize existing facilities within the overall plan which includes attention to health and safety issues (ADA, asbestos, etc.) as well as the accommodation of new academic programs and capacity expansion.

Principle 4

In setting priorities for the use of State resources, highest weight will be given first to instructional facilities followed by academic support facilities (libraries, laboratories, computer centers), student support facilities (e.g. housing, recreational and student activities centers), and finally administrative facility and infrastructure needs. Critical infrastructure needs may take precedence in some cases. Special consideration for the role of State support for research facilities will be evaluated in light of the unique research mission of some institutions.

Principle 5

Where other than State financial resources, especially auxiliary or donated resources, are available to partially fund a facility, special consideration will be given to the role that State resources can play in completing a finance package.

Principle 6

In planning facility projects, capacity expansion, while critical should not result in facilities which are of lower quality.
Principle 7

New construction and building renovations should incorporate modern, energy efficient building and electronic communications systems appropriate to modern instructional delivery systems, with special attention to furthering the goals of an expanded distance education capacity in the State.

Additional considerations:

Principle 8

In evaluating projects, consideration should be given to existing facility utilization efficiency and operating hours of each campus.

In evaluating projects, consideration should be given to whether the campus existing utility, road, parking and pedestrian infrastructure will accommodate the new project.
ENROLLMENT PROJECTIONS: FALL 1997 THROUGH FALL 2002
FLOYD COLLEGE
March 10, 1997 (revised)

INTRODUCTION

Two primary factors have made it difficult for Floyd College to apply rigorous methodologies to the projection of enrollment. Like most two year institutions, Floyd College enrolls a high proportion of non-traditional students in career, non-transfer, programs. These students in large proportions, historically, have not taken the SAT and instead are placed according to the CPE/COMPASS tests. The College also enrolls a significant number of students in the learning support program and these students, too, are placed through use of the CPE/COMPASS without SAT scores. While this latter instance is more recent with the change in Board policy approximately two years ago, it together with the first has resulted in a “data shortage” for this enrollment projection project. The College does not have SAT scores on a significant proportion of students and thus it cannot project accurately the effect that the new admissions policies are likely to have on enrollment.

The second factor that has made it difficult is that Floyd College has undertaken two major initiatives that will impact enrollment. It is, however, virtually impossible to estimate their impact. One of these initiatives is the Information Technology Project. Few institutions have provided students access to information through computer technology in the way Floyd College (and its partner, Clayton College and State University) has proposed. The second significant initiative is the recent expansion of the College off campus: the Breman/Waco area is a new site with twelve classrooms; and a new projected consolidated, off campus center (to replace the Cartersville and Acworth sites) will accommodate escalating population growth in Bartow County. Our only sources of data to project the extent of the impact of these efforts are as reliable as tea leaves and tarot cards!

Nevertheless, the College has taken seriously the assignment and has responded directly to the issues identified in the December 1996, Request for Enrollment Plans. Below are the questions posed in the request and our response. Also included is a table that outlines the institution’s major initiatives as adopted for the 1997-1998 Strategic Plan. Following that is a summary table that indicates the elements considered in estimating enrollment projections along with the College’s rationale.

I. Will the college participation rates for traditional and non-traditional students at your institution remain constant? Will the age structure of the student body be constant? If not, why not?

There is no evidence that this proportion will change. It is possible that a shift toward more traditional students might occur in the Acworth area as students who otherwise might have gone to Kennesaw come to the Floyd-Acworth site. On the other hand, current enrollment trends indicate that the Waco site is more likely to attract non-traditional students.
II. Will the geographic service area of the institution remain constant; i.e., will the patterns of enrollment from counties in Georgia, other states, and other countries remain the same?

The College’s geographic service area will broaden as it draws students from the north metro area who might have otherwise gone to Kennesaw State University and from Carroll County who might otherwise have gone to State University of West Georgia. In short, Floyd College will become the two-year college serving an area that extends south below Kennesaw State and west to the Georgia/Alabama border.

The College’s first priority for capital expansion is to build a facility in Bartow County with immediate access to Interstate 75. The project has strong support from the local community. The College would consolidate the Acworth and Cartersville programs and double the instructional space. Speculation is that such a facility, if opened in five years, would draw more than 2000 initially and grow quickly beyond that number. (The combined enrollment in Cartersville and Acworth currently is approximately 900 students per Fall Quarter). Our estimates, however, reflect that upon opening the site would experience a more modest spurt in enrollment. We do project continued strong growth thereafter. According to the Briefing Book, Board of Regents, the CEDO that includes Bartow County is the fastest growing one in the State. It grew at a rate of 32.7% in the decade of the 80's and was comprised of four times more 18-24 year olds in 1992 than any other section of the state.

III. Will recruitment efforts remain constant? Will admissions policies and practices remain the same?

The initiation of PREP and other P-16 initiatives will intensify recruitment efforts. Admission standards will increase as required by the new Board of Regents’ policies. Institutional projections indicate that few students would be denied admission, although a complete analysis of eligibility cannot be conducted because too few marginally prepared students have SAT scores on file. These are the ones most vulnerable to the changes in admission standards.

IV. Will the array of academic programs at the institution remain essentially the same?

The array of programs will remain generally constant. The institution continues to monitor needs in the health sciences area and in certain career areas such as child development. These would have only a modest impact on overall enrollment.

