

Floyd College
Bi-Weekly Meeting of the President's Cabinet
Monday, March 10, 1997
8:00 a.m.
President's Conference Room

AGENDA

- | | |
|---|-------------|
| 1) Merit increase guidelines | Chris Lee |
| 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 | Dr. Elifson |
| 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:

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

C. Eligibility for salary increases:

1 or more years (9 months for faculty)	100% of the allowed/recommended amount
9-12 months of service	75% of the allowed/recommended amount
6-9 months of service	50% of the allowed/recommended amount.
0-6 months of service	0%

(Employees 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.

BAS

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

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.

W. Aguirre

FAX TRANSMISSION

BOARD OF REGENTS - UNIVERSITY SYSTEM OF GEORGIA

244 WASHINGTON STREET, S.W. - ROOM 363

ATLANTA, GEORGIA 30334

(404) 656-2231

FAX: (404) 657-7433

To: USG Presidents

Fax #:

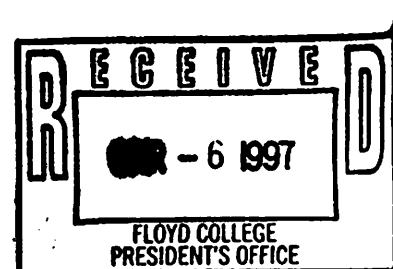
From: Dr. Lindsay A. Desrochers

Subject:

Date: March 6, 1997

Pages: 6 Pages
(including this cover sheet)

COMMENTS:



BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA

844 WASHINGTON STREET, S. W.
ATLANTA, GEORGIA 30334

Lindsay A. Desrochers
Senior Vice Chancellor
for Capital Resources

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 *LD*

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 straight forward, 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.

cc: S. Portch
J. Muyskens, Sr. Vice Chancellor for Academic Affairs
W. Chatham, Vice Chancellor for Facilities

DRAFT**Five Year Capital Outlay Allocation Plan
Discussion Points/Draft Principles**

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	
Percent African American Population By County, 1992	
Floyd	14.1%
Bartow	9.3%
Haralson	8.7%
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 II	
Institutional Initiatives (1997-1998)	
Major Goal I: Educational Programs	
Internationalizing Education	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.
Floyd College in Haralson County	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.
Enrollment Management Task Force and Implementing New Admissions Policies	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.
Interpreter Training Program	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.
Physical Therapist Assistant Program	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.
Student Assessment Center	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.
Semester Conversion/Core Curriculum Revision	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.

Major Goal II: Technology**Instructional Technology Project**

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 "campus card" to be used as identification which will also serve as a data card and a key to allow access to certain laboratories and classrooms.

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.

Major Goal III: Institutional Effectiveness**SACS Follow-up**

Floyd College must respond to recommendations of the recent SACS visiting Committee. A major activity of this project is the implementation of the Institutional Effectiveness System. Also involved is the further development of a Course Syllabus Project and the Critical Success Indices, both a part of the College's assessment effort.

System Initiatives:**Postsecondary Readiness
Enrichment Program**

The purpose of this program is to identify students in middle schools who are at risk academically and to provide these students with enrichment activities so that they may become better prepared to pursue a collegiate education.

Facilities Master Plan

During 1996, the University System provided resources for the development of a new Facilities Master Plan for the College. The Plan will be comprehensive and is due to be completed during the Spring of 1997.

Alternative Dispute Resolution

During 1996, the College appointed members of the faculty and staff to be trained in alternative dispute resolution techniques. The purpose of this training is to improve the college's ability to resolve disputes at the local level and to prevent disputes from becoming involved with the legal system. Trained individuals are now available for these duties.

Institutional Privatization

Under this initiative, Floyd College has been directed to identify and contract services which may be privatized. The objective is to save funds in service areas so that more funds are available for instructional purposes.

Table III (Revised 3-10-97)

Projected Enrollment for Floyd College 1998-2002

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

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
244 WASHINGTON STREET, S.W.
ATLANTA, GEORGIA 30334

OFFICE OF THE VICE CHANCELLOR
FOR
EXTERNAL AFFAIRS

404-656-2211
404-656-2212

MEMORANDUM

TO: Presidents
University System

FROM: Tom Daniel

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.