V. Will the same proportion of students by gender and racial, ethnic groups attend in the future as in the past?

We have no evidence to indicate that these proportions will change. The percent of African Americans in the locations where Floyd College expects to grow, Bartow and Haralson Counties, however, is lower than Floyd County and thus may suggest that the proportion of African Americans in the student body may drop slightly.
TABLE I

<table>
<thead>
<tr>
<th>Percent African American Population</th>
<th>By County, 1992</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floyd</td>
<td>14.1%</td>
</tr>
<tr>
<td>Bartow</td>
<td>9.3%</td>
</tr>
<tr>
<td>Haralson</td>
<td>8.7%</td>
</tr>
</tbody>
</table>

Source: Briefing Book: Board of Regents, 1996-7

VI. Evaluate the basic assumptions:

A. There will be no significant changes in the Georgia economy nor any catastrophic events that change enrollment patterns.

This assumption seems to be valid for Floyd College. The one significant change expected within Floyd College's scope of influence is the addition of significant business development. A new Bell South facility, employing two hundred people, is under construction in nearby Cedartown. In addition, a large Shaw Industries complex is under construction outside Cartersville in Bartow County.

B. The mission of the institution will remain the same.

While this is a valid assumption, it is also clear that Floyd College will be growing into its recently adopted mission. With an emphasis on technology, the College plans to initiate its Information Technology Project in Fall 1997. Institutions (although few in number) that have adopted similar projects have noted a one-time slight dip in enrollment and then a significant increase. Floyd College expects to avoid this dip because it has publicized the probability of the project far in advance to allow students to be financially prepared for the associated technology fee.

Similarly, Floyd College will continue to expand its offerings in distance learning. With its capacity for producing courses for cable delivery, it is ready for expansion of the offerings when the cable delivery service area expands. Also, local high schools are asking for PSO offerings.
VII. Institutional Initiatives: Floyd College’s current strategic initiatives are outlined below in Table II.

<table>
<thead>
<tr>
<th>Major Goal I: Educational Programs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Internationalizing Education</td>
<td>The College has a rich tradition of providing travel opportunities for students and employees to enhance their education. The new University System initiative has provided further impetus to achieve this goal.</td>
</tr>
<tr>
<td>Floyd College in Haralson County</td>
<td>This site, recently opened in Haralson County, began operation in January of 1996 in temporary quarters. The operation provides limited course offerings in the core curriculum and learning support. Based on demonstrated need, this location will permit the College to offer services to a wider range of students.</td>
</tr>
<tr>
<td>Enrollment Management Task Force and Implementing New Admissions Policies</td>
<td>During June of 1995, this task force was created to provide effective communication among those involved in issues of student admission, course enrollment, student retention, and degree completion. The College will also work toward early implementation of the new admissions standards.</td>
</tr>
<tr>
<td>Interpreter Training Program</td>
<td>As a result of information secured from assessment and evaluative methods, an additional need was noted in the area of services for the deaf and hard of hearing community; thus, an Interpreter Training Program was developed and instituted. This program is an extension of the college’s long-standing tradition of conducting programs and providing services for this community.</td>
</tr>
<tr>
<td>Physical Therapist Assistant Program</td>
<td>Surveys conducted in 1995 demonstrated a need for a program to train physical therapist assistants. The PTA program was developed in response to this need, and the first students were admitted to the program in the Fall of 1996.</td>
</tr>
<tr>
<td>Student Assessment Center</td>
<td>The purpose of this initiative is to consolidate testing services in one location. This Center should open at the beginning of the new fiscal year.</td>
</tr>
<tr>
<td>Semester Conversion/Core Curriculum Revision</td>
<td>The University System of Georgia has mandated that all University System institutions convert to a semester calendar in the Fall of 1998. In response to this mandate, the College is addressing institutional issues which should make it a more effective institution. These activities are under the direction of a Task Force.</td>
</tr>
<tr>
<td>Major Goal II: Technology</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Technology Project</strong></td>
<td>Floyd College has developed a plan to institute fundamental changes in the way faculty present their courses, how students learn, and how the College provides additional funds to support the work of the institution. The three stages of the Instructional Technology Project are: (1) provide every faculty member with a laptop computer with access to the Internet and the local network, (2) provide every student of the College with a laptop computer on a lease basis with access to the Internet and the local network, and (3) issue a &quot;campus card&quot; to be used as identification which will also serve as a data card and a key to allow access to certain laboratories and classrooms.</td>
</tr>
</tbody>
</table>

| BANNER System | The BANNER system's implementation has involved many individuals at the College and its full implementation of all components will greatly enhance the Institution's operations. A task force has been established to plan its progress. |

<table>
<thead>
<tr>
<th>Major Goal III: Institutional Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SACS Follow-up</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>System Initiatives:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Postsecondary Readiness Enrichment Program</strong></td>
</tr>
<tr>
<td><strong>Facilities Master Plan</strong></td>
</tr>
<tr>
<td><strong>Alternative Dispute Resolution</strong></td>
</tr>
<tr>
<td><strong>Institutional Privatization</strong></td>
</tr>
<tr>
<td>Table III (Revised 3-10-97)</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Projected Enrollment for Floyd College 1998-2002</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1997</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population Growth</td>
<td>50</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>46</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Per US/G data with exception of 1997 projection which was reduced from 118 to 50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waco</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>150 students over 5 years; then steady growth; partially through referrals from SUWG</td>
</tr>
<tr>
<td>Cartersville</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>250</td>
<td>150 students over three years; then expansion in new facility.</td>
</tr>
<tr>
<td>Acworth</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td></td>
<td>200 students over four years, partially through referrals from KSU.</td>
</tr>
<tr>
<td>Admissions Policy Changes at Floyd</td>
<td>-20</td>
<td>-20</td>
<td>-20</td>
<td>-20</td>
<td>-20</td>
<td>Lose no more than 20 students per year.</td>
</tr>
<tr>
<td>Semester Conversion Affect on Retention</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td>Increased retention 20 students additional for two years</td>
</tr>
<tr>
<td>Physical Therapy Asst: Addition of Second Year Class</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20 students in FY 98</td>
</tr>
<tr>
<td>HOPE Scholarships for Non-traditional Students</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20 students/ year</td>
</tr>
<tr>
<td>Laptop Project</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td></td>
<td></td>
<td>Net gain of 50 students/ year</td>
</tr>
<tr>
<td>ADDITIONS FROM FLOYD COLLEGE PROJECTIONS PLUS POPULATION GROWTH</td>
<td>200</td>
<td>182</td>
<td>181</td>
<td>152</td>
<td>346</td>
<td>36</td>
</tr>
<tr>
<td>Base From Previous Year</td>
<td>2943</td>
<td>3143</td>
<td>3325</td>
<td>3506</td>
<td>3658</td>
<td>4004</td>
</tr>
<tr>
<td>TOTAL HEADCOUNT PROJECTION</td>
<td>3143</td>
<td>3325</td>
<td>3506</td>
<td>3658</td>
<td>4004</td>
<td>4040</td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: Presidents
    University System

FROM: Tom Daniel  

DATE: March 5, 1997

SUBJECT: Senate Bill 292

Senate Bill 292 is another example of the efforts being made by Governor Zell Miller to assist the University System. The purpose of Senate Bill 292 is to permit a reconstituted Georgia Education Authority (University) to issue revenue bonds for payback projects.

An analysis of the bill is attached. You will receive a copy of the bill by mail.

Senator Mark Taylor, the Governor's floor leader, presented Senate Bill 292 to the Higher Education Committee on Tuesday March 4, 1997. With the leadership of Senator Jack Hill, the Committee's chair, and assistance from four Committee members (Senator Paul Broun, Senator Pam Glanton, Senator Floyd Griffin and Senator Richard Marable), the bill received a "do-pass" recommendation. There was much discussion and some opposition.

The next steps are the Senate Rules Committee and debate on the Senate floor. Please ask your Senators for their help. We must inform our partners of the importance of this legislation.

We need quick action. Telephone calls and messages are better than letters. The first priority is members of the Rules Committee. Then reach out to others.

Please leave reports with Ms. Lucy Adams (404-656-2211) or fax a report (404-651-9301). Thanks in advance for your hard work. We need your dedicated efforts once again.
substitute to SB 292:

A BILL TO BE ENTITLED
AN ACT

To amend Article 5 of Chapter 3 of Title 20 of the Official Code of Georgia Annotated, relating to the Georgia Education Authority (University), so as to change a definition; to change the membership of the authority; to change provisions relating to the issuance of revenue bonds; to change provisions relating to the manner of sale and price of bonds; to change a provision relating to rentals; to change a provision relating to accounts; to provide an effective date; to repeal conflicting laws; and for other purposes.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

SECTION 1.

Article 5 of Chapter 3 of Title 20 of the Official Code of Georgia Annotated, relating to the Georgia Education Authority (University), is amended by striking in its entirety paragraph (4) of subsection (a) of Code Section 20-3-151, relating to definitions, and inserting in its place a new paragraph (4) to read as follows:

"(4) 'Project' means one or a combination of two or more of the following or any equipment therefor: housing accommodations; buildings and facilities intended for use as classrooms; laboratories; libraries; dormitories; parking decks; and instructional, administrative, student center, and recreational facilities for students, faculty, officers, and employees of any institution or unit under the control of the board of regents; and all structures, electric, gas, steam, and water utilities, and facilities of every kind and character deemed by the authority necessary or convenient for the efficient operation of any unit which is a part of the university system."

SECTION 2.

Said article is further amended by striking in its entirety Code Section 20-3-152, relating to the creation and
membership of the authority, and inserting in its place a 56
new Code section to read as follows:

"20-3-152.

(a) There is created a body corporate and politic to be 60
known as the Georgia Education Authority (University),
which shall be deemed to be an instrumentality of this 61
state and a public corporation; and by that name, style,
and title said body may contract and be contracted with,
bring and defend actions, and implead and be impleaded. 62
The authority shall consist of six members, as follows:
the Governor, an appointee of the Governor who is not the 63
Attorney General, the state auditor, the chairman
chairperson of the board of regents, the director of the
Office of Planning and Budget, and the chancellor--of--the
university--system director of the Investment Division of
the Georgia State Financing and Investment Commission.