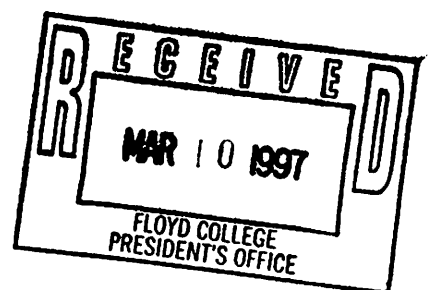
We need quick action. Telephone calls and messages are better than letters. The first priority is members of the Rules Committee. Then reach out to others.

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.

Attachment

cc: Chancellor Stephen R. Portch
Senior Vice Chancellors

REC: RAM



_____ offers the following
substitute to SB 292:

A BILL TO BE ENTITLED
AN ACT

1 To amend Article 5 of Chapter 3 of Title 20 of the Official 22
2 Code of Georgia Annotated, relating to the Georgia Education 23
3 Authority (University), so as to change a definition; to 24
4 change the membership of the authority; to change provisions 25
5 relating to the issuance of revenue bonds; to change
6 provisions relating to the manner of sale and price of 26
7 bonds; to change a provision relating to rentals; to change 27
8 a provision relating to accounts; to provide an effective 28
9 date; to repeal conflicting laws; and for other purposes.

10 BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA: 30

11 SECTION 1. 32

12 Article 5 of Chapter 3 of Title 20 of the Official Code of 34
13 Georgia Annotated, relating to the Georgia Education 35
14 Authority (University), is amended by striking in its 36
15 entirety paragraph (4) of subsection (a) of Code Section
16 20-3-151, relating to definitions, and inserting in its 37
17 place a new paragraph (4) to read as follows: 38

18 "(4) 'Project' means one or a combination of two or more 40
19 of the following or any equipment therefor: housing 41
20 accommodations; buildings and facilities intended for 42
21 use as classrooms; laboratories; libraries; dormitories; 43
22 parking decks; and instructional, administrative, 44
23 student center, and recreational facilities for 44
24 students, faculty, officers, and employees of any 45
25 institution or unit under the control of the board of 46
26 regents; and all structures, electric, gas, steam, and 47
27 water utilities, and facilities of every kind and 48
28 character deemed by the authority necessary or 49
29 convenient for the efficient operation of any unit which
30 is a part of the university system." 49

31 SECTION 2. 52

32 Said article is further amended by striking in its entirety 54
33 Code Section 20-3-152, relating to the creation and 55

1 membership of the authority, and inserting in its place a 56
2 new Code section to read as follows:

3 "20-3-152. 58

4 (a) There is created a body corporate and politic to be 60
5 known as the Georgia Education Authority (University), 61
6 which shall be deemed to be an instrumentality of this 62
7 state and a public corporation; and by that name, style, 63
8 and title said body may contract and be contracted with,
9 bring and defend actions, and implead and be impleaded. 64
10 The authority shall consist of six members, as follows: 65
11 the Governor, an appointee of the Governor who is not the 66
12 Attorney General, the state auditor, the ~~chairman~~ 67
13 chairperson of the board of regents, the director of the
14 Office of Planning and Budget, and the ~~chancellor--of--the~~ 68
15 ~~university--system~~ director of the Investment Division of 69
16 the Georgia State Financing and Investment Commission. 71

17 (b) The authority shall elect one of its members as 73
18 ~~chairman~~ chairperson and another as ~~vice-chairman~~ vice 74
19 chairperson and a secretary and treasurer, who need not 75
20 necessarily be a member of the authority but who shall be 76
21 the same as the secretary and treasurer of the Georgia 77
22 Education Authority (Schools). The majority of the members 78
23 of the authority shall constitute a quorum. No vacancy on
24 the authority shall impair the right of the quorum to 79
25 exercise all the rights and perform all the duties of the 80
26 authority. The members of the authority shall not be 81
27 entitled to compensation for their services but shall be
28 entitled to and shall be reimbursed for their actual 82
29 expenses necessarily incurred in the performance of their 83
30 duties. ~~The staff of the authority shall be the same as~~ 84
31 ~~the staff of the Georgia Education Authority (Schools).~~ At 85
32 the request of the authority, the Georgia State Financing
33 and Investment Commission, the board of regents, and the 86
34 Office of Planning and Budget shall provide staff services 87
35 to the authority. The authority shall make rules and 88
36 regulations for its own government. It shall have 89
37 perpetual existence. Any change in name or composition of 90
38 the authority shall in no way affect the vested rights of
39 any person under the provisions of this article or impair 91
40 the obligations of any contracts existing under this 92
41 article.

42 (c) The authority is assigned to the Department of 94
43 Administrative Services for administrative purposes only 95
44 as prescribed in Code Section 50-4-3."

1	<u>SECTION 3.</u>	98
2	Said article is further amended by striking in its entirety	100
3	Code Section 20-3-153, relating to powers of the authority,	101
4	and inserting in its place a new Code Section 20-3-153 to	102
5	read as follows:	
6	"20-3-153.	104
7	The authority shall have powers:	106
8	(1) To have a seal and alter it at pleasure;	108
9	(2) To acquire by purchase, lease, or otherwise and to	110
10	hold, lease, and dispose of real and personal property	111
11	of every kind and character for its corporate purposes;	112
12	(3) To acquire in its own name by purchase, on such	114
13	terms and conditions, and in such manner as it may deem	115
14	proper, or by condemnation in accordance with any and	116
15	all existing laws applicable to the condemnation of	
16	property for public use, real property or rights of	117
17	easements therein or franchises necessary or convenient	118
18	for its corporate purposes and to use them so long as	
19	its corporate existence shall continue and to lease or	119
20	make contracts with respect to the use of or dispose of	120
21	them in any manner it deems to the best advantage of the	
22	authority, the authority being under no obligation to	121
23	accept and pay for any property condemned under this	122
24	article except from the funds provided under the	
25	authority of this article; and in any proceedings to	123
26	condemn, such orders may be made by the court having	124
27	jurisdiction of the action or proceeding as may be just	125
28	to the authority and to the owners of the property to be	
29	condemned; and no property shall be acquired under this	126
30	article upon which any lien or other encumbrance exists	127
31	unless at the time such property is so acquired a	
32	sufficient sum of money is deposited in trust to pay and	128
33	redeem the fair value of such lien or encumbrance; and	129
34	if the authority shall deem it expedient to construct	
35	any project on lands which are a part of the campus,	130
36	grounds, or other real estate holdings of a member unit	131
37	of the university system, the <u>Governor board of regents</u>	132
38	is authorized to execute for and on behalf of the state	
39	a lease upon such lands to the authority for such parcel	133
40	or parcels as shall be needed for a period not to exceed	134
41	50 years; and if the authority shall deem it expedient	135
42	to construct any project on any other lands the title to	
43	which shall then be in this state, the Governor is	136

1 authorized to convey, for and in behalf of the state, 137
2 title to such lands to the authority upon payment into
3 the state treasury for the credit of the sinking fund of 138
4 the state of the reasonable value of such lands, such 139
5 value to be determined by three appraisers to be agreed 140
6 upon by the Governor and the chairman of the authority;

7 (4) To appoint and select officers, agents, and 142
8 employees, including engineering, architectural, and 143
9 construction experts, fiscal agents, and attorneys, and 144
10 to fix their compensation;

11 (5) To make contracts and leases and to execute all 146
12 instruments necessary or convenient, including contracts 147
13 for construction of projects and leases of projects or 148
14 contracts with respect to the use of projects which the
15 authority causes to be erected or acquired; and any and 149
16 all political subdivisions, departments, institutions, 150
17 or agencies of the state are authorized to enter into 151
18 contracts, leases, or agreements with the authority upon
19 such terms and for such purposes as they deem advisable; 152
20 and without limiting the generality of the above, 153
21 authority is specifically granted to the board of
22 regents for and on behalf of the units and institutions 154
23 under its control and to the authority to enter into 155
24 contracts and lease agreements for the use of any
25 structure, building, or facilities or a combination of 156
26 any two or more structures, buildings, or facilities of 157
27 the authority for a term not exceeding 50 years; and the 158
28 board,--for--and--on--behalf--of--any--unit--or--institution--or
29 combination--of--units--or--institutions,--may--obligate 159
30 itself--to--pay--an--agreed--sum--for--the--use--of--such--property 160
31 so--leased--and--also--to--obligate--itself--as--part--of--the
32 lease---contract---to---pay---the---cost---of---maintaining, 161
33 repairing,--and--operating--the--property--so--leased--from--the 162
34 authority provided that no contract with the board of
35 regents or any other state agency shall constitute 163
36 security for the bonds or other obligations of the 164
37 authority;