(b) The authority shall elect one of its members as
chairman chairperson and another as vice-chairman vice
chairperson and a secretary and treasurer, who need not
necessarily be a member of the authority but who shall be
the same as the secretary and treasurer of the Georgia
Education Authority (Schools). The majority of the members
of the authority shall constitute a quorum. No vacancy on
the authority shall impair the right of the quorum to
exercise all the rights and perform all the duties of the
authority. The members of the authority shall not be
entitled to compensation for their services but shall be
entitled to and shall be reimbursed for their actual
expenses necessarily incurred in the performance of their
duties. The staff of the authority shall be the same as
the staff of the Georgia Education Authority (Schools). At
the request of the authority, the Georgia State Financing
and Investment Commission, the board of regents, and the
Office of Planning and Budget shall provide staff services
to the authority. The authority shall make rules and
regulations for its own government. It shall have
perpetual existence. Any change in name or composition of
the authority shall in no way affect the vested rights of
any person under the provisions of this article or impair
the obligations of any contracts existing under this
article.

(c) The authority is assigned to the Department of
Administrative Services for administrative purposes only
as prescribed in Code Section 50-4-3."
SECTION 3.

Said article is further amended by striking in its entirety Code Section 20-3-153, relating to powers of the authority, and inserting in its place a new Code Section 20-3-153 to read as follows:

"20-3-153.

The authority shall have powers:

(1) To have a seal and alter it at pleasure;

(2) To acquire by purchase, lease, or otherwise and to hold, lease, and dispose of real and personal property of every kind and character for its corporate purposes;

(3) To acquire in its own name by purchase, on such terms and conditions, and in such manner as it may deem proper, or by condemnation in accordance with any and all existing laws applicable to the condemnation of property for public use, real property or rights of easements therein or franchises necessary or convenient for its corporate purposes and to use them so long as its corporate existence shall continue and to lease or make contracts with respect to the use of or dispose of them in any manner it deems to the best advantage of the authority, the authority being under no obligation to accept and pay for any property condemned under this article except from the funds provided under the authority of this article; and in any proceedings to condemn, such orders may be made by the court having jurisdiction of the action or proceeding as may be just to the authority and to the owners of the property to be condemned; and no property shall be acquired under this article upon which any lien or other encumbrance exists unless at the time such property is so acquired a sufficient sum of money is deposited in trust to pay and redeem the fair value of such lien or encumbrance; and if the authority shall deem it expedient to construct any project on lands which are a part of the campus, grounds, or other real estate holdings of a member unit of the university system, the Governor board of regents is authorized to execute for and on behalf of the state a lease upon such lands to the authority for such parcel or parcels as shall be needed for a period not to exceed 50 years; and if the authority shall deem it expedient to construct any project on any other lands the title to which shall then be in this state, the Governor is
authorized to convey, for and in behalf of the state, title to such lands to the authority upon payment into the state treasury for the credit of the sinking fund of the state of the reasonable value of such lands, such value to be determined by three appraisers to be agreed upon by the Governor and the chairman of the authority;

(4) To appoint 'and select officers, agents, and employees, including engineering, architectural, and construction experts, fiscal agents, and attorneys, and to fix their compensation;

(5) To make contracts and leases and to execute all instruments necessary or convenient, including contracts for construction of projects and leases of projects or contracts with respect to the use of projects which the authority causes to be erected or acquired; and any and all political subdivisions, departments, institutions, or agencies of the state are authorized to enter into contracts, leases, or agreements with the authority upon such terms and for such purposes as they deem advisable; and without limiting the generality of the above, authority is specifically granted to the board of regents for and on behalf of the units and institutions under its control and to the authority to enter into contracts and lease agreements for the use of any structure, building, or facilities or a combination of any two or more structures, buildings, or facilities of the authority for a term not exceeding 50 years; and the board, for and on behalf of any unit or institution or combination of units or institutions, may obligate itself to pay an agreed sum for the use of such property so leased and also to obligate itself as part of the lease contract to pay the cost of maintaining, repairing, and operating the property so leased from the authority provided that no contract with the board of regents or any other state agency shall constitute security for the bonds or other obligations of the authority;

(6) To construct, erect, acquire, own, repair, remodel, maintain, add to, extend, improve, equip, operate, and manage projects, as defined in Code Section 20-3-151, to be located on property owned by or leased by the authority;

(7) To pay the cost of any such project to be paid in whole or in part from the proceeds of revenue bonds of
the authority or from such proceeds and any grant from
the United States or any agency or instrumentality
thereof or from any other lawful source available to the
authority;

+(9) To accept loans or grants of money or materials
or property of any kind from the United States or any
agency or instrumentality thereof or from any other
governmental or private source upon such terms and
conditions as the United States or such agency or
instrumentality or other source may impose;

+(9) To borrow money for any of its corporate purposes
and to issue negotiable revenue bonds payable solely
from funds pledged for that purpose and to provide for
the payment of such bonds and for the rights of the
holders thereof;

+(9) To exercise any power usually possessed by
private corporations performing similar functions which
is not in conflict with the Constitution and laws of
this state; and

+(9) To do all things necessary or convenient to
carry out the powers expressly given in this article.

SECTION 4.

Said article is further amended by striking in its entirety
Code Section 20-3-154, relating to the authority to issue
revenue bonds, and inserting in its place a new Code Section
20-3-154 to read as follows:

"20-3-154.