38 (6) To construct, erect, acquire, own, repair, remodel, 165
39 maintain, add to, extend, improve, equip, operate, and 166
40 manage projects, as defined in Code Section 20-3-151, to 167
41 be located on property owned by or leased by the
42 authority; 168

43 (7) To pay the cost of any such project to--be--paid in 17
44 whole or in part from the proceeds of revenue bonds of 17

1 the authority or from such proceeds and any grant from 174
2 the United States or any agency or instrumentality
3 thereof or from any other lawful source available to the 175
4 authority;

5 ~~7~~(8) To accept loans or grants of money or materials 177
6 or property of any kind from the United States or any 178
7 agency or instrumentality thereof or from any other 179
8 governmental or private source upon such terms and 180
9 conditions as the United States or such agency or
10 instrumentality or other source may impose; 181

11 ~~8~~(9) To borrow money for any of its corporate purposes 183
12 and to issue negotiable revenue bonds payable solely 184
13 from funds pledged for that purpose and to provide for 185
14 the payment of such bonds and for the rights of the
15 holders thereof; 186

16 ~~9~~(10) To exercise any power usually possessed by 188
17 private corporations performing similar functions which 189
18 is not in conflict with the Constitution and laws of 190
19 this state; and

20 ~~10~~(11) To do all things necessary or convenient to 192
21 carry out the powers expressly given in this article." 193

22 SECTION 4. 196

23 Said article is further amended by striking in its entirety 198
24 Code Section 20-3-154, relating to the authority to issue 199
25 revenue bonds, and inserting in its place a new Code Section 200
26 20-3-154 to read as follows:

27 "20-3-154. 202

28 (a) The authority or any authority or body which has or 204
29 which may in the future succeed to the powers, duties, and 205
30 liabilities vested in the authority created by this 206
31 article shall have power at one time or from time to time 207
32 to provide by resolution for the issuance of negotiable
33 revenue bonds of the authority in the aggregate sum not to 208
34 exceed \$250 million for the purpose of paying all or any 209
35 part of the cost, as defined in this article, of any one 210
36 project or combination of projects. The principal and
37 interest of such revenue bonds shall be payable solely 211
38 from the special fund provided in this article for such 212
39 payment. The bonds of each issue shall be dated; shall
40 bear interest at such rate or rates as may be determined 213
41 by the authority, payable semiannually; shall mature at 214
42 such time or times not exceeding 30 20 years from their 215

1 date or dates, except that 'Georgia Education Authority 216
 2 (University) Student Housing Revenue Bonds' may mature at
 3 such time or times not exceeding 40 30 years from their 217
 4 date or dates; shall be payable in such medium of payment 218
 5 as to both principal and interest as may be determined by 219
 6 the authority; and may be made redeemable before maturity,
 7 at the option of the authority, at such price or prices 220
 8 and under such terms and conditions as may be fixed by the 221
 9 authority in the resolution providing for the issuance of 222
 10 the bonds.

11 (b) Bonds may be issued by the authority only for those 224
 12 projects which have received the authorization of the 225
 13 board of regents, the Governor, and the General Assembly 226
 14 in the budget process in the following manner. The board
 15 of regents may authorize a named project or projects to 227
 16 be financed by revenue bonds of the authority by including 228
 17 a resolution to that effect with its budget request to the 229
 18 Governor. The Governor may authorize such a project or
 19 projects, so identified by including a recommendation in 230
 20 the budget report. The General Assembly may authorize a 231
 21 project or projects by making a capital outlay 232
 22 appropriation specifically for financial advisory studies
 23 for the project, identified by name and as a 'GEA(U) 233
 24 revenue bond project.'