(a) The authority or any authority or body which has or
which may in the future succeed to the powers, duties, and
liabilities vested in the authority created by this
article shall have power at one time or from time to time
to provide by resolution for the issuance of negotiable
revenue bonds of the authority in the aggregate sum not to
exceed $250 million for the purpose of paying all or any
part of the cost, as defined in this article, of any one
project or combination of projects. The principal and
interest of such revenue bonds shall be payable solely
from the special fund provided in this article for such
payment. The bonds of each issue shall be dated; shall
bear interest at such rate or rates as may be determined
by the authority, payable semiannually; shall mature at
such time or times not exceeding 30 years from their
date or dates, except that "Georgia Education Authority (University) Student Housing Revenue Bonds" may mature at such time or times not exceeding 40 30 years from their date or dates; shall be payable in such medium of payment as to both principal and interest as may be determined by the authority; and may be made redeemable before maturity, at the option of the authority, at such price or prices and under such terms and conditions as may be fixed by the authority in the resolution providing for the issuance of the bonds.

(b) Bonds may be issued by the authority only for those projects which have received the authorization of the board of regents, the Governor, and the General Assembly in the budget process in the following manner. The board of regents may authorize a named project or projects to be financed by revenue bonds of the authority by including a resolution to that effect with its budget request to the Governor. The Governor may authorize such a project or projects, so identified by including a recommendation in the budget report. The General Assembly may authorize a project or projects by making a capital outlay appropriation specifically for financial advisory studies for the project, identified by name and as a "GEA(U) revenue bond project."

SECTION 5.

Said article is further amended by striking in its entirety Code Section 20-3-158, relating to the manner of sale and price of bonds, and inserting in its place a new Code Section 20-3-158 to read as follows:

"20-3-158.

(a) The authority may sell its bonds in such manner and for such price as it may determine to be for the best interests of the authority, subject to the approval and financial advisory jurisdiction of the Authority State Finance and Investment Commission. To render advice and perform its duties as its agent, ministerial services for the authority in connection with the marketing of such bonds.

(b) Prior to the sales of any bonds, the authority must ascertain that the project or projects to be funded are self-liquidating as defined in Code Section 20-3-151. The authority must further implement a procedure to ensure the
credit worthiness of any project for which bonds are
issued through an independent fiscal analysis."

SECTION 6.

Said article is further amended by striking in its entirety
Code Section 20-3-163, relating to credit of state not
pledged, and inserting in its place a new Code Section
20-3-163 to read as follows:

"20-3-163.

Revenue bonds issued under this article shall not be
deemed to constitute a debt of the state or a pledge of
the faith and credit of the state, but such bonds shall be
payable solely from the fund provided for in Code Section
20-3-166; and the issuance of such revenue bonds shall not
directly, indirectly, or contingently obligate the state
to levy or to pledge any form of taxation whatever
therefor or to make any appropriation for their payment;
and all such bonds shall contain recitals on their face
covering substantially the foregoing provisions of this
Code section—provided, however, such funds as may be
received from state appropriations or from any other
sources are declared to be available and may be used by the
board of regents for the performance of any lease-lease contract
entered into by the board. No contract with the board of
regents or any other state agency shall constitute
security for the bonds or other obligations issued by the
authority."

SECTION 7.

Said article is further amended by striking in its entirety
Code Section 20-3-164, relating to trust indentures to
secure bonds, and inserting in its place a new Code Section
20-3-164 to read as follows:

"20-3-164.

In the discretion of the authority, any issue of revenue
bonds may be secured by a trust indenture by and between
the authority and a corporate trustee, which may be any
trust company or bank having the powers of a trust company
within or outside of the state. Such trust indenture may
pledge or assign rents, revenues, and earnings to be
received by the authority. Either the resolution providing
for the issuance of revenue bonds or such trust indenture
may contain such provisions for protecting and enforcing
the rights and remedies of the bondholders as may be
reasonable and proper and not in violation of law, including covenants setting forth the duties of the authority in relation to the acquisition of property; the construction of the project; the maintenance, operation, repair, and insurance of the project; and the custody, safeguarding, and application of all moneys; may also provide that any project shall be constructed and paid for under the supervision and approval of consulting engineers or architects employed or designated by the authority and satisfactory to the original purchasers of the bonds issued therefor; may also require that the security given by contractors and by any depositary of the proceeds of the bonds or revenues or other moneys be satisfactory to such purchasers; and may also contain provisions concerning the conditions, if any, upon which additional revenue bonds may be issued. It shall be lawful for any bank or trust company incorporated—under—the-laws-of authorized to conduct business in this state to act as such depositary and to furnish such indemnifying bonds or pledge such securities as may be required by the authority. Such indenture may set forth the rights and remedies of the bondholders and of the trustee and may restrict the individual right of action of bondholders as is customary in trust indentures securing bonds and debentures of corporations. In addition to the foregoing, such trust indenture may contain such other provisions as the authority may deem reasonable and proper for the security of the bondholders. All expenses incurred in carrying out such trust indenture may be treated as a part of the cost of maintenance, operation, and repair of the project affected by such indenture.

SECTION 8.

Said article is further amended by striking in its entirety Code Section 20-3-166, relating to sinking fund, and inserting in its place a new Code Section 20-3-166 to read as follows:

"20-3-166.

The revenues, rents, and earnings derived from any particular project or combined project or any and all funds from any source received by the board of regents and pledged and allocated to it by the authority as security for the performance of any lease or leases or any and all revenues, rents, and earnings received by the authority, regardless of whether or not such rents, earnings, and
revenues were produced by a particular project for which bonds have been issued, unless otherwise pledged and allocated, may be pledged and allocated by the authority to the payment of the principal and interest on revenue bonds of the authority as the resolution authorizing the issuance of the bonds or the trust instrument may provide; and such funds so pledged from whatever source received, which pledge may include funds received from one or more or all sources, shall be set aside at regular intervals as may be provided in the resolution or trust indenture into a sinking fund which shall be pledged to and charged with the payment of:

(1) The interest upon such revenue bonds as such interest shall fall due;

(2) The principal of the bonds as the same shall fall due;

(3) The necessary charges of paying agents for paying principal and interest; and

(4) Any premium upon bonds retired by call or purchase as provided in Code Section 20-3-154.

The use and disposition of such sinking funds shall be subject to such regulations as may be provided in the resolution authorizing the issuance of the revenue bonds or in the trust indenture, but, except as may otherwise be provided in such resolution or trust indenture, such sinking fund shall be a fund for the benefit of all revenue bonds without distinction or priority of one over another. Subject to the provisions of the resolution authorizing the issuance of the bonds or in the trust indenture, surplus moneys in the sinking fund may be applied to the purchase or redemption of bonds; and any such bonds so purchased or redeemed shall forthwith be canceled and shall not again be issued."

**SECTION 9.**

Said article is further amended by striking in its entirety Code Section 20-3-167, relating to trust indentures to secure bonds, and inserting in its place a new Code Section 20-3-167 to read as follows:

"20-3-167.

Any holder of revenue bonds or interest coupons issued under this article, any receiver for such holders, or
indenture trustee, if any, except to the extent the rights
given in this Code section may be restricted by resolution
passed before the issuance of the bonds or by the trust
indenture, may by action, mandamus, or other proceedings
protect and enforce any and all rights under the laws of
this state or granted under this article or under such
resolution or trust indenture and may enforce and compel
performance of all duties required by this article or by
resolution or trust indenture to be performed by the
authority or any officer thereof, including the fixing,
charging, and collecting of revenues, rents, and other
charges for the use of the project or projects, and, in
the event of default of the authority upon the principal
and interest obligations of any revenue bond issue, shall
be subrogated to each and every right, specifically
including the contract rights of collecting rental, which
the authority may possess, against the board of regents or
other contracting--leasing--department, agency--of
institution--of--of--the--state. In the pursuit of his, her, or
its remedies as subrogee, such individual, receiver, or
trustee may proceed by action, mandamus, or other
proceedings to collect any sums by such proceedings due
and owing to the authority and pledged or partially
pledged directly or indirectly to the benefit of the
revenue bond issue of which such individual, receiver, or
trustee is representative. No holder of any such bond or
receiver or indenture trustee thereof shall have the right
to compel any exercise of the taxing power of the state to
pay any such bond or the interest thereon or to enforce
the payment thereof against any property of the state; nor
shall any such bond constitute a charge, lien, or
encumbrance, legal or equitable, upon the property of the
state; provided, however, any provision of this article or
any other Act to the contrary notwithstanding, any such
bondholder or receiver or indenture trustee shall have the
right by appropriate legal or equitable proceedings,
including, without being limited to, mandamus, to enforce
compliance by the appropriate public officials with
Article VII, Section IV, Paragraph III of the Constitution
of Georgia; and permission is given for the institution of
any such proceedings to compel the payment of lease
obligations.

SECTION 10.

Said article is further amended by striking in its entirety
Code Section 20-3-171, relating to procedure for validating
bonds, and inserting in its place a new Code Section 20-3-171 to read as follows:

"20-3-171.

Bonds of the authority shall be confirmed and validated in accordance with the procedure of Article 3 of Chapter 82 of Title 36. The petition for validation shall also make party defendant to such action any authority, subdivision, instrumentality, or agency of the state which has contracted with the authority for the use of any building, structure, or facilities for which bonds have been issued and sought to be validated; and such other authority, subdivision, instrumentality, or agency shall be required to show cause, if any, why such contract or contracts and the terms and conditions thereof should not be inquired into by the court, and the validity of the terms thereof determined, and the contract adjudicated as--security--for the payment of any such bonds of the authority. The bonds, when validated, and the judgment of validation with respect to such bonds shall be final and conclusive against the authority issuing them and against any other authority, subdivision, instrumentality, or agency contracting with the authority."

SECTION 11.

Said article is further amended by striking in its entirety Code Section 20-3-176, relating to fixing, collecting, and assigning rentals and charges for use of projects, and inserting in its place a new Code Section 20-3-176 to read as follows:

"20-3-176.

(a) The authority is authorized to fix rentals and other charges which the board of regents users shall pay to the authority for the use of each project or part thereof or combination of projects, and to charge and collect them, and--to--lease--and--make--contracts--with--political subdivisions and agencies and with the board with respect to the use by any institution or unit under its control of any project or part thereof. Such rentals and other charges shall be so fixed and adjusted in respect to the aggregate thereof from the project or projects for which a single issue of revenue bonds is issued as to provide a fund sufficient with other revenues of such project or projects, if any, to pay:
(1) The cost of maintaining, repairing, and operating the project or projects, including reserves for extraordinary repairs and insurance and other reserves required by the resolution or trust indentures, unless such cost shall be otherwise provided for, which cost shall be deemed to include the expenses incurred by the authority on account of the project or projects for water, light, sewer, and other services furnished by other facilities at such institution; and

(2) The principal of the revenue bonds and the interest thereon as they shall become due.