25 SECTION 5. 236

26 Said article is further amended by striking in its entirety 238
 27 Code Section 20-3-158, relating to the manner of sale and 239
 28 price of bonds, and inserting in its place a new Code 240
 29 Section 20-3-158 to read as follows:

30 "20-3-158. 242

31 (a) The authority may sell its bonds in such manner and 244
 32 for such price as it may determine to be for the best 245
 33 interests of the authority, subject to the approval and 246
 34 financial advisory jurisdiction of--Whenever-the-authority 247
 35 shall-determine-to-issue-its-bonds,-it-shall-call-upon the 248
 36 Georgia Building--Authority State Finance and Investment
 37 Commission. to-render-advice-and-to-perform,-as-its-agent, 249
 38 ministerial-services-for-the-authority-in-connection--with 250
 39 the-marketing-of-such-bonds-

40 (b) Prior to the sales of any bonds, the authority must 252
 41 ascertain that the project or projects to be funded are 253
 42 self-liquidating as defined in Code Section 20-3-151. The 254
 43 authority must further implement a procedure to ensure the 255

1	<u>credit worthiness of any project for which bonds are</u>	
2	<u>issued through an independent fiscal analysis."</u>	256
3	<u>SECTION 6.</u>	259
4	Said article is further amended by striking in its entirety	261
5	Code Section 20-3-163, relating to credit of state not	262
6	pledged, and inserting in its place a new Code Section	263
7	20-3-163 to read as follows:	
8	"20-3-163.	265
9	Revenue bonds issued under this article shall not be	267
10	deemed to constitute a debt of the state or a pledge of	268
11	the faith and credit of the state, but such bonds shall be	269
12	payable solely from the fund provided for in Code Section	
13	20-3-166; and the issuance of such revenue bonds shall not	270
14	directly, indirectly, or contingently obligate the state	271
15	to levy or to pledge any form of taxation whatever	272
16	therefor or to make any appropriation for their payment;	
17	and all such bonds shall contain recitals on their face	273
18	covering substantially the foregoing provisions of this	274
19	Code section,--provided,--however,--such--funds--as--may--be	275
20	received--from--state--appropriations--or--from--any--other	
21	source--are--declared--to--be--available--and--may--be--used--by--the	276
22	board--of--regents--for--the--performance--of--any--lease--contract	277
23	entered--into--by--the--board. <u>No contract with the board of</u>	278
24	<u>regents or any other state agency shall constitute</u>	
25	<u>security for the bonds or other obligations issued by the</u>	279
26	<u>authority."</u>	
27	<u>SECTION 7.</u>	282
28	Said article is further amended by striking in its entirety	284
29	Code Section 20-3-164, relating to trust indentures to	285
30	secure bonds, and inserting in its place a new Code Section	286
31	20-3-164 to read as follows:	
32	"20-3-164.	288
33	In the discretion of the authority, any issue of revenue	290
34	bonds may be secured by a trust indenture by and between	291
35	the authority and a corporate trustee, which may be any	292
36	trust company or bank having the powers of a trust company	
37	within or outside of the state. Such trust indenture may	293
38	pledge or assign rents, revenues, and earnings to be	294
39	received by the authority. Either the resolution providing	295
40	for the issuance of revenue bonds or such trust indenture	
41	may contain such provisions for protecting and enforcing	296
42	the rights and remedies of the bondholders as may be	297