(b) The rentals contracted to be paid by the board or other leasing department, agency, or institution of the state to the authority under leases entered upon pursuant to this article shall constitute obligations of the state for the payment of which the good faith of the state is pledged. Such rentals shall be paid as provided in the lease contracts from funds appropriated for such purposes by the Constitution of Georgia. It shall be the duty of the board or other leasing department, agency, or institution of the state to see to the punctual payment of all such rentals.

(c) In the event of any failure or refusal on the part of lessees other parties punctually to perform any covenant or obligation contained in any lease agreement entered upon pursuant to this article, the authority may enforce performance by any legal or equitable process against lessees and consent is given for the institution of such action.

(d) The authority shall be permitted to assign any rental or other charge due it by the lessees other parties to a trustee or paying agent as may be required by the terms of any trust indenture entered into by the authority but not obligations of the board of regents or another state agency.

SECTION 12.

Said article is further amended by striking in its entirety Code Section 20-3-178, relating to accounts and audits, and inserting in its place a new Code Section 20-3-178 to read as follows:
The accounts of the authority created in this article shall be kept as separate and distinct accounts by the treasurer of the board-of-regents authority and shall be subject to audit by the Department of Audits and Accounts."

SECTION 13.

This Act shall become effective on July 1, 1997.

SECTION 14.

All laws and parts of laws in conflict with this Act are repealed.
MEMORANDUM

TO: Presidents
University System

FROM: Tom Daniel

DATE: March 5, 1997

SUBJECT: Senate Bill 292

Senate Bill 292 is another example of the efforts being made by Governor Zell Miller to assist the University System. The purpose of Senate Bill 292 is to permit a reconstituted Georgia Education Authority (University) to issue revenue bonds for payback projects.

An analysis of the bill is attached. You will receive a copy of the bill by mail.

Senator Mark Taylor, the Governor’s floor leader, presented Senate Bill 292 to the Higher Education Committee on Tuesday March 4, 1997. With the leadership of Senator Jack Hill, the Committee’s chair, and assistance from four Committee members (Senator Paul Broun, Senator Pam Glanton, Senator Floyd Griffin and Senator Richard Marable), the bill received a “do-pass” recommendation. There was much discussion and some opposition.

The next steps are the Senate Rules Committee and debate on the Senate floor. Please ask your Senators for their help. We must inform our partners of the importance of this legislation.

We need quick action. Telephone calls and messages are better than letters. The first priority is members of the Rules Committee. Then reach out to others.

Please leave reports with Ms. Lucy Adams (404-656-2211) or fax a report (404-651-9301). Thanks in advance for your hard work. We need your dedicated efforts once again.

Chancellor Stephen R. Portch
Senior Vice Chancellors
Committee Substitute - Senate Bill 292 - GEAU

Section 1: Changes definitions of "project" to include parking decks and student center

Section 2: Changes membership of authority to replace University System Chancellor with the Director of the Investment Division of the Georgia State Financing and Investment Commission (GSFIC)

Allows the authority to request staff assistance from Board of Regents, the Georgia State Financing and Investment Commission and the Office of Planning and Budget

Section 3: Changes from the Governor to the Board of Regents the authority to execute a lease agreement for land use with the Authority

Eliminates ability of Board of Regents to contract with Authority where such contract can be used as security for bonds

Section 4: Provides $250 million ceiling for outstanding Authority bonds

Shortens maturity of bonds from 30 and 40 to 20 and 30 years, respectively

Provides that bonds may only be issued for projects which have been approved by Board of Regents, Governor and the General Assembly

Section 5: Provides that Authority is subject to GSFIC approval

Provides that Authority must determine that projects are self-liquidating and must implement procedure to ensure credit worthiness

Section 6: Eliminates ability of Board of Regents to contract with Authority where such contract can be used as security for bonds

Section 7: Changes authorization for trust company to any company legally authorized to conduct business

Sections 8, 9, 10 & 11: Eliminates ability of Board of Regents to contract with Authority where such contract can be used as security for bonds

Section 12: Provides that the accounts of GEAU shall be kept by its treasurer rather than the Board of Regents
1. This bill does not create a new state authority. It simply modifies an existing state authority to make it more useful in meeting the capital construction needs of the State and University System.

2. This bill will give the General Assembly a strong role in deciding which projects should be considered for revenue bond financing.

3. Revenue bonds issued by the Authority will not be liabilities of the State to be supported by state tax revenues. They will instead be liabilities of the Authority and supported by revenues generated by the projects.

4. General Obligation bonds should be used to finance classrooms, libraries and other basic facility needs of the University System that do not directly generate revenue. Due to the very conservative management of the state's bonding capacity and the need to construct more non-revenue generating facilities in the University System, the ability to use G.O. bonds to finance parking decks and other similar facilities in the future will be very limited.