1 reasonable and proper and not in violation of law, 298
 2 including covenants setting forth the duties of the
 3 authority in relation to the acquisition of property; the 299
 4 construction of the project; the maintenance, operation, 300
 5 repair, and insurance of the project; and the custody, 301
 6 safeguarding, and application of all moneys; may also
 7 provide that any project shall be constructed and paid for 302
 8 under the supervision and approval of consulting engineers 303
 9 or architects employed or designated by the authority and
 10 satisfactory to the original purchasers of the bonds 304
 11 issued therefor; may also require that the security given 305
 12 by contractors and by any depositary of the proceeds of 306
 13 the bonds or revenues or other moneys be satisfactory to
 14 such purchasers; and may also contain provisions 307
 15 concerning the conditions, if any, upon which additional 308
 16 revenue bonds may be issued. It shall be lawful for any
 17 bank or trust company ~~incorporated--under--the--laws--of~~ 309
 18 authorized to conduct business in this state to act as 310
 19 such depositary and to furnish such indemnifying bonds or 311
 20 pledge such securities as may be required by the
 21 authority. Such indenture may set forth the rights and 312
 22 remedies of the bondholders and of the trustee and may 313
 23 restrict the individual right of action of bondholders as 314
 24 is customary in trust indentures securing bonds and 315
 25 debentures of corporations. In addition to the foregoing,
 26 such trust indenture may contain such other provisions as 316
 27 the authority may deem reasonable and proper for the 317
 28 security of the bondholders. All expenses incurred in 318
 29 carrying out such trust indenture may be treated as a part
 30 of the cost of maintenance, operation, and repair of the 319
 31 project affected by such indenture." 320

32 SECTION 8. 323

33 Said article is further amended by striking in its entirety 325
 34 Code Section 20-3-166, relating to sinking fund, and 326
 35 inserting in its place a new Code Section 20-3-166 to read 327
 36 as follows:

37 "20-3-166. 329

38 The revenues, rents, and earnings derived from any 331
 39 particular project or combined project ~~or any and all~~ 332
 40 ~~funds from any source received by the board of regents and~~ 334
 41 ~~pledged and allocated by it to the authority--as--security~~
 42 ~~for--the--performance--of--any--lease--or--leases--or--any--and--all~~ 335
 43 revenues, rents, and earnings received by the authority, 337
 44 regardless of whether or not such rents, earnings, and 338

1 revenues were produced by a particular project for which
 2 bonds have been issued, unless otherwise pledged and 339
 3 allocated, may be pledged and allocated by the authority 340
 4 to the payment of the principal and interest on revenue
 5 bonds of the authority as the resolution authorizing the 341
 6 issuance of the bonds or the trust instrument may provide; 342
 7 and such funds so pledged from whatever source received, 343
 8 which pledge may include funds received from one or more
 9 or all sources, shall be set aside at regular intervals as 344
 10 may be provided in the resolution or trust indenture into 345
 11 a sinking fund which shall be pledged to and charged with 346
 12 the payment of:

13 (1) The interest upon such revenue bonds as such 348
 14 interest shall fall due;

15 (2) The principal of the bonds as the same shall fall 350
 16 due; .

17 (3) The necessary charges of paying agents for paying 352
 18 principal and interest; and 353

19 (4) Any premium upon bonds retired by call or purchase 355
 20 as provided in Code Section 20-3-154. 356

21 The use and disposition of such sinking funds shall be 358
 22 subject to such regulations as may be provided in the 359
 23 resolution authorizing the issuance of the revenue bonds 360
 24 or in the trust indenture, but, except as may otherwise be
 25 provided in such resolution or trust indenture, such 361
 26 sinking fund shall be a fund for the benefit of all 362
 27 revenue bonds without distinction or priority of one over 363
 28 another. Subject to the provisions of the resolution
 29 authorizing the issuance of the bonds or in the trust 364
 30 indenture, surplus moneys in the sinking fund may be 365
 31 applied to the purchase or redemption of bonds; and any
 32 such bonds so purchased or redeemed shall forthwith be 366
 33 canceled and shall not again be issued." 367

34 SECTION 9. 370

35 Said article is further amended by striking in its entirety 372
 36 Code Section 20-3-167, relating to trust indentures to 373
 37 secure bonds, and inserting in its place a new Code Section 374
 38 20-3-167 to read as follows:

39 "20-3-167. 376

40 Any holder of revenue bonds or interest coupons issued 378
 41 under this article, any receiver for such holders, or 379