5. Revenue bonds have been successfully used in the past by the State to construct facilities like the Georgia Dome and the Georgia 400 toll road. We also issue revenue bonds to support mortgage loans for first time home buyers.

6. This bill will not by itself cause an increase in the debt liabilities of the State. It would simply allow revenue generating projects to be paid for by the revenues of the project and purely governmental type facilities will be funded with taxpayer supported debt.
SENATE RULES COMMITTEE

David Scott, Chairman - Atlanta
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FLOYD COLLEGE ADMISSIONS 2001 PHASE-IN PLAN
March 5, 1997

Floyd College has developed a phase-in plan for the admissions policy changes adopted by the Board of Regents, following discussion by numerous campus groups. The Strategic Group, comprised of four senior level administrators and four faculty and staff members from the Institutional Effectiveness Committee, developed a broad strategy for the phase in. This strategy was discussed and refined by the Enrollment Management Task Force, the Administrative Council, the Academic Progress Committee of the Faculty, and finally by the President’s Cabinet. The plan addresses four policy requirements and two implementation requirements.

Policy Requirement I--College Preparatory Curriculum

By Fall 2001, institutions must require the completion of the College Preparatory Curriculum and implement additional academic unit requirements for regular freshman admission. All units of the University System are required by Fall Quarter 1997 to limit CPC course deficiencies to four based on a 15 course curriculum. In addition, they are to reduce the number of deficiencies to three by Summer Semester 2001. At the same time, the curriculum will expand to 16 courses, with the addition of a fourth required course in mathematics.

*Floyd College will comply with this policy as adopted. FC will require the 15-course based CPC with no more than four course deficiencies for admission Fall 1997. In Summer 2001, applicants will be required to have completed the 16-course based CPC with no more than three course deficiencies in order to be admitted.*

Policy Requirement II--Use of the Freshman Index

By Fall 2001, institutions must implement the use of a Freshman Index based on a combination of a student’s SAT/ACT scores and high school grade point average. This index will be used to establish a floor for admission and a criterion for admission in regular status. The floor on admission for two years is set at 1640, with minimum SAT scores; the criterion for regular admission is set at 1830.

*Floyd College will begin calculating the freshman index for all students admitted as freshmen Fall Quarter 1997. The minimum standards of 1640 and 1830 will be used beginning Summer Semester 2001. The decision to wait until 2001 to implement the new criteria was based on our desire to be both responsive and flexible to students being referred to Floyd College from other University System institutions. Floyd College expects that a significant number of students will be referred from state universities and at this point we cannot predict the needs of those students. In addition, the PREP initiative is working with current seventh graders. They will not be freshmen until 2001.*
Policy Requirement III—Limited Admission Category

By Fall Quarter 2001, institutions must restrict the number of students admitted in the limited admission category. Two year colleges must limit admission to those applicants who have a freshman index between 1640 and 1830. Two year college may admit up to 30% of the total headcount from the previous Fall term.

*Based on current enrollment, Floyd College is in compliance with this provision. Current enrollment statistics indicate that approximately 800 newly admitted students in any given year would fall into this category. Under the policy limitation, the College would be permitted to admit approximately 1000 such students. The College will monitor the proportion of limited admission students it accepts over the next several years.*

Policy Requirement IV—Admission of Transfer Students

By Fall Semester 2001, institutions must implement minimum admission standards for students who have earned at least 15 transferrable post-secondary semester credit hours and who apply for transfer within the University System or from an institution outside the System. Two-year college transfer students must meet Freshman Admission requirements and have at least a 1.6 post-secondary GPA. Students with 30-59 semester credits must be eligible to return to the sending institution and students with 60 or more semester credits must have at least 1.8 post-secondary GPA.

*Floyd College will implement this requirement beginning Fall Semester 1999; however it will use the Freshman Admission requirements in effect at Floyd College at the time.*

Implementation Requirement V—Creation of Applicant Pools and Tracking Systems

Institutions are required to create an applicant pool, track applicants and define appropriate cohorts of traditional freshmen and transfer students for whom the policy is applicable.

*Now that Floyd College is using BANNER it has the capability of defining various cohorts of students. Beginning Fall Quarter 1997, the College will define the cohort of limited admission students and code them so they can be followed. Our purpose is to determine whether the College attracts more students in the limited admission category in the future and whether it is likely to become necessary to deny admission to some students who meet minimum standards. By 2001, when the limited admission provisions of the policy become effective, the College will have had the opportunity to study earlier cohorts. If it indeed becomes necessary to deny admission to some applicants, the College will use a formula for determining a proportion of the applicants to admit for each academic term. The following formula is an example of what will be considered: Summer Semester a maximum of 200 limited admission applicants will be accepted; Fall Semester, a maximum of 900 limited admissions applicants—counting both Summer and Fall Semesters together—will be admitted; an additional 100 such students might be*
admitted in Spring Semester. As the becomes more familiar with BANNER and its tracking capabilities, refinements will take place to ensure policy compliance.

Implementation Requirement V: Goals for admitting special groups of students.

It is our understanding that this portion of the policy is still being finalized. Upon receipt of the final draft, the College will review and determine methods of compliance. Currently the College is very sensitive to the needs of the non-traditional, career and international students. We will work very closely with the Board of Regents' staff and University System committees to explore appropriate ways to determine the readiness of these students for college level work.