1 indenture trustee, if any, except to the extent the rights 380
2 given in this Code section may be restricted by resolution
3 passed before the issuance of the bonds or by the trust 381
4 indenture, may by action, mandamus, or other proceedings 382
5 protect and enforce any and all rights under the laws of 383
6 this state or granted under this article or under such
7 resolution or trust indenture and may enforce and compel 384
8 performance of all duties required by this article or by 385
9 resolution or trust indenture to be performed by the
10 authority or any officer thereof, including the fixing, 386
11 charging, and collecting of revenues, rents, and other 387
12 charges for the use of the project or projects, and, in 388
13 the event of default of the authority upon the principal
14 and interest obligations of any revenue bond issue, shall 389
15 be subrogated to each and every right, specifically 390
16 including the contract rights of collecting rental, which 391
17 the authority may possess, ~~against the board of regents or~~
18 ~~either contracting or leasing department, agency, or~~ 392
19 ~~institution of the state.~~ In the pursuit of his, her, or 394
20 its remedies as subrogee, such individual, receiver, or 395
21 trustee may proceed by action, mandamus, or other 396
22 proceedings to collect any sums by such proceedings due 397
23 and owing to the authority and pledged or partially 398
24 pledged directly or indirectly to the benefit of the
25 revenue bond issue of which such individual, receiver, or 399
26 trustee is representative. No holder of any such bond or 400
27 receiver or indenture trustee thereof shall have the right 401
28 to compel any exercise of the taxing power of the state to
29 pay any such bond or the interest thereon or to enforce 402
30 the payment thereof against any property of the state; nor 403
31 shall any such bond constitute a charge, lien, or
32 encumbrance, legal or equitable, upon the property of the 404
33 state; provided, however, any provision of this article or 405
34 any other Act to the contrary notwithstanding, any such 406
35 bondholder or receiver or indenture trustee shall have the 407
36 right by appropriate legal or equitable proceedings,
37 including, without being limited to, mandamus, to enforce 408
38 compliance by the appropriate public officials with 409
39 Article VII, Section IV, Paragraph III of the Constitution 410
40 of Georgia; and permission is given for the institution of
41 any such proceedings to compel the payment of lease 411
42 obligations."

43 SECTION 10. 414
44 Said article is further amended by striking in its entirety 416
45 Code Section 20-3-171, relating to procedure for validating 417

1 bonds, and inserting in its place a new Code Section 418
2 20-3-171 to read as follows:

3 "20-3-171. 420

4 Bonds of the authority shall be confirmed and validated in 422
5 accordance with the procedure of Article 3 of Chapter 82 423
6 of Title 36. The petition for validation shall also make 424
7 party defendant to such action any authority, subdivision,
8 instrumentality, or agency of the state which has 425
9 contracted with the authority for the use of any building, 426
10 structure, or facilities for which bonds have been issued 427
11 and sought to be validated; and such other authority,
12 subdivision, instrumentality, or agency shall be required 428
13 to show cause, if any, why such contract or contracts and 429
14 the terms and conditions thereof should not be inquired 430
15 into by the court, and the validity of the terms thereof
16 determined, ~~and the contract adjudicated as security for~~ 431
17 ~~the payment of any such bonds of the authority.~~ The bonds, 432
18 when validated, and the judgment of validation with 433
19 respect to such bonds shall be final and conclusive
20 against the authority issuing them and against any other 434
21 authority, subdivision, instrumentality, or agency 435
22 contracting with the authority."

23 SECTION 11. 437

24 Said article is further amended by striking in its entirety 439
25 Code Section 20-3-176, relating to fixing, collecting, and 440
26 assigning rentals and charges for use of projects, and 441
27 inserting in its place a new Code Section 20-3-176 to read 442
28 as follows: 443

29 "20-3-176. 444

30 (a) The authority is authorized to fix rentals and other 446
31 charges which the ~~board of regents~~ users shall pay to the 447
32 authority for the use of each project or part thereof or 448
33 combination of projects, and to charge and collect them, 449
34 ~~and to lease and make contracts with political~~
35 ~~subdivisions and agencies and with the board with respect~~ 450
36 ~~to the use by any institution or unit under its control of~~ 451
37 ~~any project or part thereof.~~ Such rentals and other 452
38 charges shall be so fixed and adjusted in respect to the
39 aggregate thereof from the project or projects for which a 453
40 single issue of revenue bonds is issued as to provide a 454
41 fund sufficient with other revenues of such project or 455
42 projects, if any, to pay:

1 (1) The cost of maintaining, repairing, and operating 457
 2 the project or projects, including reserves for 458
 3 extraordinary repairs and insurance and other reserves 459
 4 required by the resolution or trust indentures, unless
 5 such cost shall be otherwise provided for, which cost 460
 6 shall be deemed to include the expenses incurred by the 461
 7 authority on account of the project or projects for
 8 water, light, sewer, and other services furnished by 462
 9 other facilities at such institution; and 463
 10 (2) The principal of the revenue bonds and the interest 465
 11 thereon as they shall become due. 466
 12 ~~(b)-The-rentals-contracted-to-be--paid--by--the--board--or~~ 468
 13 ~~other--leasing--department,--agency,--or--institution--of--the~~ 469
 14 ~~state--to--the--authority--under--leases--entered--upon--pursuant~~ 470
 15 ~~to--this--article--shall--constitute--obligations--of--the--state~~
 16 ~~for--the--payment--of--which--the--good--faith--of--the--state--is~~ 471
 17 ~~pledged,--Such--rentals--shall--be--paid--as--provided--in--the~~ 472
 18 ~~lease--contracts--from--funds--appropriated--for--such--purposes~~ 473
 19 ~~by--the--terms--of--the--Constitution--of--Georgia,--it--shall--be~~
 20 ~~the--duty--of--the--board--or--other--leasing--department,--agency,~~ 474
 21 ~~or--institution--of--the--state--to--see--to--the--punctual--payment~~ 475
 22 ~~of--all--such--rentals.~~
 23 ~~(e)~~ (b) In the event of any failure or refusal on the part 477
 24 of lessees other parties punctually to perform any 478
 25 covenant or obligation contained in any lease agreement 479
 26 entered upon pursuant to this article, the authority may 480
 27 enforce performance by any legal or equitable process 481
 28 against lessees, ~~and consent is given for the institution~~ 482
 29 ~~of any such action~~ such parties.
 30 ~~(d)~~ (c) The authority shall be permitted to assign any 484
 31 rental or other charge due it by the lessees other parties 485
 32 to a trustee or paying agent as may be required by the 486
 33 terms of any trust indenture entered into by the authority 487
 34 but not obligations of the board of regents or another 488
 35 state agency.
 36 SECTION 12. 491
 37 Said article is further amended by striking in its entirety 493
 38 Code Section 20-3-178, relating to accounts and audits, and 494
 39 inserting in its place a new Code Section 20-3-178 to read 495
 40 as follows:

1	"20-3-178.	497
2	The accounts of the authority created in this article	499
3	shall be kept as separate and distinct accounts by the	500
4	treasurer of the board-of-regents <u>authority</u> and shall be	501
5	subject to audit by the Department of Audits and	
6	Accounts."	502
7	<u>SECTION 13.</u>	505
8	This Act shall become effective on July 1, 1997.	507
9	<u>SECTION 14.</u>	510
10	All laws and parts of laws in conflict with this Act are	512
11	repealed.	

Agenda

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
244 WASHINGTON STREET, S.W.
ATLANTA, GEORGIA 30334

OFFICE OF THE VICE CHANCELLOR
FOR
EXTERNAL AFFAIRS

404-656-2211
404-656-2212

MEMORANDUM

TO: Presidents
University System

FROM: Tom Daniel *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.

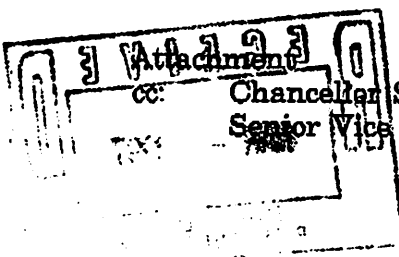
An analysis of the bill is attached. You will receive a copy of the bill by mail.

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.

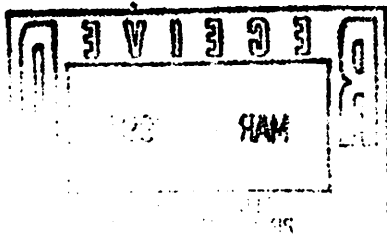
We need quick action. Telephone calls and messages are better than letters. The first priority is members of the Rules Committee. Then reach out to others.

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.



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

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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 year s 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.